

Glendale Community College

Planning Handbook

2008 – 2009



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1. Introduction

Planning is the process by which the college accomplishes its mission. The Glendale Community College Planning Handbook describes the planning activities performed on a regular cycle at Glendale Community College.

The primary activities of ongoing, collegewide planning are conducted by the Master Planning Committee (known as Team A) and the Planning Resource Committee (known as Team B), which are co-coordinated by the Faculty Planning Coordinator and the Associate Dean of Institutional Research and Planning. Team A is a large group which includes all division chairs, all administrators (including the chairs of the standing governance committees), faculty appointed by the Academic Senate and the Guild, classified staff appointed by the CSEA, and student representatives appointed by the Associated Students of Glendale Community College. Team A meets at least once per semester and is responsible for approving changes to the college mission statement, Strategic Master Plan, and Educational Master Plan. This committee also reviews the plans produced by various groups and offices on campus (e.g., Human Resources, Information Technology, and Instructional Technology) which are relevant to the planning and budget process. Team A is also the committee that prioritizes the college's annual budget goal recommendations, which are sent to the Superintendent/President.

Team B is a smaller working group which serves as Team A's steering committee. Co-chaired by the Coordinator of Strategic Planning and the Associate Dean of Institutional Research and Planning, Team B also includes the Program Review Coordinator and the Student Learning Outcomes Coordinator, as well as representatives from the faculty, administration, and classified staff. This committee meets regularly and is responsible for organizing the work of Team A as well as recommending changes to the college's planning documents and processes.

This Handbook describes the processes that lead to the main planning documents at GCC, which are described in the following list.

- **Strategic Master Plan (SMP):** This is the high-level strategic plan that defines the college's goals and direction for the next 5-6 years. The SMP is revised on a six-year cycle.
- **Educational Master Plan (EMP):** This is the set of unit-level plans for instructional programs and student services units. These plans respond to the college mission statement and to the Strategic Master Plan and define unit goals for the next 3-5 years. The Strategic Master Plan's objective 3.1 calls for a higher-level educational plan that integrates the unit-level plans.
- **Annual Goals:** Every year, the college sets budgeting priorities by defining annual goals based on the Strategic Master Plan, the Educational Master Plan, and other college plans.
- **Program Review:** The Program Review process is well developed at GCC. It includes program-level planning. It is also linked to resource allocation through the annual budget process.
- **College Plans:** This category includes operational plans, which are updated regularly by college groups, including the Facilities Master Plan/Capital Construction Plan, Facilities Maintenance Plan, Technology Plan, Staff Diversity Plan, and Staff Development Plan. These operational plans are developed by specific college committees, task forces, and departments.

At Glendale Community College, planning helps to assure the achievement of student learning outcomes and assure the accomplishment of the mission. It also incorporates assessment so the college can measure progress towards its goals and the achievement of its mission.

2. Glendale Community College Mission Statement

Mission Statement

The Glendale Community College mission includes both a formal mission statement and a statement of core values.

MISSION STATEMENT

Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society.

STATEMENT OF CORE VALUES

Glendale Community College is committed to:

- providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- emphasizing the coherence among disciplines and promotion of openness to the diversity of the human experience;
- helping students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility;
- providing an extensive array of student services and learning tools, including state of the art technology, to assist students in all aspects of their college experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

Mission Statement Revision Cycle

The mission statement is regularly revised, in accordance with the Accrediting Commission for Community and Junior College's accreditation standard I.A.3 ("Using the institution's governance and decision-making processes, the institution reviews its mission on a regular basis and revises it as necessary"). The mission statement is reviewed annually by Team A of the Strategic Master Planning process, which includes all division chairs, administrators, and representatives of all college constituencies, including faculty, classified staff, and students. The following list describes the steps for reviewing the mission statement and revising it, if revision is deemed necessary.

- At its first meeting in the Fall semester of each year, Team A reviews the current mission statement and statement of core values. Team A members are asked to discuss the mission

statement and statement of core values with the groups they represent. Input about revisions is also solicited from members of the Board of Trustees.

- Suggestions for revisions to the mission statement and the statement of core values are submitted to Team B.
- At a Team A meeting in the Spring semester, Team B introduces any proposed revisions. Team A discusses the proposals and votes on whether to accept them or not. If Team A approves the revision, it is forwarded through the governance process to the Executive Committee, and it is included as an information item on the agendas of the four standing committees: Academic Affairs, Student Affairs, Administrative Affairs, and the Campuswide Computer Coordinating Committee. If the revision is approved by the Executive Committee, it is sent to the Board of Trustees for approval.

