



Planning *at a glance*

2013-2014

This Planning Booklet summarizes the integrated planning and resource allocation process at GCC. The main purpose of this booklet is to familiarize faculty and staff with the college's long-term goals and short-term priorities, as well as with the integrated planning system that was implemented in 2010-2011. For more details about planning and budgeting, see the Planning Handbook and budget summaries available on GCC's web site at the following addresses:

<http://www.glendale.edu/masterplanning>

<http://www.glendale.edu/budgetinfo>

Glendale Community College Mission Statement

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge;
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology that enable students to reach their educational goals in an efficient and timely manner.

approved by the Board of Trustees February 25, 2013

Educational Master Plan (EMP) Goals

The Educational Master Plan (EMP) is the high-level planning document that defines the college's long-term goals and strategies. The current EMP, approved by the Board of Trustees on June 28, 2010, consists of the following goals:

Strategic Goal 1: Students Awareness, Access, Persistence, and Success

- 1.1 *Awareness.* Improve awareness of GCCCD resources with increased and effective internal and external communication
- 1.2 *Access.* Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness
- 1.3 *Persistence and Success.* Increase student persistence and success in completion of their educational goals

Strategic Goal 3: Instructional Programs and Student Services

- 3.1 Implement empirically-based planning and decision-making
- 3.2 Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning
- 3.3 Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students
- 3.4 Streamline the movement through curriculum
- 3.5 Promote innovative Learning for 21st Century Students and Faculty

Strategic Goal 2: Economic and Workforce Development

- 2.1 Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCCD
- 2.2 Collaborate with LACCD at its Van de Kamp Campus in Atwater Village
- 2.3 Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College)

Strategic Goal 4: Fiscal Stability and Diversification (Enrollment Management)

- 4.1 Institutionalize the Enrollment Management Committee as a part of the GCCCD governance structure
- 4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches
- 4.3 Diversify revenue sources
- 4.4 Establish a centralized, GCCCD-wide grant-writing function

Annual Goals

Each year, the college defines the most important short-term goals which receive priority for resource allocation. The following goals were approved as the Annual Goals for 2013-2014:

The following goals reflect the college's vision of developing financial efficiency while supporting student success and educational excellence.

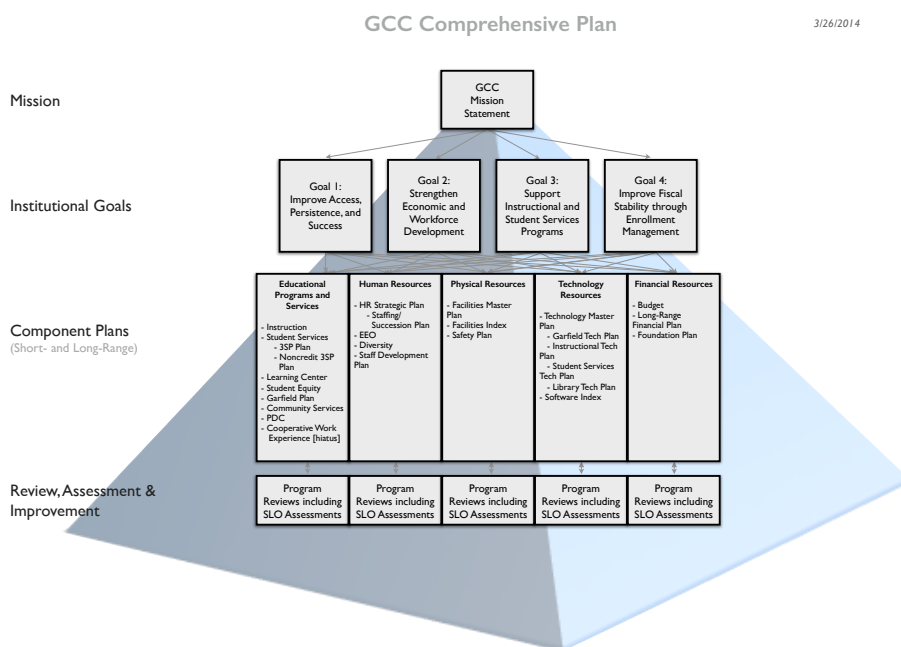
1. Scheduling will respond to data (EMP 1.3.1.e.7), including a review of room ownership (EMP 3.4.1.b.8).
2. Action Step 4.2.1. Develop a framework for defining programs in terms of how they meet GCCD's primary, secondary, and tertiary missions. This stratification provides the relative value of programs and services to GCCD's mission. (EMP-2010-245)
3. Streamline the transition from Non Credit to credit (EMP 3.4.3.a)
4. The college will continue its work in competing for grants and pursue additional business partnerships that will provide additional funding. (SS-2010-162)
5. The college will allocate on-going funding so that the replacement of equipment and technology can be scheduled and planned based on industry standards. (SS-2010-135)
6. The college will implement its two-year projection into its budget process. (SS-2010-165)
7. Investigate means of increased coordination and communication among the diverse student labs, including technology development and training with the goal of more consistent data collection, standard assessments (SLOAC), and possible economies of scale. (SS-2010-087)
8. Continue to assess student learning outcomes at the course, program, and institutional levels and use assessment results for continuous improvement. Further develop the SLO database to improve the college's reporting and planning capabilities with regard to SLOs. (SS 2010- 021 & 022)
9. Faculty will continue to explore, evaluate and implement delivery modes and methods of instruction that meet the objectives of the curriculum and support student needs. (SS-2-10-023)
10. The college will strengthen governance relationships and promote trust by an ongoing self-evaluation process of the state of shared governance including an annual leadership survey. (SS-2010-177).
11. The college will improve its use of communication tools (e.g., Facebook, Twitter, Instagram, Tumblr, etc.) to provide information to students, faculty, staff, and the community and to share college accomplishments more widely.
12. The college will clarify its hiring prioritization processes (IHAC, SSHAC, and CHAC) and how decisions are made about which positions are funded.
13. The college will develop a "green" policy and implement it in order to work toward reducing the use of paper and improving the college's impact on the environment.

