

Standard 1

Institutional Mission



After using her Governor's scholarship and completing our PACE program and B.S. degree at CSUN, Mariella and her family spent a month visiting family and hiking in her native country, Ecuador. Here she is at the top of the highest volcanic peak, Mt. Cotopaxi (She is the one on the right).

MARIELLA FREIRE Age 35

Working two jobs and raising two children, Mariella needed a program to help her return to school and earn her degree in the least amount of time. CSUN referred her to the GCC Pace Program. She found PACE Director Bob Taylor to be especially helpful in opening the doors to other resources for her. She attended classes one night per week and all day Saturdays, and continued working full-time as a clerk for the City of Los Angeles. Taylor also assisted Mariella with her financial aid forms and suggested ways to search for possible scholarship funds. Much to her surprise, she became the recipient of the Governor's Opportunity Scholarship, competing with applicants from all over the state. She was one of five recipients receiving a \$5,000 award at the 2000 California Governor's Conference for Women in Long Beach. All money raised at the yearly conference is used to promote awareness of educational growth for women in the state of California. The five recipients participated in a final drawing for a 2001 automobile, and she was the winner! The \$5,000 helped with tuition and books and the car was perfect for this active mom.

Mariella was appreciative that GCC had such a flexible and friendly program and staff to support a working mom. The prospect of returning to school had been scary, but her questions and concerns had been answered. In 2002, Mariella graduated from CSUN with honors and a finance degree. She celebrated with a trip to Ecuador with her children to visit family. Mariella is currently working at the Office of Contract Compliance for the City of L.A. and is preparing for the LSAT—look out law school!



Standard 1 Committee

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standard 1: Institutional Mission

The institution has a mission that defines the institution, its educational purpose, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

Description

The following is the comprehensive mission statement for Glendale Community College (GCC):

“Glendale Community College is a comprehensive public community college open equally to all adults or high school graduates who can benefit from its programs and services.

Its primary mission is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Its mission is also to serve its surrounding community through adult non-credit education and community services courses and programs.

As part of this mission, Glendale Community College considers the following to be particularly important:

- to provide a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- to emphasize the coherence among disciplines and promote openness to the diversity of the human experience;
- to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, effective use of technology for work and research, information analysis and evaluation, problem solving, and the ability to work with others and conduct their lives with responsibility;

- to provide an extensive array of student services and learning tools, including state-of-the-art technology, to assist students in all aspects of their college experience.

For this purpose Glendale Community College maintains a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

Objectives and Functions

Pursuant to its stated mission, Glendale Community College has one objective: education.

Six primary functions support this objective.

- a. Associate in Arts/Associate in Science: Education toward the granting of AA/AS degree(s) is provided in accordance with approved graduation requirements. General education and major coursework form the core of the required curriculum, the balance being electives.
- b. Education for meeting the lower division requirements of a university or a four-year college: The college offers many courses which are equivalent to those available in the freshman and sophomore years at the University of California, The California State University and other colleges and universities in the United States. A student with a satisfactory high school and community college record will receive full credit for all college and university level work done at Glendale Community College provided that the work meets the specific requirements of the college or university to which the student transfers.
- c. Education beyond the high school level for vocational competence and/or occupational certification: Training programs are offered for many occupations in business and industry. Certificates are awarded upon completion of the requirements for the occupation-centered

curriculums. Courses offered in these programs serve three groups of students: those training for entry-level positions; those preparing for advancement on the job; and those seeking to improve skills to meet new job requirements. Thus, students are offered a balance of technical and general education.

- d. Pre-Collegiate Basic Skills: Educational programs prepare students for collegiate level work. Courses are designed to provide the student with basic skills instruction with emphasis on speaking, listening, reading, writing, and computation.
- e. Education beyond the secondary level for personal improvement: Recognizing the needs of post-secondary students for education which may lead neither to education in a higher institution nor to vocational preparation, Glendale Community College offers a diversity of courses which satisfy intellectual curiosity and provide knowledge about and appreciation of our universe.
- f. Non-Credit/Adult Education level: A comprehensive program includes basic education, courses leading to the high school diploma, citizenship, English as a second language, career and vocational classes, and courses that satisfy the many special interest needs of the community.” (Ref. 1-1)

The Board of Trustees approved the current mission statement in January 1998 as a component of the Educational Master Plan. This mission statement appears in the current catalog and on the college web site. The president’s publication, *Gateways*, contains an abbreviated version as does the college’s mini-brochure “GCC Facts.” These two publications replaced the “Overview” brochure in fall 1999.

Evaluation

Glendale Community College’s responsibility in providing quality educational opportunities for a broad range of student goals includes the AA/AS degree, transfer to four-year institutions, occupational certification and preparation, basic skills, lifelong learning, and personal development. With respect to these goals, the 2003 mission statement still accurately reflects the aforementioned educational and cultural mission of the college. The Board of Trustees approves changes to the mission statement.