The list below describes the revision history of the Glendale Community College mission statement since 1998.

- As part of the master planning process, a new mission statement was written, approved by the Master Plan Task Force (the predecessor to Team A), and approved by the Board of Trustees in January 1998. The 1998 mission statement included the college mission, the five items included in the current statement of core values, and six objectives and functions of the college.
- In Fall 2007, as part of the effort to revise the Strategic Master Plan, Team B rewrote the mission statement and moved five items into the statement of core values. This revision was forwarded to Team A, who reviewed, revised, and approved it. A final rewrite of the mission statement was voted on at the November 14, 2007 Team A meeting, then reviewed by the several standing committees in the governance system, forwarded to the Campus Executive and taken to the Board of Trustees for final approval.
- The new mission statement was approved by the Board of Trustees at their March 17, 2008 meeting.

3. Setting Long-Term Goals: Strategic Master Plan (SMP)

Strategic Master Plan Goals

The college's Strategic Master Plan is a high-level strategic plan that describes the college's direction for the next 5-6 years. It defines the college's long-term goals. The current Strategic Master Plan includes 10 goals organized into four themes:

STUDENT ACCESS

Goal I: Provide access for students, including under-represented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers (transfer, degrees, certificates; academic career and technical education, non credit, and personal development).

STUDENT LEARNING OUTCOMES, ASSESSMENT, and RETENTION

Goal II: Develop and implement Student Learning Outcomes and Assessments at the course, program, and campus levels in order to help our students achieve success.

Goal III: Increase and improve the quantity, quality, and variety of learning opportunities that promote student success.

Goal IV: Increase student retention and success by strengthening student connections with the college and responding to student needs.

Goal V: Streamline and enhance the delivery of Student Services by focusing on proactive services.

PARTNERSHIPS AND WORK FORCE DEVELOPMENT

GOAL VI: Expand the academic, and the career and technical education programs offered on the main and the Garfield Campuses.

INSTITUTIONAL EFFECTIVENESS

Employee Excellence

GOAL VII: Increase faculty and staff excellence in all aspects of college operations.

Management Efficiency and Effectiveness

GOAL VIII. Improve administrative efficiency and effectiveness and fiscal stability.

GOAL IX: Improve the integration of the planning process.

GOAL X: Upgrade the college's information technology infrastructure and its management information system.

The latest version of the Strategic Master Plan is available on the college web site at the following address:

<http://www.glendale.edu/masterplan/index.html>

Planning Committee Structure

The Planning Coordinator, a faculty member on released time, coordinates the Strategic Master Plan. The table below shows the membership of the two committees responsible for the Strategic Master Plan. Team A, the Master Planning Committee, is the larger committee which is responsible for approving the plan and meets approximately 4-5 times per year. Team B, the Planning Resource Committee, is the steering committee, which organizes the work of Team A and meets on a regular basis.