College Plans

College plans are each assigned to an administrator. Part of the administrator's evaluation is based on progress toward implementation of the plans. The table below lists the plans, the responsible administrator, and the responsible committee. In order for a plan to be approved and considered a college plan, it must be approved by the responsible committee, forwarded through the governance process, and be approved by the Campus Executive Committee.

Plan	Responsible Administrator	Responsible Committee
Educational Master Plan	Vice President, Instructional Services	Master Planning Committee (Team A)
Facilities Master Plan	Vice President, Administrative Services	Campus Development
Five-Year Construction Plan	Vice President, Administrative Services	Campus Development
Emergency Operations Plan	Vice President, Administrative Services	Administrative Affairs
Health and Safety Plan	Vice President, Administrative Services	Administrative Affairs
Technology Master Plan	Associate Vice President, Information and Technology Services	Campuswide Computer Coordinating Committee
Noncredit Matriculation Plan	Associate Vice President, Continuing and Community Education	Noncredit Matriculation Committee
Human Resources Plan	Associate Vice President, Human Resources	Administrative Affairs
Credit Matriculation Plan	Dean, Student Services	Matriculation Committee
Library and Learning Resources Plan	Associate Dean, Library and Learning Resources	Student Affairs
Scheduled Maintenance Plan	Director, Facilities	Campus Development
Student Equity Plan	<i>(to be assigned by Student Equity Committee)</i>	Student Equity Committee

The "pyramid" diagram below shows the relationship between the college mission statement, the goals of the Educational Master Plan, and the other college plans, along with program review. Together, the set of plans, goals, and the mission form the GCC Comprehensive Plan.



