



Glendale Community College
1500 North Verdugo Road
Glendale, California 91208-2894

FOLLOW-UP REPORT

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2011

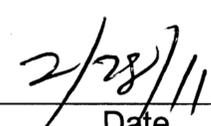
Board of Trustees Review

Accreditation Follow-Up Report
Submitted March 15, 2011

Approved by the
Glendale Community College District
Board of Trustees



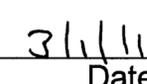
President, Board of Trustees



Date



Superintendent/President



Date

Certification of the Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

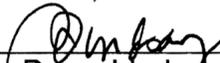
From: Glendale Community College
1500 North Verdugo Road
Glendale, California 91208-2894

This Follow-Up Report is submitted to fulfill the requirements of the June 30, 2010 action letter from the Accrediting Commission for Community and Junior Colleges to the Glendale Community College Superintendent/President.

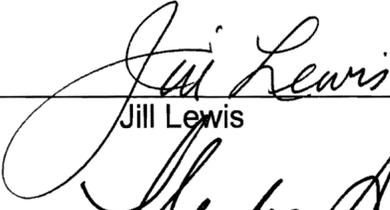
We certify that there was broad participation by the college community to create this Follow-Up Report and we believe the Follow-Up Report accurately reflects the college's responses to the recommendations of the March 2010 visiting team.

Signed:

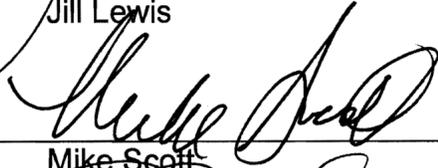
Superintendent/President


Dawn Lindsay

Accreditation Liaison Officer


Jill Lewis

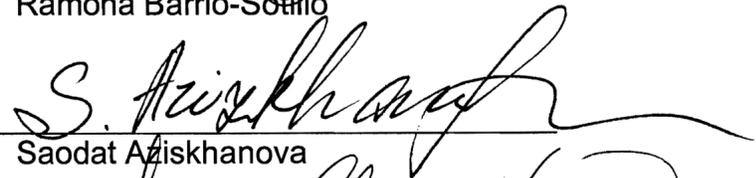
President, Academic Senate


Mike Scott

President, Glendale College Guild


Ramona Barrio-Sotillo

President, CSEA


Saodat Aziskhanova

President, Associated Students

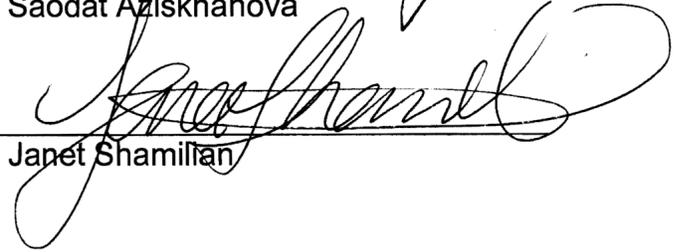

Janet Shamilian

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Statement on Report Preparation

Glendale Community College's comprehensive accreditation team visit took place in March 2010. Even before the visiting team's final report was received in May, the college began working to respond to the recommendations summarized in the team's exit meeting and draft report. In a letter dated June 30, 2010, the college was informed that it had been placed on warning by the ACCJC.

In its response to the recommendations, the college focused primarily on the four recommendations requiring resolution by March 15, 2011, but also addressed the five recommendations requiring resolution by March 15, 2012. The Superintendent/President assigned the organization of the responses and the preparation of the Follow-Up Reports to the Institutional Planning Coordination Committee (IPCC), an existing governance committee charged with coordinating the college's planning and evaluation efforts. Additionally, because two of the primary recommendations involved planning, the college reorganized the position of Associate Dean of Institutional Research and Planning to a new position, Dean of Research, Planning, and Grants, in part to increase administrative responsibility and accountability for planning issues.

The IPCC began meeting weekly in July 2010 to discuss responses to the recommendations. The responsibility of writing first drafts for the Follow-Up Report in response to each of the nine recommendations was assigned to six IPCC members familiar with the relevant issues, the recommendations, and the accreditation process. First drafts were completed the week of September 13, 2010 for discussion beginning at the September 20, 2010 IPCC meeting.

While dialogue was being conducted and Follow-Up Report drafts were being prepared, actions were taken to improve college processes in response to the recommendations. Recommendation 1 (strengthen integrated planning) was addressed through a revised integrated planning model developed by the IPCC and a revised program review process developed by the Program Review Committee. Both processes were developed between July and August, and both processes were approved by the Academic Senate at its September 16, 2010 meeting. The processes were also approved by the Campus Executive Committee on October 12, 2010. The revised annual process integrating planning, program review, and resource allocation was initiated during October 2010.

Recommendation 4 (complete overdue employee evaluations) was addressed through a comprehensive effort to collect data about overdue evaluations and through increased administrative accountability for completing evaluations. Recommendation 5 (use EEO ethnic categories) was addressed through meetings in which the Equal Employment Opportunity Plan and collegewide documents were examined to make sure they included traditional, federally recognized EEO ethnic categories. The college addressed Recommendation 6 (improve technology planning) by strengthening the link between technology planning and resource allocation and by identifying a budget allocation for funding technology.

College constituencies were kept informed throughout the process of responding to the recommendations. Presentations about accreditation were made at the Faculty Institute and the Classified Institute at the beginning of the Fall 2010 semester. Additional presentations were

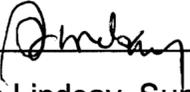
made at the annual division chair retreat and three monthly managers meetings, as well as to the Academic Senate and the college's standing governance committees. Three accreditation town hall meetings were held in October and November for the entire college community. Monthly progress reports were also given to the Board of Trustees between August 2010 and February 2011.

A draft of the Follow-Up Report was made available to college constituencies on the GCC website on October 18, 2010. The draft report was approved by the Academic Senate on September 16, 2010, by the Campus Executive Committee on February 22, 2011, and by the Board of Trustees on February 28, 2011.

The list below shows the individuals who were involved in preparing, reviewing, and approving this Follow-Up Report.

Mike Scott (Senate President), Ramona Barrio-Sotillo (Guild President), Margaret Mansour (Mental Health Counselor, Garfield Campus), Alice Mecom (Faculty SLO Coordinator), Peggy Renner (Faculty Planning Coordinator, 2009-2010), Monette Tiernan (Faculty Program Review Coordinator), John Queen (Faculty Accreditation Coordinator), Trudi Abram (Division Chair, Visual & Performing Arts), Saodat Aziskhanova (CSEA President), Hoover Zariani (Classified Staff, Center for Student Involvement), Ron Nakasone (Executive Vice President of Administrative Services), Ricardo Perez (Vice President of Student Services), Mary Mirch (Vice President of Instructional Services), Vicki Nicholson (Associate Vice President of Human Resources), Arnel Pascua (Associate Vice President of Information and Technology), Edward Karpp (Dean of Research, Planning, and Grants), Alfred Ramirez (Associate Dean of Continuing and Community Education), Karen Holden-Ferkich (Associate Vice President of Continuing and Community Education), Jill Lewis (Program Manager, Accreditation and Program Review), Armond Aivazyan (Associated Students, 2010-2011), Anasig Boghozian (Associated Students, 2010-2011)

Glendale Community College is proud of the work it has done to improve its processes and to respond to the nine recommendations.



Dawn Lindsay, Superintendent/President

Timeline of Follow-Up Report Preparation

June 30, 2010	Commission Action Letter issued
July 26, 2010	Beginning of weekly IPCC meetings to discuss responding to the recommendations
July 29, 2010	Program Review Committee meeting to begin work on revised program review document and annual process
August 23, 2010	Institutional Planning Coordination Committee (IPCC) assigns the nine recommendations to six writers to write drafts of the Follow-Up Report sections
August 24, 2010	Student Services managers meet to begin work on revised program review document; presentation on accreditation and integrated planning to college managers
August 25, 2010	Presentation on accreditation and integrated planning at Classified Institute
August 26, 2010	Presentation on accreditation and integrated planning at division chair retreat
September 1, 2010	Presentation on accreditation and integrated planning to Academic Affairs Committee
September 2, 2010	Presentation on accreditation and integrated planning to Academic Senate Executive Committee
September 3, 2010	Presentation on accreditation and integrated planning at Faculty Institute
September 9, 2010	Presentation on accreditation and integrated planning to Academic Senate
September 13, 2010	Due date for drafts of Follow-Up Report sections
September 14, 2010	Presentation on accreditation and integrated planning to Administrative Affairs Committee
September 15, 2010	First drafts of responses to nine recommendations due to IPCC
September 16, 2010	Presentation on accreditation and integrated planning to Campuswide Computer Coordinating Committee
September 20, 2010	IPCC begins reviewing draft responses
October 18, 2010	Follow-Up Report draft posted on college website for feedback
October 20, 2010	Accreditation Town Hall at main campus for campus community (11:30 am to 1:00 pm)
October 27, 2010	Accreditation Town Hall at Garfield Campus for college community (12:00 noon to 1:00 pm)