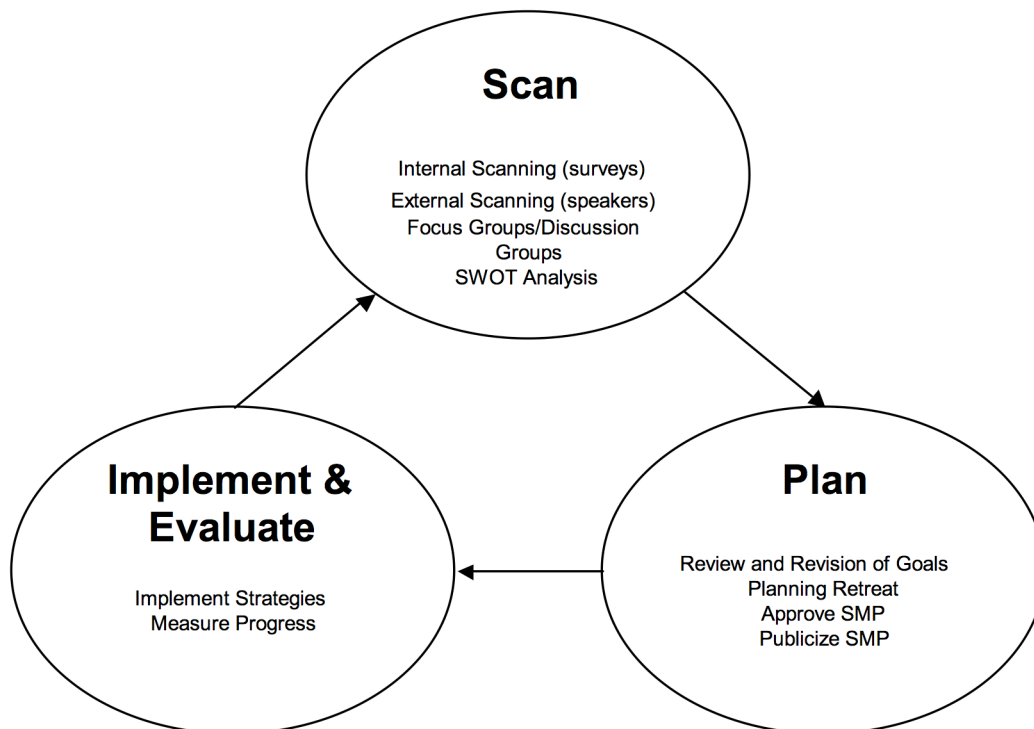
Master Planning Committees and Leadership		
	Team A Master Planning Committee	Team B Planning Resource Committee
Chair	<i>Planning Coordinator (faculty)</i>	<i>Assoc. Dean of Institutional Research & Planning (admin)</i>
Faculty Membership	• Division Chairs • Program Review Coord. • Academic Senate President • Guild President • Academic Senate appointments (4) • Accreditation Coordinator	• Planning Coordinator • Program Review Coordinator • Student Learning Outcomes Assessment Cycle Coordinator • Accreditation Coordinator • Appointed by Team A: - 1 College Services appt. - 2 Instructional appointments (one from Vocational Ed.) - 1 Non-Credit appointment
		• Appointed by Assoc. Dean of Inst'l Research & Planning and Planning Coordinator: - 3-4 appointments - Resource people as needed
Administration Membership	• President • Vice Presidents • Instructional Deans and Assoc. Deans • Assoc. Dean, Inst'l Research & Planning • College Services Deans & Assoc. Deans) • Assoc. VP of IT • Assoc. VP of HR	• Controller • Appointed by Team A: - 1 administrator
Classified Membership	Classified Council appoints: - 4 Classified (one from confidential/mgmt.)	Team A to appoint: - 1 Classified
Students	ASGCC President & 2 students	
Total Membership	58-59	14
Responsibilities	• Content • Long-range plan and Educational Master Plan • Annual planning and reporting • Approves HR, IT, & Facilities Plans • Reports to Executive Committee	• Support • Environmental and Internal Scanning • Advisory to Master Planning Committee and to Research and Planning • Reports to Master Planning Committee (Team A)

Process for Revising SMP

The SMP is revised on a six-year cycle. The timeline for the current and next cycles are described in the table below.

2007-2008	SMP Revision Year 1
2008-2009	SMP Revision Year 2
2009-2010	Accreditation Visit; SMP Implementation
2010-2011	SMP Implementation; Evaluation of Progress Toward Goals
2011-2012	SMP Implementation; Evaluation of Progress Toward Goals
2012-2013	SMP Implementation; Evaluation of Progress Toward Goals
2013-2014	SMP Revision Year 1
2014-2015	SMP Revision Year 2
2015-2016	Accreditation Visit; SMP Implementation

Revision of the Strategic Master Plan is a two-year process. The diagram below shows the philosophy behind the SMP revision cycle.



The following outline describes the steps used in revising the Strategic Master Plan every six years. The process begins with a review of the mission statement. It continues with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which identifies strengths and weaknesses through internal scanning and opportunities and threats through external scanning.

SMP Revision		
Revision Year 1	Fall	Begin external scan by inviting speakers knowledgeable about critical areas (e.g., K-12 education, workforce development, transfer institutions, state and local politics, technology, social trends, etc.) to identify opportunities and threats. (Additionally, a process is being developed to include more information in external scanning.)
	Fall	Begin internal scan by summarizing results of annual faculty/staff survey identifying college strengths and weaknesses
	Spring	Continue internal scan by conducting focus groups/discussion groups of faculty, staff, and students to further explore ways of addressing our challenges and maximizing our strengths
	Spring	Analyze results of internal scanning, external scanning, and SWOT analysis
	Spring	Develop ideas for new goals and revised goals; propose modifications to SMP
	Spring	Conduct retreat to integrate new ideas and revisions of the SMP
Revision Year 2	Summer	Develop draft SMP
	Fall	Review and approve SMP
	Fall	Submit SMP to Board of Trustees
	Spring	Present SMP as information to standing governance committees

The SMP revision process takes two years. In the current cycle, the SMP was revised during 2007-2008 and 2008-2009. In the next cycle, the SMP will be revised during 2013-2014 and 2014-2015. During other years in the cycle, Team A and Team B are responsible for evaluating progress toward the SMP goals as well as discussing potential revisions of the mission statement (see section 2) and developing annual goals (see section 6).

