



Planning Handbook

2010 – 2011

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1. Introduction

Planning is a crucial 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 and how they relate to evaluation and resource allocation.

Planning processes changed in 2010-2011 in response to recommendations from the accreditation team that visited in March, 2010. Three major changes were made: program review became an annual process for all instructional, student services, and administrative services programs; the resource allocation process was simplified; and the evaluation of the planning, program review, and resource allocation processes became a formal, annual process. The result of these changes is an integrated planning model that links planning, program review, and resource allocation in a continuous cycle of quality improvement.

This Planning Handbook is divided into four main parts. The first part defines the college mission and describes how the mission is reviewed on a regular basis and revised if necessary. The second part discusses how the college sets goals, including the high-level goals of the Educational Master Plan and the more specific goals of other college plans. The third part describes the college's annual integrated planning process which brings college plans, program review, resource allocation, and evaluation together in a continuous cycle. The third part describes how the college evaluates planning, program review, and resource allocation for process improvement.

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. The mission statement is Board Policy 1200.

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 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 Committee 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 College Goals

College goals are set through the master planning process. The primary top-level planning document for Glendale Community College is the Educational Master Plan (EMP), adopted by the Board of Trustees on June 28, 2010. This document defines the college's institutional goals.

Additional college plans set goals for operational areas. Examples of college plans are the Technology Master Plan, the Facilities Maintenance Plan, the Human Resources Plan, etc. A list of college plans is available on page 11.

This section of the Planning Handbook shows the college's goals and describes the process for developing, implementing, and revising the Educational Master Plan. It then discusses college plans, the individuals responsible for implementing and updating these plans, and the process used for reviewing college plans.

Educational Master Plan

The college's Educational Master Plan is a high-level plan that describes the college's direction for the next 10 years. It defines the college's long-term goals. The current Educational Master Plan (formally titled the Educational Master Plan for Glendale Community College District as Introduced in the Year 2010) was developed with the assistance of KH Consulting Group from Spring 2009 through Spring 2010. It was approved by the Board of Trustees at their June 28, 2010 meeting. The current Educational Master Plan includes four strategic goals:

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

Strategic Goal 2: Economic and Workforce Development

Strategic Goal 3: Instructional Programs and Student Services

Strategic Goal 4: Fiscal Stability and Diversification

The EMP also includes strategic initiatives under each strategic goal:

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

- 1.1. Awareness. Improve awareness of GCCD 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 2: Economic and Workforce Development

- 2.1. Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCD
- 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 3: Instructional Programs and Student Services

- 3.1. Implement empirically-based planning and decision-making
- 3.2. Improve and increase the use of Student Educational 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 4: Fiscal Stability and Diversification

- 4.1. Institutionalize the Enrollment Management Committee as a part of the GCCD 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, GCCD-wide grant-writing function

In addition to the overarching strategic goals and the strategic initiatives of the Educational Master Plan, the plan includes a Strategic Plan that presents short-term action plans for meeting the goals of the EMP. Each year, the action plans are revisited and updated, based on accomplishments to date, lessons learned, and next actions required.

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

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

Planning Committee Structure

The Planning Coordinator, a faculty member on released time, coordinates the Educational Master Plan, with the administrative support of the Dean of Research, Planning, and Grants.

The table 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 3-5 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>Dean of Research, Planning, and Grants (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 Dean of Research, Planning, and Grants and Planning Coordinator: - 3-4 appointments - Resource people as needed
Administration Membership	• President • Vice Presidents • Instructional Deans and Assoc. Deans • 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 EMP

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

2009-2010	EMP Revision finished; Accreditation Visit
2010-2011	EMP Implementation; Evaluation of Progress Toward Goals
2011-2012	EMP Implementation; Evaluation of Progress Toward Goals
2012-2013	EMP Implementation; Evaluation of Progress Toward Goals
2013-2014	EMP Implementation; Evaluation of Progress Toward Goals
2014-2015	EMP Revision initiated
2015-2016	EMP Revision finished; Accreditation Visit

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.

EMP 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, use results of annual external scanning that includes community forums.
	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 EMP
	Spring	Conduct retreat to integrate new ideas and revisions of the EMP
Revision Year 2	Summer	Develop draft EMP
	Fall	Review and approve EMP
	Fall	Submit EMP to Board of Trustees
	Spring	Present EMP as information to standing governance committees

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.