November 2, 2010	Accreditation Town Hall at main campus for college community (4:00 pm to 5:30 pm)
December 12, 2010	Follow-Up Report second public draft posted on college website for feedback
January 24, 2011	Board of Trustees first reading of Follow-Up Report
February 28, 2011	Board of Trustees second reading and approval of Follow-Up Report
March 15, 2011	College submits Follow-Up Report to Accrediting Commission for Community and Junior Colleges

PART I: RESOLUTION OF RECOMMENDATIONS: 1, 4, 5 AND 6

Response to Recommendation 1

Recommendation 1. Building on a recommendation made by the 2004 evaluation team, the team recommends that the college strengthen the linkages among the program review, planning and resource allocation processes in order to:

- a. *Establish and publish a clear timeline and specific outcomes for the integration of the planning processes;*
- b. *Establish and implement formal and systematic processes for assessing the effectiveness of the planning, program review, and resource allocation processes that include clear measures of effectiveness and direct evidence;*
- c. *Ensure that the implementation of integrated planning and resource allocation is not solely dependent upon the receipt of new revenue, but rather focuses on continuous improvement even if this requires reallocating or reprioritizing the use of existing resources;*
- d. *Assign administrative responsibility and accountability for the implementation of plans;*
- e. *Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures;*
- f. *Clarify, document and review the multiple paths for requesting resources;*
- g. *Ensure an integrated process for continuous improvement of the planning process; and*
- h. *Facilitate increased campus wide awareness and understanding of the college's integrated planning and decision-making processes
(Standards IB.2, IB.3, IB.4, IB.6, IB.7, IIIA.6, IIID.1.a, IIID.1.b, IIID.3)*

[Note: The bullet points in the original recommendation were substituted with the letters a through h to improve the clarity of the discussion below.]

Resolution

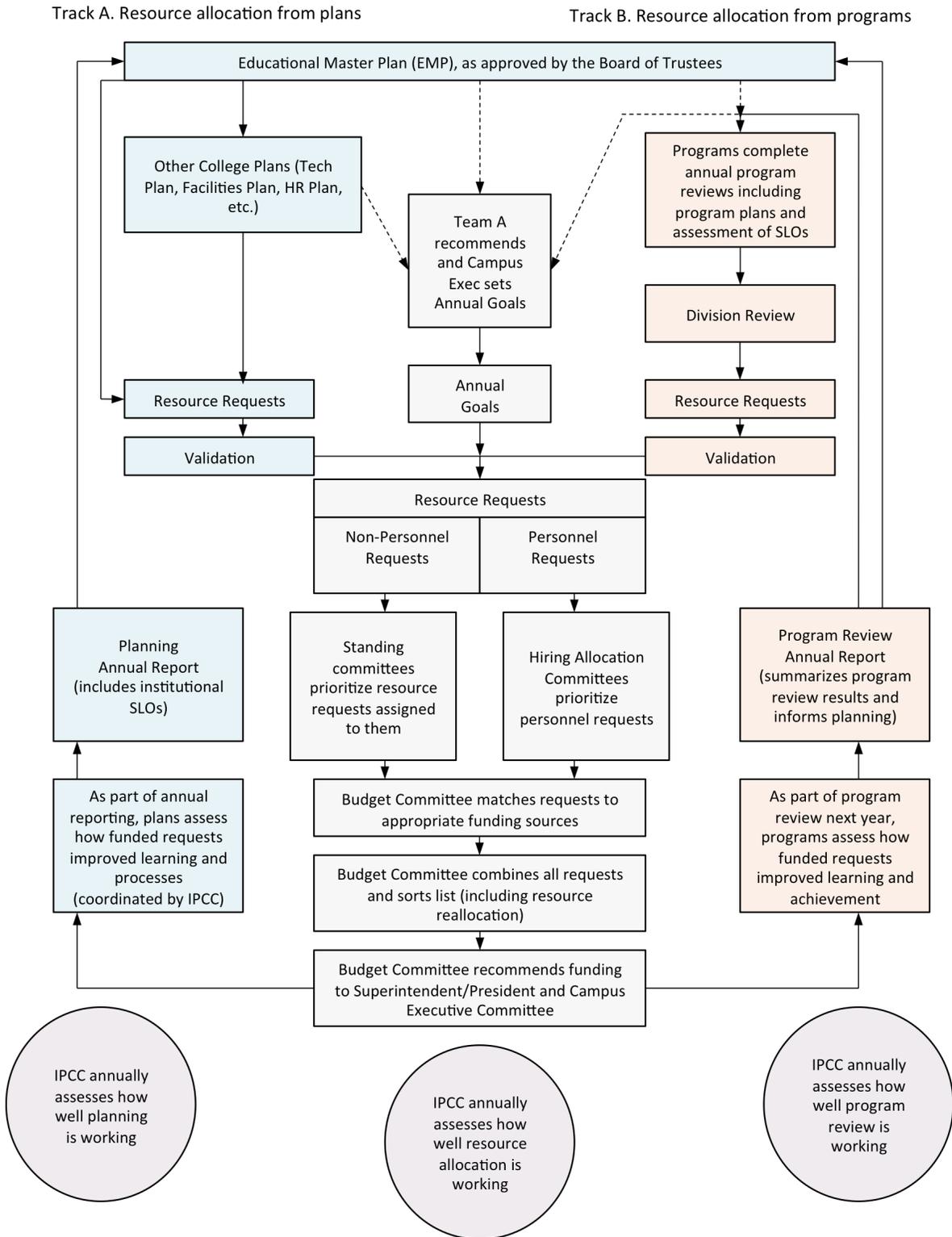
Glendale Community College began working to address Recommendation 1 as soon as it received the team report. In May 2010, the Institutional Planning Coordination Committee (IPCC) discussed the team's recommendations, which were in preliminary form at that time, and began meeting twice monthly to coordinate the college's response. Regarding Recommendation 1, an updated model integrating planning, program review, and resource allocation was developed and presented to the IPCC at its June 7, 2010 meeting [Ref. 1-1]. This model is based on the 2009-2010 program review, planning, and resource allocation processes, but the revision includes stronger

integration among the processes and a timeline that is better aligned. The IPCC continued discussing and revising the model at its meetings, which became weekly meetings on July 26, 2010 [Ref. 1-2].

The integrated planning model [Ref. 1-3] was approved through the college governance system. It was approved by the Academic Senate on September 16, 2010 [Ref. 1-4] and the Campus Executive Committee on October 12, 2010 [Ref. 1-5]. The revised program review document was approved by the Program Review Committee on September 14, 2010 [Ref. 1-6], the Academic Senate on September 16, 2010 [Ref. 1-4], the Academic Affairs committee on October 6, 2010 [Ref. 1-7], and the Campus Executive Committee on October 12, 2010 [Ref. 1-5].

The revised model integrating planning, program review, and resource allocation (see Figure 1-1 on the next page) took effect at the beginning of the fall 2010 semester. Three key features of the revised model are annual program review; a simplified, integrated resource request process; and systematic evaluation. Each of these features is described in the next section.

Figure 1-1. Revised Model Integrating Planning, Program Review, and Resource Allocation



The model includes annual program review and planning in direct response to part of Recommendation 1 (“Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures.”) Data-driven program review is part of the model, as is annual assessment through the measurement of outcomes. The flowchart in Fig. 1-1 describes two processes for generating resource requests, labeled A and B. Track A involves resource requests from college plans while Track B involves resource requests from programs.

Track A describes resource requests from college plans, such as the Educational Master Plan, Technology Plan, etc. The college’s institutional goals are set in the Educational Master Plan (EMP), the overarching long-term plan. The EMP is developed, implemented, and tracked by the Master Planning Committee (also called Team A) and the Planning Resource Committee (Team B). These committees develop the EMP on a six-year cycle. Other college plans, such as the Technology Master Plan, Student Services Master Plan, Facilities Master Plan, etc., respond to the goals established in the EMP. The administrators and committees in charge of these plans request resources based on the goals and action items included in the plans. Resource requests are validated by the IPCC, which evaluates the relationship between requests and Educational Master Plan goals, college plan goals, institutional student learning outcomes, and student achievement measures [Ref. 1-11].

Track B describes annual program review. All instructional, student services, and administrative programs undergo program review annually, beginning in 2010-2011. In previous years, programs underwent program review every six years. In the revised process, programs are supplied with relevant data and the revised program review documents [Ref. 1-8, 1-9, 1-10] at the beginning of October and complete their documents by the end of the fall semester. Completed program review documents include resource requests from the programs. These requests go through a validation process coordinated by the Program Review Committee, which evaluates the relationship between the resource request and Educational Master Plan goals, student learning outcomes, and student achievement measures [Ref. 1-12]. Only validated resource requests move forward in the resource allocation process, conducted in the spring semester.

In fall 2010 and winter 2011, program review was conducted by 15 instructional divisions, 9 student services areas, and 15 administrative areas. Validation of resource requests was conducted by the Program Review Committee in January and February 2011. The IPCC also validated requests submitted from campus plans in January and February 2011. The IPCC will evaluate both validation processes in spring 2011.

The second key feature of the revised model is simplified resource allocation. In previous years, the college used different processes to prioritize and fund different types of resource requests from different funding sources. For example, requests for instructional equipment followed a different process, with different timelines and

procedures for submitting requests, than requests for budget augmentations. Requests for new instructional hires followed a completely separate process with a different timeline. Many resource request and prioritization processes were linked to planning and program review, but they were not part of an integrated resource allocation process, and they used different data in different ways.