4. Program-Level Planning: Program Review and Educational Master Plan (EMP)

EMP Cycle

The college's Educational Master Plan (EMP) is a collection of unit-level plans, each of which responds to the college mission statement and the Strategic Master Plan. In the Fall of each year, each instructional program and each student services program develops and updates its own unit-level goals and reports its annual progress toward those goals, specific work plans for the year, and anticipated budget requests for the following year to the Strategic Planning Coordinator. The first EMP was begun in 2004 and completed in 2006. Information from the progress reports is used to identify the college's annual goals for the budget cycle.

Each program's Educational Plan is updated in the Program Review process. The final section of the Program Review document asks programs to develop a three-year educational plan, including those developed during the last Program Review cycle and those developed as part of the EMP of 2004-2006. Programs are asked to synthesize goals from these previous plans to create a single, integrated educational plan for the program. Progress toward the goals in the program's educational plan is reported during the annual goal setting process described above. Program planning therefore follows the multi-year Program Review cycle, but progress toward program goals is updated annually.

The latest version of the Educational Master Plan is available on the college web site at the following address:

<http://www.glendale.edu/masterplan/index.html>

Process for EMP Annual Progress Reports

Each instructional and student services program reports on progress toward meeting the goals of its plan during the Fall semester of each year. Progress reports are tied to the annual goal-setting process.

Programs wishing to revise their Educational Plan may do so at any time. The planning process is intended to encourage program faculty and staff to engage in discussions of goals and plans that relate to their work. The optimal time for a program to revise its Educational Plan is during the Fall semester. If a program's plan is revised during the Fall, then it can be submitted to the Program Review process for validation. This is particularly helpful if the program wants to make a budget augmentation request during the budget process for the following year. Budget request prioritization includes a criterion of the strength of the relationship between the program's request and the program's Educational Plan. If the Educational Plan is revised and validated during the Fall semester, then budget requests directly linked to the validated plan will be submitted in February.

The table below shows the cycle for EMP progress reports. The table begins with the year the individual program undergoes program review, then shows activities in subsequent years.

Year	Activities
Year of Program Review	Program writes three-year Educational Plan as part of Program Review
1 Year After Program Review	Fall semester: • Annual progress report due to Planning Coordinator as part of annual goal-setting • Program may revise its Educational Plan and submit it to the Program Review validation process • Program identifies budget requests tied to Educational Plan for next budget cycle
2 Years After Program Review	Fall semester: • Annual progress report due to Planning Coordinator as part of annual goal-setting • Program may revise its Educational Plan and submit it to the Program Review validation process • Program identifies budget requests tied to Educational Plan for next budget cycle
3 Years After Program Review	Fall semester: • Annual progress report due to Planning Coordinator as part of annual goal-setting • Program may revise its Educational Plan and submit it to the Program Review validation process • Program identifies budget requests tied to Educational Plan for next budget cycle
4 Years After Program Review	Fall semester: • Annual progress report due to Planning Coordinator as part of annual goal-setting • Program may revise its Educational Plan and submit it to the Program Review validation process • Program identifies budget requests tied to Educational Plan for next budget cycle
5 Years After Program Review	Fall semester: • Annual progress report due to Planning Coordinator as part of annual goal-setting • Program may revise its Educational Plan and submit it to the Program Review validation process • Program identifies budget requests tied to Educational Plan for next budget cycle
Program's Program Review Year	Program writes three-year Educational Plan as part of Program Review

Program review is a college process that evaluates all instructional, student services, and administrative programs on a six-year cycle. Program review is directed by the Program Review Committee, which reports to the Campus Executive Committee and is chaired by the faculty Program Review Coordinator.