Plan	Responsible Administrator
Educational Master Plan/Strategic Plan	Vice President, Instructional Services
Student Services Master Plan	Vice President, Student Services
Facilities Master Plan	Vice President, Administrative Services
Disaster Recovery Plan	Vice President, Administrative Services
Health and Safety Plan	Vice President, Administrative Services
Technology Plan	Associate Vice President, Information and Technology Services
Noncredit Matriculation Plan	Associate Vice President, Continuing and Community Education
Human Resources Plan	Associate Vice President, Human Resources
Staff Development Plan	Associate Vice President, Human Resources
Credit Matriculation Plan	Dean, Student Services
Distance Education Plan	Associate Dean, Instructional Technology
Instructional Technology Plan	Associate Dean, Instructional Technology
Cultural Diversity Plan	Associate Vice President, Human Resources
Library and Learning Resources Plan	Program Manager, Library and Learning Resources
Facilities Maintenance Plan	Director, Facilities
Student Equity Plan	<i>(to be assigned by Student Equity Committee)</i>

Plan Review

The development, implementation, and review of college plans is coordinated by the Institutional Planning Coordination Committee (IPCC). Plans are reviewed and evaluated through a plan review process that consists of two phases. Phase one is plan identification, and it is conducted once when a new plan is developed. Phase two is plan self-evaluation, and it is conducted annually by the administrator and committee(s) responsible for the plan.

4. Integrated Planning

The process for planning, program review, and resource allocation is a single, integrated process. A flowchart describing the process is shown on the next page.

Planning, program review, and resource allocation begin with two parallel tracks. Track A involves evaluation and resource allocation from existing college plans. Track B involves evaluation and resource allocation from program review. Resource requests from both tracks funnel into one mechanism for prioritizing resource allocation.

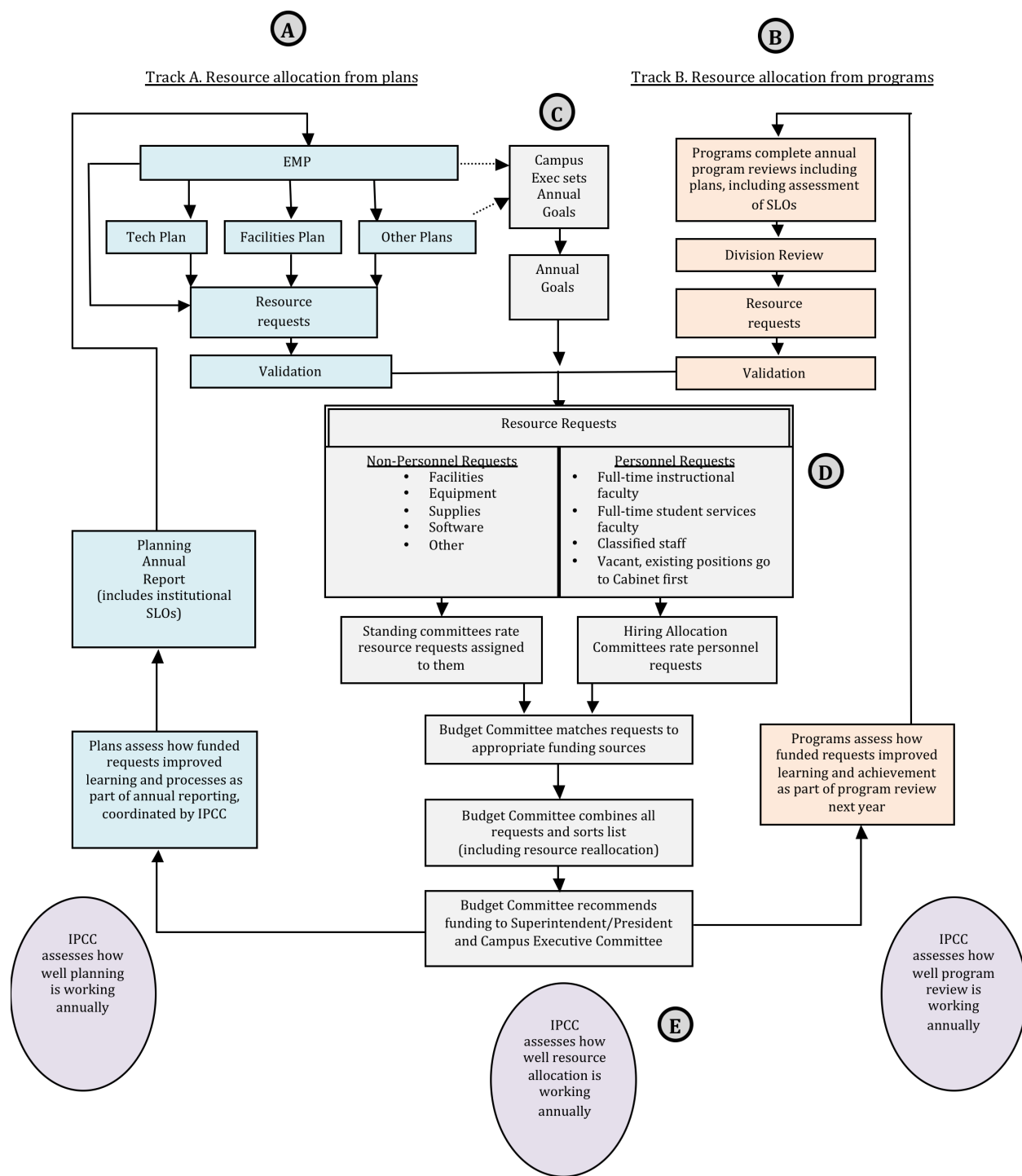
Resource requests emerging from Track A and Track B fall into two categories: personnel requests and non-personnel requests. Examples of these types of requests are shown in the following lists.