The revised integrated planning model is based on one resource allocation process that handles two general types of requests: personnel requests and non-personnel requests. All resource requests go through this process, regardless of funding source. Resource requests come from program reviews and from college plans only after validation, ensuring alignment with the college's planning and evaluation processes. Personnel requests are prioritized by the existing hiring allocation committees, one for instructional faculty, one for student services faculty, and one for classified staff. Management positions are prioritized by the President's Cabinet and the Administrative Executive committee. Non-personnel requests are prioritized by the appropriate standing governance committee. After prioritization by these governance groups, the final prioritization is conducted by the Budget Committee, using input from the governance groups as well as the college's annual goals.

The third key feature of the revised integrated planning model is systematic evaluation. In previous iterations of planning, program review, and resource allocation, the committee responsible for the process conducted evaluation. For example, the Program Review Committee discussed the program review process every year and made changes to the process and the document. Evaluation was not formal or systematic. The revised integrated planning process includes specific, formal evaluation at the end of the cycle so improvements may be made for the following cycle. Evaluation is shown in the ovals at the bottom of Figure 1-1. Each year, the IPCC is responsible for systematically evaluating the program review, planning, and resource allocation processes, with the goal of continuous quality improvement [Ref. 1-13, 1-14, 1-15].

The following sections describe how each of the eight bullet points of Recommendation 1 were addressed and resolved.

a. Establish and publish a clear timeline and specific outcomes for the integration of the planning processes

The model integrating planning, program review, and resource allocation, as published in the Planning Handbook 2010-2011 [Ref. 1-16], includes a clear timeline with specific outcomes for the integration of the planning, program review, and resource allocation processes. Two timelines are included in the model. The first is an implementation timeline for 2010-2011, included below. This shows how the college has implemented the model, beginning in fall 2010, and how the college plans to complete the implementation, with the first cycle having been completed by the end of spring 2011. It also includes specific outcomes for integration and implementation of the process.

Activity	Primary Responsibility	Outcomes	Completion Date	Current Status
Design integrated planning model that includes planning, program review, and resource allocation and that strengthens linkages	IPCC	Model completed	Summer 2010	Completed
Define evaluation process and measures for planning, program review, and resource allocation	IPCC	Process defined Measures identified	Summer 2010	Completed
Approve integrated planning model through governance process	IPCC, Campus Executive Committee, Academic Senate, Academic Affairs	Model approved	Fall 2010	Completed
Approve program review model through governance process	IPCC, Academic Senate, Administrative Affairs Committee, Campus Executive Committee	Model approved	Fall 2010	Completed
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 (annually thereafter)	Completed
Implement validation process for program resource requests	Program Review Committee	All resource requests from program review are filtered by program review validation	Winter 2011 (annually thereafter)	Completed
Implement validation process for resource requests from plans	IPCC	All resource requests from plans are filtered by validation	Winter 2011 (annually thereafter)	In Progress

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 (annually thereafter)	
Assess and revise annual program review document for all instructional, student services, and administrative services programs	Program Review Committee	Feedback assessment conducted for instructional, student services and administrative services programs undergoing program review Improvements to document made and reported	Spring 2011 (annually thereafter)	
Assess and revise annual program review process	IPCC	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	IPCC	Evaluation documents, meeting minutes	Spring 2011 (annually thereafter)	
Publish Planning annual report	IPCC	Publication of report	Spring 2011 (annually thereafter)	

The second timeline in the Planning Handbook, included below, is an annual timeline that describes the ongoing cycle of planning, resource allocation, and evaluation. It details the activities in the process and when those activities are conducted.

Date	Activity
September - October	All programs begin program reviews, including plans and resource requests (October in 2010, September in subsequent years)
October	Leaders in charge of individual plans develop resource requests tied to plans
October	Campus Executive Committee sets Annual Goals
December	All programs complete and submit program reviews; hiring requests go to hiring allocation committees
December	Plans submit resource requests

February	Resource requests validated
March	Resource requests go to standing committees
April	Standing 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
June	Program Review Annual Report is developed, program review results inform planning
July	IPCC develops Planning Annual Report
July	IPCC evaluates program review, planning, and resource allocation and recommends changes for following year

Both timelines are published on the college website [Ref. 1-17]. A general email to the campus community was sent on September 9, 2010 directing employees to the website with the integrated model and the Educational Master Plan completed in 2010. The timelines were also presented at a series of meetings (see the table below) that included discussion of the revised model integrating planning, program review, and resource allocation. The timelines were included in a printed handout distributed to attendees of these meetings.

Meeting	Date	Approximate Number of Attendees	Evidence
Student Services Cabinet	August 24, 2010 and September 7, 2010	10	Ref. 1-18
Managers Meeting	August 24, 2010	40	
Classified Institute	August 25, 2010	60	Ref. 1-19
Division Chair Retreat	August 26, 2010	25	Ref. 1-20
Academic Affairs Committee	September 1, 2010	25	Ref. 1-21
Faculty Institute	September 3, 2010	100	Ref. 1-22
Academic Senate Executive Committee	August 26, 2010	8	Ref. 1-23
Academic Senate	September 2, 2010	26	Ref. 1-24
Administrative Affairs Committee	September 14, 2010	15	Ref. 1-25
Campuswide Computer Coordinating Committee	September 16, 2010	18	Ref. 1-26
Instructional Managers Meeting	September 21, 2010	10	Ref. 1-27

b. Establish and implement formal and systematic processes for assessing the effectiveness of the planning, program review, and resource allocation processes that include clear measures of effectiveness and direct evidence

Formal, systematic, annual evaluation is part of the revised integrated model. The evaluation process is included in the Planning Handbook 2010-2011 [Ref. 1-16]. The

IPCC is responsible for the annual evaluation of planning, program review, and resource allocation.

The evaluation process includes concrete measures of effectiveness and direct evidence. The IPCC completes forms for evaluating planning [Ref. 1-13], program review [Ref. 1-14], and resource allocation [Ref. 1-15]. Measures for evaluating planning include participation in the plan review process, percent of action items completed, and qualitative evaluation by the Planning Resource Committee (Team B) about progress on the Educational Master Plan. Measures for evaluating program review include the use of student learning outcomes for program improvement, percentage of resource requests validated, percent of resource requests funded, and completion rate of the new program review document. Measures for evaluating resource allocation include a comparison of prioritized requests and funded requests, and a qualitative evaluation by the Budget Committee about improvements in resource allocation. The direct evidence and the qualitative assessments are used by the IPCC to conduct an overall evaluation of the process.

Evaluation forms are completed at the end of the spring semester, after the integrated resource allocation cycle has been completed for the year. Each form includes a section where the IPCC recommends changes to the process, to be implemented in the next cycle for improving the process. Evaluation and improvement are thus built into the integrated model.

c. Ensure that the implementation of integrated planning and resource allocation is not solely dependent upon the receipt of new revenue, but rather focuses on continuous improvement even if this requires reallocating or reprioritizing the use of existing resources

Resource allocation focuses on continuous improvement through the reallocation and reprioritization of resources and not solely on the distribution of new revenues. The integrated process focuses on prioritizing resources for improvement, but it also focuses on identifying current funding that is lower priority than new, high priority requests so that funding can be reprioritized and reallocated. The college has implemented three methods of identifying funds for reallocation.

First, the college has set up an ongoing committee, the Budget Reallocation Subcommittee of the Budget Committee, to review accounts over \$7,500 and to identify existing funding that can be reduced [Ref. 1-28]. This subcommittee was first activated in 2009-2010 for the 2010-2011 budget year. It reviewed accounts over \$10,000 and identified \$279,000 that was reprioritized within the 2010-2011 budget. In September 2010, the Budget Committee decided to make this an ongoing subcommittee for the purpose of budget reallocation. Part of the subcommittee's charge is to document the process used to identify funds for reallocation.

Second, the college has committed to reallocating full-time faculty positions. This process has been defined by the Instructional Hiring Allocation and Student Services Hiring Allocation policies. If an instructional or student services program loses a full-

time faculty position due to retirement or resignation, the appropriate Vice President determines the process by which a replacement position will be assigned to that program. In the event that the Vice President decides not to replace the position and if the affected division disagrees with the Vice President's decision, then the position is submitted to the appropriate hiring allocation committee. The committees then prioritize both replacement and new positions. The requests with the highest priority, as validated and prioritized by the college's hiring allocation committees, are recommended to be funded. Thus funding for these positions is not solely dependent on new revenues.

Third, the college has begun a process of prioritizing course offerings by evaluating the relationships between courses and the college mission. Instead of basing course offerings on previous years' class schedules, course offerings are reprioritized to match the mission. Additionally, in order to institutionalize this process, the college recently formalized the Enrollment Management Committee (established as an ad hoc task force in 2007) as a governance committee that reports to the Campus Executive Committee. The mission of the committee is to coordinate processes for student enrollment and class offerings in order to achieve maximum access and success for students. Committee decisions will be guided by the college's Mission and Master Plan, as well as by fiscal and physical considerations. While the committee may further clarify and define its mission, additional suggested goals include determining class cuts and pursuing enrollment growth when appropriate [Ref. 1-29].