Program Review in Planning

Program Review is an important component of the Educational Master Plan process. The last section of the Program Review document requires programs to write a long-term planning addressing changes and needs in the next three to five years. Programs are encouraged to update their Educational Plan more frequently, particularly because budget requests with supporting data from programs' Educational Plans are identified in the budgeting process.

Program Review is also part of the Strategic Master Plan process. At the first Team A meeting every Fall semester, summaries of plans are presented to Team A to help inform the development of annual goals (see Section 6). A summary of educational plans from the Program Review process is also presented to Team A to help the committee develop annual goals for the college.

Program Review in Budgeting

The Program Review documents completed by instructional programs, student services programs, and administrative programs are used in the budgeting process. When budget augmentation requests are made, the form includes a check box asking whether the program's Educational Plan or Program Review self study document supports the request. A subcommittee of the Program Review Committee rates the strength of the relationship between the request and the Educational Plan and Program Review self study document. These ratings are used by the Budget Committee as it prioritizes budget augmentation requests.

5. College Plans

The college has categorized plans into two types: those college plans which are specifically addressed in the accreditation standards and those college plans which are not mentioned in accreditation standards but which the college implements and updates on a regular basis. These “other” plans are operational in nature and their development is outside the scope of this handbook.

College planning should be based on the Student Learning Outcomes Assessment Cycle. As information is collected through the assessment of SLOs, that information should be used to modify college plans in order to improve student learning.

Plans in Accreditation Standards

- Institutional Planning (Standard III.A)
 - Strategic Master Plan
 - Annual Goals
- Educational Planning (Standard IV.B)
 - Educational Master Plan
- Physical Resource Planning/Long-Range Capital Planning (Standard III.B)
 - Facilities Master Plan/Capital Construction Plan
 - Facilities Maintenance Plan
- Technology Planning (Standard III.C)
 - Technology Plan
- Financial Planning (Standard III.D)
 - Annual Budget Process
- Human Resource Planning (Standard III.A)
 - Staff Diversity Plan
 - Staff Development Plan

Other College Plans

- Learning Resources Plan
- Instructional Technology Plan
- Emergency Plans
- Garfield Campus Plan

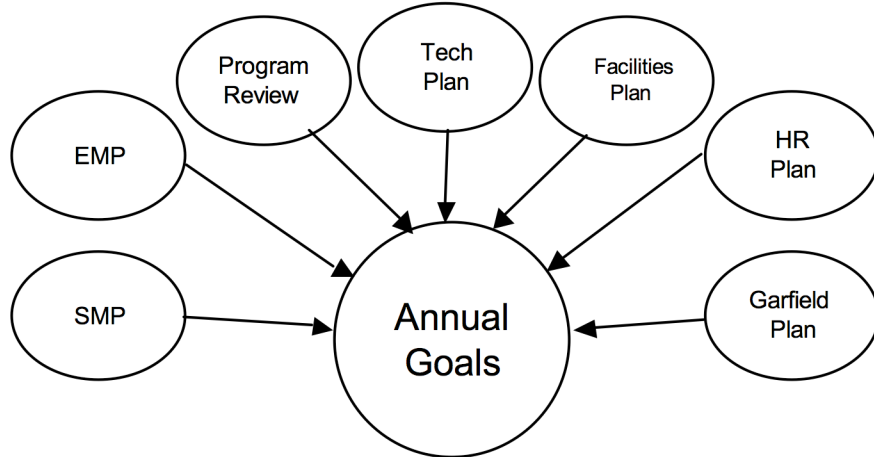
6. Setting Annual Goals: Annual Planning and Budgeting

Planning and Budgeting Timeline

The college sets annual goals every year. The annual goal-setting process is coordinated by the Planning Coordinator and Team A. The table below and the diagram on the next page show the annual goal setting process.