Personnel Requests

- Requests for new/replacement full-time instructional faculty
- Requests for new/replacement full-time student services faculty
- Requests for new/replacement classified staff

Non-Personnel Requests

- Requests for new facilities (including total cost of ownership)
- Requests for remodeling of existing facilities (including total cost of ownership)
- Requests for new equipment/computers (including total cost of ownership)
- Requests for supplies
- Requests for software (including future licensing fees)
- Other requests



A Track A: Resource Allocation from Plans

The table below shows the college plans that may make requests through the resource allocation process each year. Each plan has an administrative responsibility assigned. Part of the administrator's evaluation includes the implementation of the plan or plans assigned to that administrator. The administrator responsible for the overall implementation of integrated planning is the Dean of Research, Planning, and Grants.

Plan	Responsible Administrator
Educational Master Plan/Strategic Plan	Vice President, Instructional Services
Student Services Master Plan	Vice President, Student Services
Facilities Master Plan	Vice President, Administrative Services
Disaster Recovery Plan	Vice President, Administrative Services
Health and Safety Plan	Vice President, Administrative Services
Technology Plan	Associate Vice President, Information and Technology Services
Noncredit Matriculation Plan	Associate Vice President, Continuing and Community Education
Human Resources Plan	Associate Vice President, Human Resources
Staff Development Plan	Associate Vice President, Human Resources
Credit Matriculation Plan	Dean, Student Services
Distance Education Plan	Associate Dean, Instructional Technology
Instructional Technology Plan	Associate Dean, Instructional Technology
Cultural Diversity Plan	Associate Vice President, Human Resources
Library and Learning Resources Plan	Program Manager, Library and Learning Resources
Facilities Maintenance Plan	Director, Facilities
Student Equity Plan	<i>(to be assigned by Student Equity Committee)</i>

It is expected that the administrator will work with faculty, staff, and appropriate committees when deciding what resource requests to submit from the plan. Resource requests must be tied to specific plan goals. Requests must be submitted by a specific date each year for possible funding in the next fiscal year.

College plans, including the overarching Educational Master Plan as well as area-specific plans such as the Technology Plan and Facilities Maintenance Plan, may generate resource requests in order to meet plan goals. Annually, during the Fall semester, administrators in charge of plans are notified that resource requests for the following year may be submitted and that these requests are due by the end of the Fall semester. It is expected that administrators work with the governance committees that share responsibility for the plans to identify resource requests for the next budget year. A form called the Resource Request from Plan Form is required for each resource request; each plan may submit multiple request forms. Forms are submitted to the Institutional Planning Coordination Committee (IPCC).

Validation of Resource Requests from Plans

Resource requests from plans are validated by a subcommittee of the IPCC. Validation involves the evaluation of the request in relation to the stated goals of the plan, as well as to EMP goals and institutional SLOs (core competencies). The validation process rates each resource request on the following criteria:

- Strength of connection to plan goals/actions
- Strength of connection to EMP goals/actions

- Strength of connection to institutional SLOs (is it reasonable that the request will lead to improved institutional learning outcomes?)
- Strength of connection to institutional achievement measures (is it reasonable that the request will lead to improved achievement measures such as ARCC indicators?)