All three of these methods of reprioritizing and reallocating funds will be evaluated at the end of the spring semester by the IPCC as part of the annual review of resource allocation.

d. Assign administrative responsibility and accountability for the implementation of plans

Administrative responsibility and accountability have been assigned for the implementation of plans. Administrative accountability for the overall integrated planning, program review, and resource allocation process has been strengthened by a reorganization that created the position of Dean of Research, Planning, and Grants. This administrator is responsible for the integrated process that includes planning, program review, and resource allocation.

Additionally, each college plan has been assigned to an administrator. The table below, included in both the Planning Handbook 2010-2011 [Ref. 1-16] and the integrated model [Ref. 1-3], describes college plans and the administrators and committees responsible for them.

Plan	Responsible Administrator	Responsible Committee
Educational Master Plan/Strategic Plan	Vice President, Instructional Services	Master Planning Committee (Team A)
Student Services Master Plan	Vice President, Student Services	Student Affairs
Facilities Master 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 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	Program Manager, Library and Learning Resources	Student Affairs
Facilities Maintenance Plan	Director, Facilities	Campus Development
Student Equity Plan	<i>(to be assigned by Student Equity Committee)</i>	Student Equity Committee

Responsibility and accountability are addressed by the fact that part of the administrator's evaluation is based on the effectiveness of the implementation of plans assigned to that administrator. Beginning in Winter 2011, the administrator evaluation process is being revised to include plan implementation as well as the completion of employee evaluations.

e. Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures

One key feature of the revised integrated model is the alignment of program review with annual planning and budgeting. Program review, previously conducted by each program every six years on a staggered cycle, is now an annual activity. The program review documents for instructional, student services, and administrative programs [Ref. 1-8, 1-9, 1-10] have been streamlined so they may be completed by programs annually. The documents include sections on student achievement, student learning, program evaluation, and program planning. As part of program planning, each program identifies

resource requests, and these requests are forwarded to the validation process. Requests are validated by the Program Review Committee, which assesses the relationship between the request and student learning, the Educational Master Plan and other college plans, and the college mission [Ref. 1-12]. Validated requests move forward into the resource allocation process for prioritization by the standing governance committees, hiring allocation committees, and for final prioritization by the Budget Committee.

Planning at the program level is data-driven because program review is based on student achievement data and student learning outcomes. Outcome measures are provided annually to each program by the Research and Planning office. Resource allocation is data-driven because resource requests are tied to outcome measures, generally student learning outcomes or student achievement measures. Programs assess the outcomes of their activities and report them in their subsequent program review report. In this way, program review implements a continuous improvement cycle based on annual outcome measures.

f. Clarify, document and review the multiple paths for requesting resources

A key feature of the revised integrated model is a simplified resource allocation process. Previously, there was a different process for most funding sources and request types. For example, requests for instructional equipment were handled by one process with one set of deadlines, while requests for general budget augmentations to purchase supplies were handled by a separate process with a different set of deadlines.

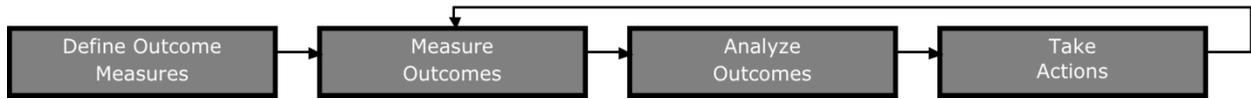
The new model includes two general types of requests: personnel requests and non-personnel requests. Different committees prioritize these requests, but all personnel requests go through the personnel process and all non-personnel requests go through the non-personnel process, regardless of funding source.

Paths for requesting resources are more direct with the revised process. Requests are made either through annual program review or through college plans. The processes for requesting resources, along with the relevant forms, are shown in the Planning Handbook 2010-2011 [Ref. 1-16].

g. Ensure an integrated process for continuous improvement of the planning process

Planning, program review, and resource allocation are integrated in this revised model. College goals identified through planning feed into the resource allocation process, so collegewide goals can be addressed through this process. Program evaluation and planning also feed into resource allocation through the program review process. Resource allocation is tied to planning and program review through the evaluation cycle, as program review and planning produce reports detailing activities that were funded and accomplished. Evaluation improves the planning, program review, and resource allocation processes on an annual cycle.

Continuous improvement is built into the process through a cycle of defining expected outcomes, implementing actions, evaluating outcomes, and adjusting actions for the next cycle. During the revision of key processes, continuous improvement was emphasized. The following template was applied to each of the processes in order to strengthen or focus the process on continuous quality improvement.



A document called Integrated Planning and Continuous Improvement [Ref. 1-30] applies this cycle of evaluation, implementation, and re-evaluation to each component of the integrated model.

The college established a plan review process, piloted in spring 2010 and implemented fully in fall 2010 [Ref. 1-31]. This plan review process serves two important functions. First, it links college plans with the mission statement and the Educational Master Plan. Phase one of plan review, identification, is conducted once for each college plan. Administrators and committees in charge of college plans fill out a plan identification form which provides general information about the plan, its purposes, and its relationships with the college mission statement and the Educational Master Plan. The second function of plan review is to annually evaluate progress on the college plans. Every year, administrators and committees in charge of college plans fill out a plan evaluation form showing annual accomplishments. These two forms, plan identification and plan evaluation, make up the plan review process.

h. Facilitate increased campus wide awareness and understanding of the college’s integrated planning and decision-making processes

In order to facilitate increased campuswide awareness and understanding of the integrated model and the decision-making cycle, the revised integrated planning process and associated timelines were presented at the following meetings during 2010-2011:

Meeting	Date	Approx. Number of Attendees	Evidence
Student Services Cabinet	August 24, 2010 and September 7, 2010	10	Ref. 1-18
Manager’s Meeting	August 24, 2010	40	
Classified Institute	August 25, 2010	60	Ref. 1-19
Division Chair Retreat	August 26, 2010	25	Ref. 1-20
Academic Affairs Committee	September 1, 2010	25	Ref. 1-21
Faculty Institute	September 3, 2010	100	Ref. 1-22
Academic Senate Executive Committee	August 26, 2010	8	Ref. 1-23
Academic Senate	September 2, 2010	26	Ref. 1-24
Administrative Affairs Committee	September 14, 2010	15	Ref. 1-25
Campuswide Computer Coordinating Committee	September 16, 2010	18	Ref. 1-26

Future presentations will be made regularly to keep the college community informed about progress on integrated planning, program review, and resource allocation, as well as about the results of evaluating these processes and changes made to the processes. The college intends to make these presentations a regular part of Faculty Institute and Classified Institute.

Additionally, the GCC master planning [website](#) was revised to focus on integrated planning as well as the Educational Master Plan. A general email to the campus community was sent on September 9, 2010 directing employees to the website with the integrated planning model and the Educational Master Plan completed in 2010.

The planning process and committee relationships were also clarified in 2010-2011. The two committees responsible for the Educational Master Plan are the Master Planning Committee (Team A)—a large committee that approves the EMP—and the Planning Resource Committee (Team B)—the smaller steering committee that guides the work of the Master Planning Committee. The roles of these committees were defined to include the following five responsibilities:

- Develop and track implementation of the Educational Master Plan
- Review the college mission statement annually
- Recommend Annual Goals to the Campus Executive Committee, based on annual review of planning and annual summary of program review results
- Review college plans
- Incorporate the results of annual program review into the Educational Master Plan and Annual Goals

These clarifications were approved at the October 22, 2010 Team A meeting [Ref. 1-32].

The committee responsible for coordinating planning and for integrating planning with program review and resource allocation is the Institutional Planning Coordination Committee (IPCC). The IPCC does not determine the content of plans. Rather, it coordinates the college's planning processes. The five items below summarize the IPCC's mission statement.

The Institutional Planning Coordination Committee

1. Organizes the college planning process
 - a) Identifies existing plans
 - b) Develops an organizational chart for plans
 - c) Establishes timelines for when plans are due
2. Assesses the effectiveness of the planning process
 - a) Develops a template with criteria for acceptable plans
 - b) Encourages the self evaluation of plans
3. Makes recommendations for sustained continuous quality improvement

4. Develops strategies to promote campus buy-in for an integrated planning process
 - a) Updates the college Planning Handbook annually
5. Identifies trends and common threads in plans in order to reveal institutional needs

Analysis

The revised integrated planning process strengthens the linkages among planning, program review, and resource allocation. It addresses each of the eight bullet points in Recommendation 1.

The revised process also shows that the college has reached the sustainable continuous quality improvement level for planning and program review, as defined in the ACCJC Rubric for Evaluating Institutional Effectiveness. The tables below show how the college meets each criterion for sustainable continuous quality improvement.

Figure 1-2. Sustainable Continuous Quality Improvement Status for Program Review

Proficiency	
Rubric Item	College Progress
Program review processes are in place and implemented regularly.	Program review documents are implemented for instructional, student services, and administrative programs. Program review is conducted annually.
Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.	After program reviews are completed at the end of the fall semester, an aggregate report is created for dissemination to administrators and committees responsible for planning, and for discussion at the Team A meeting in the spring to inform adjustments to the Educational Master Plan and to inform annual goals proposed by Team A.
The program review framework is established and implemented.	Program review documents are implemented for instructional, student services, and administrative programs. Program review clearly fits into the integrated planning model (see Ref. 1-3).
Dialogue about the results of all program reviews is evident throughout the institution as part of the discussion of institutional effectiveness.	Summary information from program review is disseminated to administrators and committees responsible for planning, including Team A and Team B for the Educational Master Plan. Summary information is also included in the program review annual report to inform governance discussions. Program review documents and validation reports are published online.

Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.	The program review process clearly fits into the integrated planning model, which also includes resource allocation (see Ref. 1-3).
The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.	Evaluation of program review is a component of the integrated planning model. Evaluation of program review, planning, and resource allocation is conducted annually by the IPCC using defined outcome measures. Student learning outcomes are reported by programs as part of program review, as well as in the resource allocation process, which includes identified outcome measures (student learning outcomes, student achievement outcomes, or other institutional outcomes) for each resource request.
Sustainable Continuous Quality Improvement	
Rubric Item	College Progress
Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.	Program review is an ongoing annual process. It is systematic because all programs go through the process on the same timeline and because standard documents are used for instructional, student services, and administrative programs. Program review includes assessment of student learning outcomes and also documents improvements in student learning and achievement annually at the program level.
The institution reviews and refines its program review processes to improve institutional effectiveness.	The program review process is reviewed annually by the IPCC. The review includes specific outcome measures. The goal of the review is to improve the process in order to maximize performance on outcome measures, and therefore improve institutional effectiveness.
The results of program review are used continually to refine and improve program practices, resulting in improvements in student achievement and learning.	Part of program review is the evaluation of previous activities and their effects on student learning and achievement. Programs are required to describe how the assessment of student learning outcomes and program plans, included in program review, have led to program improvement.

Figure 1-3. Sustainable Continuous Quality Improvement Status for Planning

Proficiency	
Rubric Item	College Progress
The college has a well documented, ongoing process for evaluating itself in all areas of operation, for analyzing and publishing the results, and for planning and implementing improvements.	Evaluation is primarily conducted through program review. All instructional, student services, and administrative programs undergo program review annually. The results are analyzed and published through a program review annual report. The results of program review are used by programs to plan and implement improvements within their programs. The results of program review are also used by the planning process; the program review annual report is used by Team B to inform the activities of the Educational Master Plan and to revise the EMP when appropriate.
The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and to improve institutional effectiveness.	The integrated planning process includes a plan review process that works to link the college plans to the Educational Master Plan and the mission, which establish broad educational purposes. Plan review shows the connections among college plans.
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.	Planning, program review, and resource allocation document the use of human, physical, technological, and financial resources in terms of how they relate to institutional goals and, through the instructional and student services program review processes, how they contribute to student learning outcomes.
The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).	The college continues to communicate assessments of quality—including Accountability Reporting for Community Colleges (ARCC) results, research reports, and campus facts in the annual Campus Profile—to its constituencies. The revised integrated planning process includes an annual institutional effectiveness report and an annual program review report that will document data and analysis relevant to fulfilling the college mission.
The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).	The revised process integrating planning, program review, and resource allocation includes an annual institutional effectiveness report that shows progress toward achieving college goals, including time series data.

<p>The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</p>	<p>Program review is conducted annually in all instructional, student services, and administrative areas. Program review results are incorporated in the resource allocation process through the validation and prioritization of resource requests. Through annual reporting, program review results are integrated into the planning process.</p>
<p>Sustainable Continuous Quality Improvement</p>	
<p>Rubric Item</p>	<p>College Progress</p>
<p>The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</p>	<p>The integrated planning model includes ongoing, systematic evaluation of planning, program review, and resource allocation. The goal of annual evaluation is the improvement of these processes. Student learning is reported, evaluated and improved through the annual program review cycle.</p>
<p>There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</p>	<p>Data and analyses have been widely used for many years. Dialogue about institutional effectiveness has occurred through planning and more recently through the Institutional Planning Coordination Committee, and the dialogue will be strengthened in the revised integrated planning process through an annual institutional effectiveness report, an annual program review report, and annual evaluation of planning, program review, and resource allocation processes.</p>
<p>There is ongoing review and adaptation of evaluation and planning processes.</p>	<p>Planning and evaluation, program review in particular, are reviewed and evaluated annually and changes are made to improve the processes.</p>
<p>There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</p>	<p>The college demonstrates its continuous commitment to student learning from its mission statement through its governance structure and its planning and program review processes. Student learning and educational effectiveness are clear components of program review and planning.</p>

Additional Plans

Continue to implement the revised model integrating planning, program review, and resource allocation with annual evaluation and process improvement.

Evidence

- 1-1. Minutes of June 7, 2010 Institutional Planning Coordination Committee (IPCC) meeting: <http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7536>
- 1-2. Web page with IPCC minutes
<http://www.glendale.edu/index.aspx?page=4487>
- 1-3. Integrated planning model and flowchart:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9568>
- 1-4. Minutes of September 16, 2010 Academic Senate meeting – approval of integrated planning and program review changes:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8410>
- 1-5. Minutes of October 12, 2010 Campus Executive Committee meeting – approval of integrated planning:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8990>
- 1-6. Program Review Committee Meeting – PRC Minutes of September 14, 2010 (Approval of new 2010 process):
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 1-7. Minutes of October 6, 2010 Academic Affairs Committee meeting – approval of integrated planning and program review changes:
<http://www.glendale.edu/index.aspx?page=4421&parent=7122>
- 1-8. Revised Program Review Document for Instructional Programs:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8393>
- 1-9. Revised Program Review Document for Student Services Programs:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8394>
- 1-10. Program Review for Administration Document-Revised 2010:
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 1-11. Validation process for resource requests from plans:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7758>
- 1-12. Resource Request Validation Form for program review:
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 1-13. Annual evaluation process for planning:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8829>
- 1-14. Annual evaluation process for program review:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7762>
- 1-15. Annual evaluation process for resource allocation:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7761>
- 1-16. Planning Handbook 2010-2011:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9176>
- 1-17. GCC master planning web page
<http://www.glendale.edu/index.aspx?page=1823>
- 1-18. Student Services Cabinet Meeting-August 24, 2010 & September 7, 2010:
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 1-19. Classified Institute Day 2010 Agenda
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 1-20. Division Chair Retreat 2010 agenda:
<http://www.glendale.edu/accreditation/FollowUpReport11/Ref.%201-20%20Div.Chair%20Retreat.jpg>

- 1-21. Minutes of Academic Affairs Committee meeting, Sept. 1, 2010:
<http://www.glendale.edu/index.aspx?page=4421&parent=7122>
- 1-22. Faculty Institute 2010 agenda:
<http://www.glendale.edu/accreditation/FollowUpReport11/Ref.1-22%20Faculty%20Institute%20Day%20Program%202010.pdf>
- 1-23. Minutes of Academic Senate Executive Committee meeting, Aug. 26, 2010
- 1-24. Minutes of Academic Senate meeting, September 2, 2010:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8119>
- 1-25. Minutes of Administrative Affairs meeting, Sept. 14, 2010:
<http://www.glendale.edu/index.aspx?page=4421&parent=7122>
- 1-26. Minutes of Campuswide Computer Coordinating Committee meeting, September 16, 2010: <http://www.glendale.edu/index.aspx?page=4409&parent=7401>
- 1-28. Minutes of September 28, 2010 Budget Committee meeting:
<http://www.glendale.edu/index.aspx?page=4413&parent=7135>
- 1-29. The Blue List: <http://www.glendale.edu/index.aspx?page=1514>
- 1-30. Integrated Planning and Continuous Improvement:
<http://www.glendale.edu/accreditation/FollowUpReport11/Ref.%201-30%20Continuous%20Improvement%20Cycle.pdf>:
- 1-31. Plan Review process and forms: <http://www.glendale.edu/index.aspx?page=4680>
- 1-32. Minutes of Master Planning Committee (Team A) meeting, October 22, 2010:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8619>

Response to Recommendation 4

Recommendation 4: *As recommended by the 2004 evaluation team, the team recommends that the college complete all overdue employee evaluations, as required by Board policy and employee collective bargaining agreements, including fully implementing professional development plans to ensure that all staff obtain the necessary skills to satisfactorily perform their jobs (Standards IIIA.1b, IIIA.5). The team also recommends that the evaluation processes of faculty and others responsible for learning clearly identify how the effectiveness of producing outcomes is addressed as a component of their evaluation (Standard IIIA.1.c).*

Resolution

Overdue evaluations

As of January 27, 2011, the district has completed 98% of all past due permanent employee evaluations. The percentage of completed evaluations by category is as follows: 100% of management, 96% of full time faculty, and 99% of classified employees [Ref. 4-1]. The Guild and the District will be negotiating the evaluation process for adjunct faculty in spring 2011. This item was approved at the November 15, 2010 Board of Trustees Meeting.

The district continues to monitor the progress of overdue evaluations by sending a monthly list to the managers and their immediate and next level supervisors based on the HR Evaluation Summary Spreadsheet. Senior management has communicated the importance of completing the evaluations and has made this a criterion for management evaluations, in monthly management meetings and email communications each semester.

The district is currently evaluating human resources software applications that will automate the tracking, monitoring, and reporting of evaluations. The implementation of a new system is scheduled to begin during the spring 2011 term.