October	Team A meets and receives updates about progress on individual plans (Technology Plan, Educational Master Plan, etc.) from plan coordinators
	Programs submit annual Educational Plan progress reports
	Programs may revise and update their Educational Plans
November	Team A meets and receives Executive Summaries of individual plans about planned needs for the next budget year; Team A discusses planning priorities
	Team A votes online to prioritize potential Annual Goals
December	The highest priority Annual Goals are sent to the Superintendent/President for review
February	Board conducts retreat to set goals in response to the Annual Goals identified by the college
February	Board adopts college's Annual Goals for the next budget year
	Annual Goals are sent to Academic Affairs, Student Affairs, Administrative Affairs, and the Campuswide Computer Coordinating Committee (4C's) so they can disseminate the Annual Goals to college constituencies
	Unit managers consider their plans and objectives and identify which match the college's Annual Goals
	Units complete Budget Augmentation Request forms
	Budget Augmentation Request forms go to Academic Affairs, Student Affairs, Administrative Affairs, and 4C's
March	Program Review subcommittee indicates which Budget Augmentation Requests match Program Review documents
	Team A subcommittee indicates which Budget Augmentation Requests match Strategic Master Plan goals
April	Academic Affairs, Student Affairs, Administrative Affairs, and 4C's prioritize Budget Augmentation Requests in their areas, using information from the Program Review subcommittee and the Team A subcommittee
May	Academic Affairs, Student Affairs, Administrative Affairs, and 4C's return prioritized Budget Augmentation Requests to the Budget Committee
June	Expanded Budget Committee reviews Budget Augmentation Requests and establishes final priority list
	Priority list is forwarded to the Budget Committee for approval
	Budget Committee forwards priority list to Campus Executive Committee for approval
	Campus Executive Committee forwards priority list to Superintendent/President
	Superintendent/President presents final priority list to the Board of Trustees for final approval
	Tentative Budget is adopted
August	Final Budget is adopted

Planning Process



Superintendent/President

Budgeting Process

Academic Affairs, Student Affairs,
Administrative Affairs, 4C's

Functional Units

Academic Affairs, Student Affairs,
Administrative Affairs, 4C's
(Prioritization)

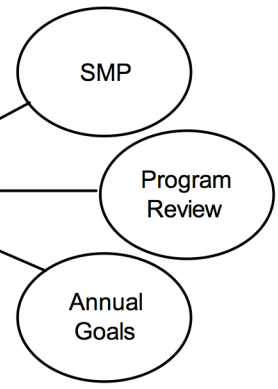
Budget Committee

Expanded Budget Committee

Campus Executive Committee

Superintendent/President

Board of Trustees



Annual Planning Information Sessions

The first two Team A meetings of each Fall semester deal with the setting of Annual Goals. At the first Fall meeting, the coordinators of individual college plans present their progress toward the plan goals that was carried out in the previous academic year. Additionally, the mission statement is discussed at the first Fall meeting. At the second Fall meeting, the coordinators of individual college plans present their planning priorities for the next budget year. These reports give Team A the information it needs to set Annual Goals for the next year.

In addition to progress on individual plans, Team A receives information about Student Learning Outcomes (SLO's), the external environment, and the internal environment, including the Campus Profile, Community Profile, and Student Views documents.

Annual Goal-Setting

Tentative Annual Goals are set by Team A during the Fall semester. After Team A is presented with progress reports and priorities from individual college plans, a series of potential goals is developed. The Research and Planning office sets up an online Likert scale to collect importance ratings of the potential goals. After the Likert scale results are compiled, they are used to generate a prioritized list of the highest-ranked goals. These tentative Annual Goals are sent to the Superintendent/President for review and possible revision.

The tentative Annual Goals are then sent through governance processes to the Executive Committee and the Board of Trustees. The intention of the process is that the Board of Trustees discuss the college's prioritized Annual Goals at their retreat in February. The Board of Trustees should approve the college's Annual Goals, but this process has not yet been implemented.

Links from Planning and Program Review to Budgeting

Annual Goals drive budgeting. Two criteria the standing committees use to prioritize Budget Augmentation Requests in their areas are the match between the request and the relevant program's Program Review document and the match between the request and the goals of the Strategic Master Plan. A subcommittee of the Program Review Committee evaluates each Budget Augmentation Request to determine if the program's latest Program Review document and Educational Plan support the request. A subcommittee of Team A evaluates each Budget Augmentation Request to determine if the request is related to any of the goals of the Strategic Master Plan.

After the Program Review subcommittee and the Team A subcommittee evaluate how well the request is supported, a list of requests and evaluation information is forwarded to the relevant standing governance committee for its initial prioritization. The Budget Committee uses the prioritization lists from the standing committees and the evaluations of the two subcommittees when it prioritizes budget augmentation requests.

7. Budget Processes

This section of the Planning Handbook describes the budget processes at Glendale Community College. The table below describes each of the budget processes and the entities responsible for prioritizing and/or distributing funding.