Only requests found to be valid are passed on to the next step of the process (see “Resource Request Pool” below). Resource requests with low validation scores are not submitted to the next stage of the resource allocation process.

B Track B: Resource Allocation from Programs

Instructional, student services, and administrative services programs and offices may request resources each year through program review. All units, as defined by the Program Review Committee, are required to conduct program review annually. Program review focuses on student achievement, student learning outcomes, and program planning. For more information about the details of the program review process, which was revised in 2010-2011, visit the following website:

<http://www.glendale.edu/index.aspx?page=1824>

Instructional program review includes the assessment of course-level and program-level SLOACs. Student services program review also includes assessment of SLOACs. As part of program review, programs summarize assessment findings at the course and program levels, show how program improvements have been made in response to SLO assessments, evaluate how effective past activities have been in improving student achievement and learning, and link resource allocation requests to program needs and student learning.

Instructional divisions with more than one program should review program reviews, including plans and resource requests, for all their programs. This division-level review may result in the elimination of some resource requests.

Validation of Resource Requests from Program Review

Validation of requests from program review focus on the match between program plans, achievement and learning outcomes data, and EMP goals. Validation is conducted by a subcommittee of the Program Review Committee that rates each request on the following criteria:

- Strength of connection between request and recent SLO assessments (is it reasonable that the request will lead to improved learning outcomes?)
- Strength of connection between request and specific EMP goal/action
- Strength of connection between request and specific goal/action of another college plan

Only validated resource requests are passed on to the next step of the process (see “Resource Request Pool” below).

C Annual Goals

Annual Goals are priorities that the college sets each year for the strategic implementation of long-term Educational Master Plan goals or to address urgent needs that might not be addressed through established plans or program review/program planning. Annual Goals allow flexibility in resource

allocation. Institutional priorities (e.g., technology replacement) can be defined in the Annual Goal process in order to increase their priority in resource allocation.

Annual Goals are proposed by the Campus Executive Committee in the Fall semester each year. After they are proposed, they are sent to the Academic Senate and the standing governance committees for feedback. The final set of Annual Goals is approved by Campus Executive after feedback is received. Annual Goals are used by the Budget Committee in its final prioritization of resource requests in the Spring semester each year. The Budget Committee evaluates whether each resource request addresses an Annual Goal and uses that information in making decisions about prioritization.

D

Resource Requests

Requests from plans and from program reviews are submitted to a pool of all requests for a given fiscal year. Requests are divided into two types: personnel requests and non-personnel requests. The mechanisms for prioritizing personnel and non-personnel requests are different.

Non-personnel requests are all treated and prioritized together. Instead of prioritizing requests depending on their type and funding source (e.g., instructional equipment), one process is used for all non-personnel requests. Non-personnel requests are prioritized by the appropriate standing committees. Requests involving instructional programs are prioritized by Academic Affairs. Requests involving student services programs are prioritized by Student Affairs. Requests involving administrative services programs are prioritized by Administrative Affairs. Requests involving computer equipment and software are prioritized by the Campuswide Computer Coordinating Committee.

Personnel requests are prioritized by the hiring allocation committees: IHAC, SSHAC, and CSHAC.

After prioritization by the standing committees and the hiring allocation committees, requests are submitted to the Budget Committee. The Budget Committee matches resource requests with appropriate funding sources (e.g., instructional equipment, lottery, etc.). The Budget Committee decides on the final prioritization of all the requests for the next fiscal year. [What about Perkins funding, basic skills, categorical funding, etc.?] The Budget Committee's final recommendation of funded requests goes to the Superintendent/President and the Campus Executive Committee.

The Budget Committee also reviews funding for reallocation, instead of allocating only new funding. [Should this be done by continuing the task force that looked at non-personnel accounts over \$10,000?]

Timelines for Implementation of Integrated Planning

The following timelines illustrate the implementation of the revised integrated planning model. The first timeline shows activities and outcomes in 2010-2011 conducted to implement the revised process. The second timeline shows the annual activities that define the annual cycle of integrated planning, program review, and resource allocation.