Professional Development Plan

A task force was established to address this portion of the recommendation, and it has developed a framework for implementing a district-wide professional development program. This will ensure that whenever a new process is implemented that affects campus employees, there will be a plan developed for training. The plan will specify the training that is needed, the party responsible for providing such training, necessary supporting budget, and a timeline for when it will be completed.

In June 2010, the district implemented PeopleSoft, a software application for student service and administrative functions. In 2009, a PeopleSoft Steering Committee was formed and meets monthly to discuss issues regarding implementation and ongoing problems regarding usage and access. Training has taken place for the IT staff and a cross section of staff throughout the campus. Two forums were held in September 2010 to provide information to faculty and staff and to answer their questions. Online training for faculty and staff was made available. In addition to the PeopleSoft website, a FAQ webpage was also developed to assist PeopleSoft users [Ref. 4-2, 4-3].

Learning Outcomes

Evidence of student learning on faculty and staff evaluations (for those involved with student learning) has been discussed by a special task force and with a guild representative, but to date remains unresolved. Faculty evaluations include a section on “evidence of student learning, flexibility in approaches to learning, currency in the discipline, and a willingness to try new teaching techniques” [Ref. 4-4]. Administrative oversight is in place to ensure that student learning outcomes are being written, evaluated and assessed.

Analysis

The district currently manages the evaluation process manually for approximately 1200 employees. The Human Resources department requested permission from Administrative Executive to obtain quotes on different software management systems. Human Resources has requested approval from the Administrative Executive to purchase *Talent* management software, which includes automating performance evaluations. The performance module would automate reminders, generate reports,

track performance ratings, and assist managers with the evaluation process. Obtaining such software was also identified as a goal in the HR Strategic Plan [Ref. 4-5]. HR will be requesting funding through the Budget Committee in spring 2011. The ongoing challenge is funding and level of priority. Partial funding is available through the current HR budget, and HR will be requesting additional funding through the budget process. Until the district implements a performance management system, the process will continue to be handled manually.

Additional Plans

Managers will be held accountable for employee evaluations on their performance evaluations, effective June 2011.

Evidence

- 4-1. HR Evaluation Summary Report
- 4-2. PeopleSoft Project Overview: <http://www.glendale.edu/index.aspx?page=3691>
- 4-3. PeopleSoft FAQ webpage: <http://www.glendale.edu/index.aspx?page=4630>
- 4-4. 2010-2011 Faculty Evaluation:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8110>
- 4-5. HR Strategic Plan:
<http://www.glendale.edu/accreditation/evidence/HR%20Strategic%20Master%20Plan%20r09.pdf>

Response to Recommendation 5

Recommendation 5: *The team recommends that the college use all traditional, federally recognized Equal Employment Opportunity (EEO) ethnic categories in order to develop a comprehensive approach in describing and planning for diversity of faculty and staff at the college (Standard IIA.4).*

Resolution

The college collects and uses all traditional, federally recognized EEO ethnic categories in its reports, publications, plans, and data submissions to the appropriate agencies. In the introduction of the 2010 accreditation self study, several ethnic categories were aggregated into an “Other” category when employee demographics were presented. This aggregation of categories, which obscured information about individual groups, was an oversight that is not repeated in college publications. For example, the Campus Profile, an annual publication that presents demographic and other information about the college, includes the federally recognized EEO categories when presenting employee and student ethnicity [Ref. 5-1].

Information about faculty and staff ethnic categories is used in planning for diversity. The federal EEO categories are also the basis of the college's Equal Opportunity Plan [Ref. 5-2], presented to the Board of Trustees on June 23, 2008 and currently undergoing review and update through the Equal Employment Opportunity Committee. This plan addresses diversity at the college, and the traditional EEO categories are used throughout the plan. The recommendations in the plan are intended to address under-representation. Two examples of planning for diversity that were based in part on ethnicity data are the faculty internship program and the Academic Senate's Faculty Diversity Task Force. The faculty internship program, in the planning stage, is a program encouraging faculty diversity by drawing on graduate students nearing completion of their studies. The Faculty Diversity Task force provided recommendations in three areas to improve the diversity of faculty at the college: 1) recruitment, 2) outreach, and 3) retention [Ref. 5-3]. The Equal Employment Opportunity Committee plans to work on implementing the recommendations of the Faculty Diversity Task Force.

Analysis

The college is committed to a diverse workforce, as stated in Board Policy 7100, Commitment to Diversity [Ref. 5-4]. In nearly all cases, when the college reports demographic information about faculty, staff, and students, it uses all traditional EEO categories in order to provide accurate and useful information. The college's plans and faculty and staff diversity plans take all ethnic groups into account.

Additional Plans

The Equal Employment Opportunity Committee will implement the recommendations of the Academic Senate's Faculty Diversity Task Force.

The college will monitor publications that refer to diversity and ethnic categories to ensure that they include all federally recognized EEO categories.

Evidence

- 5-1. Campus Profile 2010:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8875>
- 5-2. Glendale Community College Equal Opportunity Plan Rev. Jan. 2011:
- 5-3. Faculty Diversity Task Force Proposal:
<http://www.glendale.edu/modules/ShowDocument.aspx?documentid=6555>
- 5-4. Board Policy 7100
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2692>

Response to Recommendation 6

Recommendation 6: *As recommended by the 2004 evaluation team, the team recommends that the college move quickly to implement long range planning in Information and Technology Services that is linked to budget allocation. (Standard IIIC)*

Resolution

Glendale Community College began its long-range planning in information technology in the 1990s. The 1998 Information Technology Plan identified college technology goals. The plan was updated in 2003, and three major goals were listed for IT-- a new ERP system, upgrade of the network infrastructure, and provision of IT user training and support. In 2005, a fourth technology goal was added to the plan, network security. In 2006-2007, the plan was revised and expanded into the Technology Master Plan 2007-2012 [Ref. 6-1], which is the current working document that is reviewed annually by the Campuswide Computer Coordinating Committee.

While long-range technology planning has been in place for many years, the link between technology planning and resource allocation has not been consistent. In many cases, technology has been funded by one-time income rather than ongoing college funds. For example, in the 1990s, the college used funds from the sale of a property in Montrose (approximately four miles from GCC's main campus) to purchase faculty computers and other equipment. This purchase was not tied to the regular resource allocation process.

More recently, technology purchases have been tied to the Technology Master Plan and to longer-term income sources. The funding source for many projects identified in the Technology Master Plan has been Measure G, a \$98 million general obligation bond passed in 2002.

From the period 2007 to 2010, the following projects were funded and completed.

1. Implementation of the PeopleSoft Campus Solutions student management system using Measure G funds
2. Implementation of the SARSCALL system to remind students of counseling appointments using Matriculation funds
3. Implementation of the Cynosure (student orientation software in Spanish, Korean, and Armenian) using Matriculation funds
4. Implementation of eLumen student learning outcome software
5. Upgrade of WebCT (to versions 6, 8, and then 9)
6. Redesign of the college Web sites using Title V and basic skills funds
7. Upgrade 27 level 1 classrooms to level 3 using basic skills funds

Before the 2010-2011 academic year, technology needs were identified in the Technology Master Plan, and appropriate funds were identified to fill many of those

needs. However, there was no regular, ongoing source of technology funding in the college's general fund. Technology planning—including planning for software upgrades, license fees, etc.—and implementation are more effective if needs are funded by a dedicated item in the college general fund. This deficiency in technology planning and funding has been resolved through two mechanisms, described below.

The first mechanism is the inclusion of a line item specifically for funding technology in the college budget. For the first time, the 2010-2011 budget included an allocation for technology funding. The source of the allocation was \$50,000 from the capital outlay fee paid by non-resident students. This allocation will be an ongoing item in the college budget.

The second mechanism is the college's revised model that integrates planning, program review, and resource allocation [Ref. 6-2]. The model was designed in part to include technology resource requests, along with all other categories of requests, in the budget prioritization process. The integrated model incorporates two channels for requesting resources—one through planning and one through program review. Through planning, needs identified in the Technology Master Plan are submitted to the resource request process for prioritization. The Campuswide Computer Coordinating Committee prioritized the 10 strategic goals of the Technology Master Plan in fall 2010 and prioritized the action items identified in the Technology Master Plan in winter 2011. The action items with the highest priority were submitted to the resource allocation process [Ref. 6-3]. Through program review, needs identified by the Information Technology Services department were also submitted to the resource request process for prioritization [Ref. 6-4]. The Budget Committee is responsible for the final prioritization of resource requests in spring 2011.

In previous years, technology resource requests were prioritized in a similar way, though they were not linked strongly to program review or planning. In many cases, however, technology resource requests did not go through the standard budget augmentation process but went through specific prioritization processes tied to specific funding sources, such as state instructional technology funds. The new process is tied more strongly to annual program review and to the Technology Master Plan, as well as to a simpler, more integrated resource allocation process that prioritizes all resource requests in a unified manner.

Analysis

The changes made to the college budget and to the resource allocation process will tie technology planning more closely to budgeting. The allocation in the 2010-2011 budget of \$50,000 for technology funding is an important step, but it is clearly not sufficient to fund the college's technology needs by itself. The college intends to increase the amount in the future, but state budget cuts will probably limit the amount.