Use of Funds	Name of Process	Responsible Entity
Operating Budget	Budget augmentation request process	Budget Committee
Rooms and facilities	Facilities	Campus Development Committee
Full-time instructional faculty	IHAC (Instructional Hiring Allocations Committee)	IHAC Committee
Full-time Student Services faculty	SSHAC (Student Services Hiring Allocations Committee)	SSHAC Committee
Classified staff	CHAC (Classified Hiring Allocations Committee)	CHAC Committee
Instructional equipment	Instructional Equipment	Instructional Services
Instructional supplies	Lottery funds	Instructional Services
Enhancement of Career and Technical Education (CTE) programs	Perkins	CTE Office
Senate PFE Grants	Partnership for Excellence (PFE)	Academic Senate
Released time positions	Released Time/Extra Pay (RTEP)	RTEP Committee
Projects to improve outcomes in basic skills	Basic skills	Foundational Skills Committee
Staff Development	Staff Development	Staff Development Office
Campus Projects	Campus Project Support	Associated Students (ASGCC)

8. Evaluation of Planning Activities

The college recognizes the importance of evaluating its planning activities and processes. Accreditation standard I.B requires colleges to use “ongoing and systematic evaluation and planning to refine its key processes and improve student learning.”

Evaluation of Strategic Master Plan

The Strategic Master Planning process is evaluated both annually and on a six-year cycle. Annual evaluation of the SMP is conducted by collecting indicators measuring progress for each of the SMP goals and by surveying college constituencies. (These indicators are called assessments and were formerly called Key Performance Indicators.) The six-year evaluation is conducted at the beginning of the SMP revision process.

Each SMP goal includes measurable assessments. Data addressing most of these indicators are collected on an annual basis and reported to Team B and Team A. Although the SMP is revised every six years, Team A may suggest revisions during any year if the committee feels revisions are warranted due to internal or external changes. Discussion and dialogue about the assessments may result in suggested revisions to the SMP during any year of the cycle.

Evaluation of the SMP is also conducted annually through the faculty/staff SWOT survey (faculty/staff surveys were formerly conducted on a six-year cycle before each accreditation self study, but in Fall 2007 the cycle was changed to an annual cycle to better inform the Strategic Master Plan process). This SWOT survey allows campus constituencies to evaluate the goals and strategies of the SMP every year, providing evaluative feedback to Team A and Team B. Like the assessment data, results of the SWOT survey can trigger Team A to suggest revisions to the SMP. The SWOT survey also asks for feedback about the planning process itself, so adjustments to the SMP process may be made during any year of the cycle as well.

The six-year evaluation of the SMP is conducted at the beginning of the SMP revision process. The internal scanning that informs the revision, addition, or deletion of SMP goals is also intended to evaluate progress toward current SMP goals. Additionally, the SMP is evaluated through discussion groups and through a history survey. One discussion group is set up for each SMP goal. The discussion groups are made up of members of the campus community whose work is closely related to the relevant SMP goal; these members are not just Team A or Team B members but represent the entire campus community, including students. The discussion groups conduct dialogues about the relationship between the assigned SMP goal and the college mission statement, evaluate how well strategies are meeting student needs, brainstorm about revising the goal and associated strategies, and develop assessment components and indicators for the goal. The report of the discussion group is sent to Team A for its use in revising the goals of the SMP.

A history survey is also conducted during the SMP revision process. This survey, sent to division chairs and administrators, assesses major changes over the past several years that will affect the assumptions used to revise the SMP. The survey asks about changes in the external environment, changes in priorities at the college, and funded and unfunded budget requests. The information collected from the history survey is used to evaluate progress that has been made in achieving the SMP goals as well as to evaluate the relationship between priorities, plans, and resource allocation. The survey also captures new ideas and activities being done that are not currently included in the SMP.

Evaluation of Educational Master Plan

The EMP is evaluated annually through the annual progress reports due to the Planning Coordinator every Fall semester. Programs indicate the progress they have made during the past year toward completing their goals. Programs also have the opportunity to revise their program plans through the program review process. If a program requests updated program review data, they may write a new program plan based on that data during any year of the program review cycle. During program review, each program must write a new or revised three-year plan.

The Educational Plan process, part of Program Review, is also evaluated on a regular cycle. The Program Review Committee conducts an annual evaluation of its process through committee discussions and feedback from program study managers, division chairs, and administrators. The committee recommends changes to the program review process, the program review document, and the program planning process which is part of program review.