Integrated Planning, Program Review, and Resource Allocation

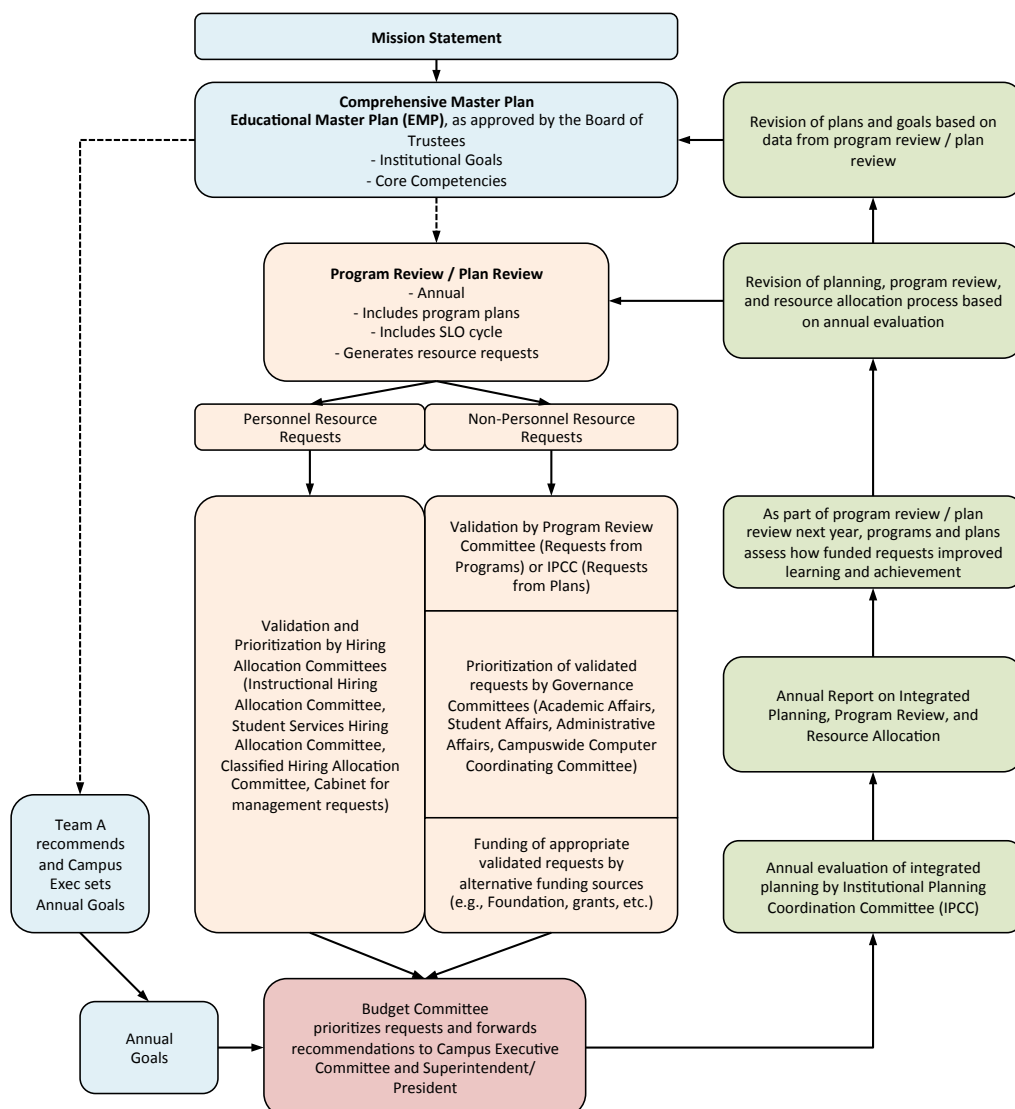
College resource allocation, which includes fiscal as well as human resources, is based on annual planning and program review. The flowchart below describes the annual cycle. The Educational Master Plan is at the top; planning and program review refer to the goals of the EMP.

The track on the left is called Plan Review and it requires college plans to be evaluated. Resource requests required to implement the plans are submitted based on plan reviews.

The track on the right is Program Review and it requires instructional, student services, and administrative programs to be evaluated. Programs request resources for improvement that are tied to data, outcomes, and plan goals.

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Integrated Planning Flowchart



All resource requests are prioritized through the governance system: personnel requests are prioritized by the three Hiring Allocation Committees (IHAC, SSHAC, and CHAC) while non-personnel requests are prioritized by Academic Affairs, Student Affairs, Administrative Affairs, and the Campuswide Computer Coordinating Committee. After prioritization, resource requests go to the Budget Committee for the final recommendation regarding funding.

The college evaluates its integrated planning process every year. Reports evaluating the process, including summaries of funded resource requests, are available on the following web page:

<http://www.glendale.edu/index.aspx?page=6259>

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