In the 2010-2011 resource allocation process for the 2011-2012 college budget, resource requests were submitted through the ITS department's program review and also from the Technology Master Plan [Ref. 6-3, 6-4]. These requests are currently being prioritized.

Additional Plans

The model outlining integrating planning, program review, and resource allocation will be evaluated in spring 2011, and improvements will be made where necessary.

Technology planning will continue. The Associate Vice President for Information and Technology Services and the Campuswide Computer Coordinating Committee will continue to revise the Technology Master Plan and prioritize its goals and action items annually.

Evidence

- 6-1. 2007-2012 Technology Master Plan 2007-2012
<http://glendale.edu/Modules/ShowDocument.aspx?documentid=6228>
- 6-2. Integrated Planning Model Flow Chart:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9568>
- 6-3. ITS Program Review 2010:
<http://www.glendale.edu/accreditation/evidence/index.htm>
- 6-4. August 2, 2010 Minutes of the IPCC Meeting
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7690>
- 6-5. Plan Review Phase One: Plan Identification 2010-2011:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8206>
- 6-6. Resource Requests from Plan Form 2010-2011:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8204>

PART II: RESOLUTION OF RECOMMENDATIONS: 2, 3, 7, 8, AND 9

Response to Recommendation 2

Recommendation 2: *The team recommends that the institution accelerate its efforts to develop and implement Student Learning Outcomes (SLO) assessment measures at the course, program and institutional levels to ensure ongoing, systematic, data driven improvement of student learning in order to meet the proficiency level of the Institutional Effectiveness Rubric for Student Learning Outcomes by 2012. (Standards IIA.1.a, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e).*

Commission Reminder: The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data, to plan and implement improvements to educational quality, by fall 2012. The Commission reminds Glendale Community College that it must be prepared to demonstrate that it meets these standards by fall 2012.

Resolution

A system is in place to establish SLO/outcome data as a primary source for informing decision-making for college planning and resource allocations [Ref. 2-1]. The SLO/outcome data on student learning needs at the course and program levels are documented and reported via a revised program review process, which has gone from a 6 year cycle to an annual cycle [Ref. 2-2]. Therefore, qualitative and quantitative data on student learning needs is to be systematically reported from divisions and programs on an annual basis. Divisions and programs must support all resource requests with student learning outcome data. As a result of the revised program review process, the number of programs, degrees, and certificates with stated outcomes has increased. Furthermore, the overall number of course and program assessments has increased [Ref. 2-3]. The college has acquired the eLumen software system to collect and aggregate data, which will allow the college to sustain continuous quality improvement cycles. A pilot group of faculty representing six divisions has entered a set of course outcomes aligned with corresponding core competencies and assessment rubrics. The first assessment reports were generated in December 2010 to reveal student success at course, program, and GE levels [Ref. 2-4]. The SLO Committee is designing mechanisms that ensure that faculty dialogue, analyses, and actions occur continually in response to eLumen reports, and that the software acts as a facilitation tool, rather than a substitute for student learning assessments.

Analysis

The institution has established the existence of SLO/outcome assessment data as a key criterion in evaluating programs and plans and in determining the validity of accompanying resource and funding requests. Programs that are granted resources are required to evaluate and report their impact and effectiveness on student success,

thereby closing the assessment cycle. This evaluation cycle is to occur on a systematic and ongoing basis. Program Review and the IPCC will evaluate the effectiveness of this institutional process annually, and make adjustments to the implementation framework for quality assurance [Ref.2-5. 2-6]. In order to support the infrastructure for faculty and staff to conduct assessment cycles, the institution has increased the released time of both the SLO Coordinator and the eLumen Coordinator to 40% each. The eLumen Coordinator is leading faculty training in the use the software to run assessment reports on SLO/outcomes at the course, program, and institutional levels. Additionally, she is working with the IT department to align the college's enrollment management system with eLumen. The Office of Research and Planning maintains an ongoing webpage that tracks the completion rates of SLOACs in all divisions, at both course and program levels.

Additional Plans

Faculty Teaching & Learning Center Workshops and Curriculum Committees will include dialogue on student learning at all levels, with an emphasis on institutional outcomes [Ref. 2-8].

Staff Development, division retreats and workshops on program assessments are regularly scheduled [Ref. 2-9].

Implementation of the BRIC Inquiry Guide on Assessing SLO's, specifically the section on evaluating the effectiveness of campus assessments.

The SLO Committee has brought a motion to the Senate to devote a portion of Institute Day to divisional and institutional SLOAC dialogue, analysis, and planning [Ref. 2-10].

The C& I Committee is revising the degree/certificate approval process to require the inclusion of stated outcomes and assessments [Ref. 2-11].

Evidence

- 2-1. Integrated Planning, Program Review, and Resource Allocation Model:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9568>
- 2-2. Revised annual program review document (Section 2):
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8393>
- 2-3. Office of Research and Planning's ongoing report of percentages of completed course SLOACs: <http://research.glendale.edu/slo/sloac.html>
- 2-4. ELumen pilot group instructions for use and sample reports:
<http://www.glendale.edu/index.aspx?page=4035>
<http://www.glendale.edu/index.aspx?page=4028>
- 2-5. Program Review Validation Rubric-See Resource Request Validation Form:
<http://www.glendale.edu/accreditation/evidence/index.htm>

- 2-6. IPCC Evaluation of Planning form:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8829>
- 2-8. Research Across the Curriculum: <http://www.glendale.edu/index.aspx?page=2473>
Writing Across the Curriculum: <http://www.glendale.edu/index.aspx?page=3919>
Faculty Center for Learning & Teaching:
<http://www.glendale.edu/index.aspx?page=2349>
- 2-9. Program Workshops:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8161>
- 2-10. SLO Committee's actions and motions:
<http://www.glendale.edu/index.aspx?page=4027>
- 2-11. C&I's SLO verification procedure for new degrees and certificates (pending):
<http://www.glendale.edu/index.aspx?page=407>

Response to Recommendation 3

Recommendation 3: *The team recommends that the college ensure that all major policies affecting students are published in an accessible manner in such publications as the catalog, including the Academic Freedom Policy, transfer of credit and the process for sexual harassment complaints (Standard IIB.2).*

Resolution

The Vice President of Student Services, the Dean of Admissions and Records, and the Dean of Student Affairs, who chairs the Marketing Committee, have worked to ensure that all major policies affecting students are published in the appropriate places. The table below shows the college's progress in making these policies more available to students.

Policy	College Catalog	Class Schedule	College Website
Academic Freedom Policy	To be published in 2011-2012 Catalog	Published	Published
Transfer of Credit Policies	To be published in 2011-2012 Catalog	Published	Published
Process for Sexual Harassment Complaints	To be published in 2011-2012 Catalog	Published	Published

The academic freedom policy is defined in Board Policy 4030: Academic Freedom [Ref. 3-1]. The policy focuses on the freedom of faculty members to research, publish, discuss, and teach their subject areas, as well as on faculty members' responsibilities to students. The policy is available on the college website under board policies [Ref 3-2]. Beginning with the Winter 2011 session, the Academic Freedom policy has been published in the class schedule. It appears on page 52 of the Winter 2011 class schedule [Ref. 3-3] and on page 104 of the Spring 2011 class schedule [Ref. 3-4]. The policy will also be published in the college catalog beginning with the 2011-2012 issue.

The college's policy on transfer of credits defines the procedure that students transferring into the institutional use to submit transcripts for college credit. Beginning with the Winter 2011 session, the policy on transfer of credits has been published in the class schedule. It appears on page 9 of the Winter 2011 class schedule [Ref. 3-3] and on page 11 of the Spring 2011 class schedule [Ref. 3-4]. The policy will be published in the college catalog beginning with the 2011-2012 issue.

The sexual harassment policy defines sexual harassment and outlines the procedure for disciplinary action. Beginning with the Winter 2011 session, it has been published in the class schedule. It appears on page 53 of the Winter 2011 class schedule [Ref. 3-3] and on page 105 of the Spring 2011 class schedule [Ref. 3-4]. The policy will be published in the college catalog beginning with the 2011-2012 issue.

Analysis

The policies found to be insufficiently accessible to students have been identified. All of the policies are now published in the class schedule and will be published annually in the college catalog, beginning with the 2011-2012 issue. Additionally, the policies are available on the Glendale Community College Web site. The college believes it will have fully resolved Recommendation 3 when the 2011-2012 catalogs are published.

Additional Plans

The Marketing Committee will work with the Dean of Admissions and Records to ensure that all policies are included in the college catalog and the class schedule, as well as on the college Web site. The Marketing Committee will have a checklist of policies to review each year before a publication goes to print.

Evidence

- 3-1. Board Policy 4030: Academic Freedom:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2585>
- 3-2. Academic Freedom Policy web address:
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2585>
- 3-3. Winter 2011 Class Schedule: http://secure.glendale.edu/schedules_ps/
- 3-4. Spring 2011 Class Schedule: http://secure.glendale.edu/schedules_ps/

Response to Recommendation 7

***Recommendation 7:** Building on the recommendation of the 2004 evaluation team, the team recommends that the college address the issue of inadequate staffing levels for its maintenance and custodial functions, including training to increase efficiency and productivity, as well as the lack of security between the hours of midnight and 6:00 a.m. (Standards IIIA.5, IIIB.1b).*

Resolution

In the past, budget constraints have precluded the college from fully staffing its maintenance and custodial functions and providing security from midnight to 6:00 a.m. In an effort to balance its budget for the last two years, the college has been required to negotiate pay cuts/furloughs for all employees and implement a hiring freeze. Despite these challenges, the college is committed to addressing the staffing levels in the Facilities Department and around the clock security.