Evaluation of College Plans

In addition to the SMP and EMP, the college has many plans that require systematic evaluation (e.g., the Technology Plan, Facilities Master Plan, Learning Resources Plan, etc.). These plans are required to have an evaluation section specifying how frequently evaluation is conducted, what measures are used for evaluation, and how the plan is revised based on the results of evaluation.

The Facilities Master Plan is evaluated every five years and updated based on projects approved by the state as well as the college's educational needs, defined by the Educational Master Plan and the Strategic Master Plan. The Capital Construction Plan is update annually through the state-required five-year plan. The Facilities Maintenance Plan is reviewed annually and a report including annual accomplishments is produced.

The Technology Plan is reviewed annually and a report is produced. This is coordinated with the Educational Master Plan and the Strategic Master Plan.

The Annual Budget Process is reviewed every two years through a satisfaction survey. Every third year, the college contracts with external auditors to do a specific audit on the district's financial management. The goal of this regular review is to improve the district's financial management processes.

9. Glossary

Annual Goals	Annual Goals are budget priorities for the upcoming fiscal year which are identified and prioritized by Team A, then sent to the Superintendent/President for approval or changes. Annual Goals guide budget decisions through the budgeting process. Annual goals, initially called “foci,” were first set in Fall 2006 for the 2007-2008 budget year. The foci were approved by the Superintendent/ President in January 2008. In Fall 2007, while setting priorities for the 2008-2009 budget year, foci were renamed Annual Goals.
Accrediting Commission for Community and Junior Colleges (ACCJC)	The regional accrediting body which accredits Glendale Community College, ACCJC defines the accreditation standards which guide planning at GCC. It is one of the three commissions under the corporate entity of the Western Association of Schools and Colleges (WASC). Its web site is located at www.accjc.org.
Core Competencies	Core competencies are GCC’s institutional student learning outcomes.
Core 5	A committee responsible for integrating five college functions: strategic planning, program review, student learning outcomes, accreditation, and institutional research.
Educational Master Plan (EMP)	The Educational Master Plan is a compilation of instructional and student services program plans. The first EMP was begun in 2004 and completed in 2006. The current Educational Master Plan is available online at the following address: http://www.glendale.edu/masterplan/index.html.
Educational Plans	Educational Plans are program-level plans created and updated by the instructional and student services programs. Educational Plans were originally created for the college’s Educational Master Plan in 2004 and are now updated through the program review process.
Institutional Planning Dialogue Committee	The Institutional Planning Dialogue Committee is responsible for college dialogue about planning activities and processes. Membership consists of the three Vice Presidents and the faculty and administrators responsible for strategic planning, program review, student learning outcomes, accreditation, facilities planning, technology planning, human resources planning, institutional research, and planning for the Garfield Campus. This committee meets monthly. The committee has a website at http://research.glendale.edu/dialogue.
Linkage	The coordination and integration of planning, program review, student learning outcomes, and budgeting. The ACCJC accrediting standards require colleges to have an “ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation” (Standard I.B.3).

Mission Statement	A statement that guides collegewide planning and defines the college's broad educational purpose, intended student population, and commitment to achieving student learning. Standard I.A of the ACCJC accreditation standards defines the components that must be included in the college's mission statement.
Program Review	The process for evaluating the college's instructional, student services, and administrative programs, the primary purpose of program review is the improvement of programs. This process is managed by the Program Review Committee and the faculty Program Review Coordinator.
Statement of Core Values	In addition to the college mission statement, the college adopted a statement of core values in 2007.
Strategic Master Plan (SMP)	The Strategic Master Plan (SMP) is a strategic plan created and revised by Team A and Team B. The SMP is the primary document guiding high-level collegewide planning. The current SMP is available online at the following address: http://www.glendale.edu/masterplan/index.html .
Student Learning Outcomes Assessment Cycle (SLOAC)	The cycle of defining and assessing the learning outcomes of students as well as using assessment results to plan future improvements. The SLOAC has been implemented at the course, program, and institutional level. GCC's institutional student learning outcomes are called core competencies. The SLOAC website is at the following address: http://www.glendale.edu/program/SLO/
Team A	Team A is a committee of college faculty, administrators, classified staff, and students that is responsible for revising the college mission statement, Strategic Master Plan (SMP), and Educational Master Plan (EMP). It is also responsible for identifying and prioritizing potential Annual Goals for the college budget process. Team A meets at least once in every Fall and Spring semester.
Team B	Team B is a committee of faculty, administrators, and classified staff that is responsible for organizing the work of Team A. Team B meets monthly, or more frequently when required.