Timeline and Outcomes for Implementing Integrated Planning

Activity	Primary Responsibility	Outcomes	Completion Date
Design integrated planning model that includes planning, program review, and resource allocation and strengthens linkages	IPCC	Model completed	Summer 2010
Define evaluation process and measures for planning, program review, and resource allocation	IPCC	- Process defined - Measures identified	Summer 2010
Approve integrated planning model through governance process	IPCC, Campus Executive Committee, Academic Senate	Model approved	Fall 2010
Implement program review that includes student learning outcomes, student achievement measures, program planning, and resource requests	Program Review Committee	All instructional, student services, and administrative services programs undergo revised annual program review process	Fall 2010
Implement validation process for program resource requests	Program Review Committee	All resource requests from program review are filtered by program review validation	Fall 2010
Implement validation process for resource requests from plans	IPCC	All resource requests from plans are filtered by validation	Fall 2010
Implement integrated resource allocation process for resource requests for 2011-2012	Budget Committee	All resource requests undergo prioritization as defined in new model	Spring 2011
Assess and revise annual program review for all instructional, student services, and administrative services programs	Program Review Committee	Evaluation documents, meeting minutes	Spring 2011 (annually thereafter)
Assess and revise integrated planning model	IPCC	Evaluation documents, meeting minutes	Spring 2011 (annually thereafter)
Assess and revise resource allocation process	Budget Committee	Evaluation documents, meeting minutes	Spring 2011 (annually thereafter)
Publish Planning annual report	IPCC	Publication of report	Spring 2011 (annually thereafter)

Annual Timeline for Integrated Planning

Date	Activity
October	All programs complete program reviews, including plans and resource requests
October	Leaders in charge of individual plans develop resource requests tied to plans
October	Annual Goals set
November	Resource requests go through division review
February	Resource requests validated
March	Resource requests go to standing committees
March	Spring curriculum review
April	Standing committees and hiring allocation committees prioritize resource requests
May	Prioritized resource requests go to Budget Committee
June	Expanded Budget Committee establishes final prioritized list of resource requests
June	Tentative Budget is adopted
July	IPCC develops Planning Annual Report
July	IPCC evaluates program review, planning, and resource allocation and recommends changes for following year

5. 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.”

The IPCC is responsible for evaluating the effectiveness of the integrated planning process. The IPCC evaluates how well resource allocation, planning, and program review are working. The IPCC uses specific measures of effectiveness (performance indicators) for resource allocation, planning, and program review. Evaluation is conducted every year.

Evaluation of Program Review

The IPCC evaluates program review annually. Measures of program review's effectiveness include:

- Percent of programs completing program reviews
- Percent of resource requests from program reviews that are validated and considered in resource allocation
- Percent of programs using student learning outcomes assessments for program improvement
- Percent of programs listing specific program improvements in their program review documents
- Program Review Committee assessment narrative

Evaluation of Planning

The IPCC evaluates the Educational Master Planning process annually. Measures of the effectiveness of the EMP process include:

- Percent of EMP action items scheduled to be completed during year that were completed
- Percent of EMP action items with assigned timelines
- Percent of EMP action items with assigned outcome measures
- Percent of standing committee agendas referencing EMP action items
- Team B assessment narrative

Individual college plans are also evaluated. Each plan undergoes self-evaluation annually. The IPCC synthesizes institutional plan evaluations into a planning annual report, which also includes assessment of institutional SLOs.

Evaluation of Resource Allocation

The IPCC evaluates integrated planning and budgeting annually. Measures of the effectiveness of resource allocation include:

- Percent of requests successfully funded
- Comparison of funded requests and prioritized list
- Budget Committee assessment narrative

Evaluation of Institutional Effectiveness

In addition to evaluation of processes, the IPCC and the Research & Planning Office report annually on institutional effectiveness. Measures of institutional effectiveness include:

- College transfer rate
- Collegewide course success rate
- Course success rate for CTE courses
- Course success rate for basic skills courses
- Collegewide student persistence rate
- Student Progress and Achievement rate
- Percent of credit students earning at least 30 units
- ESL improvement rate
- Basic skills improvement rate
- CDCP progress and achievement rate
- CTE technical skill attainment rate
- CTE completion rate
- CTE persistence rate
- CTE employment rate

6. 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 the primary planning document setting the college’s long-term goals. The current EMP was adopted by the Board of Trustees on June 28, 2010. It is available online at http://www.glendale.edu/masterplanning. (Before 2009, the Educational Master Plan referred to a compilation of instructional and student services program plans. The first EMP was begun in 2004 and completed in 2006.)
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)	Before 2009, the Strategic Master Plan (SMP) was a strategic plan created and revised by Team A and Team B. The SMP was the primary document guiding high-level collegewide planning. It has been superseded by the Educational Master Plan (EMP).
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.