Progress has been made in this regard. The college was able to hire two additional permanent custodians in 2007 and to replace a vacant gardener position with two permanent part-time custodians in 2009. After these hires, the college increased staffing within the Facilities Department through hourly workers. The college has since implemented a new process for hiring classified staff, coordinated by the Classified Hiring allocation Committee (CHAC), which reviews and prioritizes the hiring of all classified employee positions. The custodians and facilities staff are subject to this process.

The college has also addressed its inadequate staffing levels by identifying areas in which to increase staff efficiency in work assignments. Following are actions which the college has taken to increase employee efficiency and address the understaffing in the Facilities Department:

- 1) Custodians were moved to a graveyard shift, which allows them to clean more area as their work does not conflict with instructional classes.
- 2) Some custodial tasks, such as cleaning blinds and dusting, are performed less frequently now.
- 3) The college has purchased high speed propane powered floor buffers, which work faster than previous equipment.
- 4) The college has purchased KaiVac cleaning machines for use in restrooms [Ref. 7-1].
- 5) Meet community college industry and operations standards regarding custodians: one custodian per 19,000 square feet of building space.
- 6) An environmentally-friendly standardized cleaning product has replaced multiple cleaning products.

In 2010, the college eliminated its second summer session, which resulted in a four week period during which no classes were offered. During this period of time, the facilities staff was able to perform “deep cleaning” in areas that had been put off for years.

In 2005, the Campus Police Office developed a college safety plan [Ref. 7-2] addressing 24 hour college security coverage. This plan was to be implemented over a six year period. The college began implementing the plan and met the staffing requirements of the first two years through the hiring of two new communication and records specialists and two police officers. The third year of the implementation called for hiring new community service officers. The community service officer positions were going to be responsible for the midnight to 6:00 a.m. shift. The job descriptions were written, but at this point the college began experiencing budget problems and the plan was put on hold.

With the implementation of the graveyard shift for custodians, the college does have an employee presence on campus during the midnight to 6:00 a.m. period. These employees are staffed with radios and have been instructed to call the Glendale Police Department in the event of an emergency. So far, there hasn't been a need to make any calls. The college has also arranged that the Glendale Police Department be the primary agency for any required response during the midnight to 6:00 a.m. period (Ref. 7-3). Patrol enforcement, including field emergencies, field investigations, observations by patrol officers, traffic enforcement, and parking enforcement, would be provided during these hours. Once additional funding becomes available, the college's resource allocation process will determine the amount of funding that can be provided to continue the implementation of the College Safety Plan.

Analysis

Funding has been the primary obstacle that has limited the actions taken to address both the understaffing in the facilities area and the lack of security between midnight and 6:00 a.m. Even though there are still vacant positions in the Facilities Department,

the college has addressed understaffing through hourly workers and through new equipment and procedures that have increased efficiency. Although police officers are not on duty between midnight and 6:00 a.m., the college does have an employee presence on campus with the graveyard shift employees and has made arrangements with the Glendale Police Department to be the primary agency for any required responses during this period. Both of these challenges will be further addressed as additional funding becomes available.

Additional Plans

The college plans to hire an additional permanent custodian in 2011-12.

Evidence

- 7-1. KaiVac cleaning system article:
<http://www.glendale.edu/accreditation/FollowUpReport11/KaiVac%20systems.pdf>
- 7-2. College Safety Plan:
<http://www.glendale.edu/accreditation/FollowUpReport11/GCC%20Public%20Safety%20Plan.pdf>
- 7-3. Glendale Police Department letter on midnight to 6:00 a.m. coverage:
<http://www.glendale.edu/accreditation/FollowUpReport11/Glendale%20Police%20Department%20Letter.jpg>

Response to Recommendation 8

Recommendation 8: *The team recommends that the college take the necessary steps to ensure the safety of the servers so that the system does not shut down due to overheating. (Standard IIIB.2.a)*

Resolution

In the interim since the servers went down, the extra air conditioning (A/C) unit on the roof and the daily-use A/C unit must both run simultaneously in order to meet the cooling requirements of the server room. This means that there are times when facilities must keep Central Plant II running 24 hours a day/7 days a week. The daily-use unit also needed major repairs. These repairs were completed in November 2009. Since that time, the daily-use unit has been running normally. The college also contracted with ACCO Engineered Systems to monitor the daily-use unit 24/7. When the system malfunctions, ACCO is alerted and dispatches a technician immediately if needed.

Analysis

The permanent solution for ensuring the safety of the servers includes the following:

1. The ITS department needs new computer room air conditioning systems. The two current systems are 14 years old, and they failed prematurely because they were not of high quality.
2. The server racks were not originally installed properly. The hot air coming out of one is going into the cool side of the other computers. The server room is presently getting only 30% benefit from the A/C system and this percentage must be increased.
3. The server room should be one open space in order to have free circulation of air throughout the whole area. Primarily, the racks will be re-arranged to create separate hot- air and cool-air areas. The flooring will be redone so that the cooling blows through the fronts of the units and the ceiling. Return air vents will be added above the hot zones so that the servers can operate at the correct temperature.
4. Due to poor cable planning and management, cords are all over the floor and obstruct the air flow under the raised tile floor. This will be corrected when the racks are reconfigured.
5. Racks need to be anchored to the floor per earthquake requirements.
6. There are multiple small Uninterrupted Power Supply (UPS) systems that will be combined into one or two units. Servers will also be consolidated or virtualized. This will reduce the amount of heat generated and the amount of electrical power required. This will also support the energy conservation program of the City of Glendale.
7. A natural gas generator is needed to provide power to the server room during prolonged power outages (longer than 1 hour).
8. A smaller “pony” chiller that can operate from 17 tons up to 125 tons in the Central Plant II, along with automatic isolation valves, will be installed in order to accommodate 24/7 operation at the low loads needed to keep the server room at a stable temperature. The existing 500 ton chillers are only able to run down to 125 ton loads, while the server room only requires 17 tons. The smaller chiller will be more efficient and stable.

Additional Plans

The installation of the pony chiller has been budgeted and will be coordinated by the Facilities Department. The cost of the project will be financed over several years and will be executed as follows:

1. Phase I: Install a pony chiller in the central plant, at an approximate cost of \$230,000.
2. Phase II: Consolidate or virtualize servers at a reduction ratio of 65:10, at an approximate cost of \$300,000.
3. Phase III: Rearrange racks to improve air flow, provide power receptacles and AC unit (in-rack unit) for each rack, and provide centralized UPS with 1 hour capability, at an approximate cost of \$328,000.
4. Phase IV: Install a natural gas generator at an approximate cost of \$263,000.

The costs for Phases III and IV were estimated based on the power and cooling requirements of existing equipment. The reduction in costs will be determined when power and cooling requirements for phase II are obtained from the hardware manufacturers. The cost savings will come from the reduced power and cooling requirements, potential rebates from Glendale Water and Power and the reduction in the number of servers.

Evidence

None

Response to Recommendation 9

Recommendation 9: *The team recommends that the college develop and implement a plan for funding its long-term employee liability under Government Accounting Standards Board (GASB) 45 (Standard IIID.1.c).*

Resolution

The college previously established a plan for funding its long-term employee liability under GASB 45. However, GASB 45 has no requirement for funding and the college wishes to complete an agreement with the unions before implementing its funding.

The Budget Committee recently amended the plan as follows:

- 1) A retirement benefit account shall be established for all new college employees, including categorical programs and grants, calculated at 2% of annual salary. This account shall be budgeted and expensed based on a 2% calculation of salary for each subsequent year or \$50,000 whichever is greater.
- 2) All new categorical programs and grants shall have benefits calculated to include the 2% of annual salary.

- 3) 50% of all mandated cost reimbursement funds received (excluding Health Center reimbursements) shall be set aside towards funding the existing liability for current employees.
- 4) Unrestricted ending balances in excess of 6%, but not more than \$200,000, shall be set aside towards funding the existing liability for current employees.
- 5) Funds shall be held by the district for five years, at which time the decision to deposit these funds in an irrevocable trust will be revisited.

This plan is currently being presented to both unions.

Analysis

The college has tried to address the GASB 45 liability with the development of its plan but has not been able to implement it due to the lack of a funding requirement in GASB 45 and a lack of agreement at the negotiations table. Budget constraints requiring staff to take pay cuts and furloughs have delayed the implementation. In an effort to bring resolution at the table and to begin funding its long term employee liability, the Budget Committee has amended the plan, and it is being presented again to both unions.

Additional Plans

The college plans to present an amended GASB 45 funding plan to both the Guild and CSEA for implementation [Ref. 9-1].

Evidence

- 9-1 GASB45 Funding Plan (Amended):
<http://www.glendale.edu/accreditation/evidence/index.htm>