Plan

The college will publish the complete version of the mission statement in *Gateways*, identical to its appearance on the GCC web site and in the catalog so as to disseminate information about the college’s mission as widely as possible. The Educational Master Plan Task Force will continue to make any necessary modifications and send them for approval to the Board of Trustees.



1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

Description

The mission statement identifies the students the college intends to serve as “all adults or high school graduates who can benefit from its programs and services.” These include “students preparing for transfer to four-year colleges and universities,” students preparing for “successful placement or advancement in rewarding careers,” and members of the surrounding community who can benefit from “adult non-credit education and community services courses and programs.” (Ref. 1-1) Adult non-credit education and community services are now known as community and continuing education.

Resources are allocated as prioritized by the California Legislature in 1987 under AB 1725 (Ref. 1-2).

Parameters under which programs can be offered are as follows:

- “Rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields,”
- “Remedial instruction, English as a second language instruction, and support services which help students succeed at the post secondary level,”
- “Adult non-credit curricula in areas defined as being in the state’s interest,” and
- “Community services courses and programs.”

Evaluation

Glendale Community College plans and operates its programs and services in compliance with its mission as a public California community college. The mission statement guides the college in its offering of programs and services, which are designed to fully develop each student's potential. The six primary functions listed in the mission statement illustrate the type of students who have an "ability to benefit" from post-secondary education. One example is the Jump Start Program, which targets high school students.

Plan

The mission statement of Glendale Community College will continue to comply with the goals of the California Legislature for California community colleges.



1.3 Institutional planning and decision making are guided by the mission statement.

Description

The goals and objectives of Glendale Community College's mission statement provide a framework for the college's planning and decision-making processes. For example, the process of program review is tied to the mission statement. Each section of the review document quotes the part of the mission statement that addresses that particular area of examination.

Evaluation

Glendale Community College continues to improve the use of its mission statement to guide institutional planning and decision making. For example, Program Review provides the process for self-assessment of all instructional and support programs. This process is the foundation upon which programs develop goals and action plans to advocate for their needs. The program review process is aligned with the college's mission statement and Educational Master Plan.

The Educational Master Plan Task Force, a governance committee, includes representatives from all instructional and student services divisions as well as classified staff. In 2002, Program Review had one

hundred percent compliance from the programs scheduled for evaluation. The Budget Process Review Task Force, which is charged with creating an integrated process for budget allocations, includes representatives from faculty, administration, and classified staff.

Despite this college-wide involvement, a faculty and staff survey in 2002 (Ref. 1-3) indicates that only forty-nine percent of the staff agreed that planning is guided by the mission statement. Forty percent provided neutral responses as to how well the college accomplishes its mission, whether the educational planning involves all segments of the campus, and whether programs and services are regularly reviewed. These findings reflect a lack of awareness of the connection among the Educational Master Plan, Program Review, and budget allocations. Budget decisions are campus-wide issues, and recent budget problems have made everyone on campus aware of the need for careful and precise planning as to how to allocate the school's resources in the future.

Plan

Glendale Community College will create a clearly defined process integrating the mission statement, the Educational Master Plan, Program Review, and budget allocations. In order to promote familiarity with and understanding of the mission statement among its faculty, administrators, classified staff, and students, GCC will include the mission statement in any student, faculty, and staff handbooks.



1.4 The institution evaluates and revises its mission statement on a regular basis.

Description

In 1993 Glendale Community College approved its mission statement as a component of the Accreditation Report. In spring 2003, a complete review of the Board of Trustees' agendas covering the past six years revealed that the last review of the mission statement took place in 1997. The board revisits the mission statement when changes are proposed by the Educational Master Plan Task Force

at the Long-Range Planning Retreat, which is run by the Educational Master Plan Steering Committee. The Long-Range Planning Retreat was last held in spring 2002 to revise the mission statement and to draft a broader vision statement, a recommendation brought forth in the 1998 Accreditation Self-Study Report. (Ref. 1-4) As of May 2003, work continues on revising the mission statement and creating a vision statement.

Evaluation

Glendale Community College is completing its work on its initial vision statement and on the revision of its mission statement. The college does not yet have a codified timetable for reviewing and revising its mission statement.

Plan

Glendale Community College will finalize the work on its vision statement and on the revision of its mission statement. GCC will establish a timetable to regularly revisit the mission and visions statements, make any necessary changes, and receive board approval for the modifications.

References

- 1-1 Glendale Community College Catalog 2002-2003.
- 1-2 California Legislature AB1725 1987.
- 1-3 Campus Views 2002.
- 1-4 Accreditation Self-Study Report 1998.