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**Institutional Self Study Report  
in Support of  
Reaffirmation of Accreditation**

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Submitted by  
**Glendale Community College District**  
Glendale Community College  
1500 N. Verdugo Road  
Glendale, California 91208

Submitted to  
**Accrediting Commission  
for Community and Junior Colleges  
of the Western Association of  
Schools and Colleges**

**January 2010**

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# Certification



## Verdugo Power Academy

The college responded to a request for proposals issued by the Verdugo Workforce Investment Board (VWIB) looking for viable workforce training projects to fund. Concurrently, the college received a request from Glendale Water and Power to set up a training program to fill positions in the power utility industry due to a shortage of qualified workers. The result was a new program that would provide training by a highly qualified instructional team including rigorous screening prior to admission. The 17-unit class runs eight-hours-a-day, five-days-a-week, for 16 weeks. Students meet at GWP facilities and veteran GWP employees have been enlisted to enhance the college's instructional team. While funding is currently in place for three semesters of classes, the college and the VWIB are pursuing Department of Energy grants to extend and expand the program for additional years.

Photo Credit: Greg Parks

# Certification of the Institutional Self Study Report

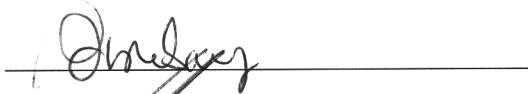
Date: December 21, 2009

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

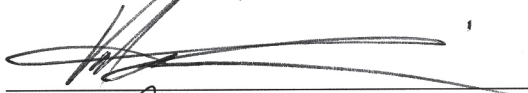
From: Glendale Community College  
1500 N. Verdugo Road  
Glendale, California 91208-2894

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community to create this document, and we believe the Self Study Report accurately reflects the nature and substance of this institution.



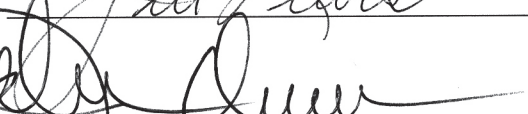
Interim Superintendent/President  
Dr. Dawn Lindsay



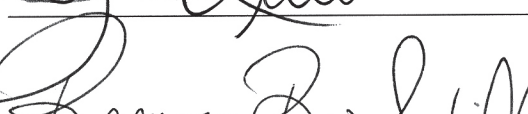
President, Board of Trustees  
Dr. Vahé Perroomian



Accreditation Liaison Officer  
Jill Lewis



Chair, Accreditation Self Study  
President, Academic Senate  
Dr. John Queen



President, Glendale College Guild  
Dr. Ramona Barrio-Sotillo



President, CSEA  
Saodat Aziskhanova



President, Associated Students of  
Glendale Community College  
Lilya Avagyan

# Organization of the Self Study



## Andy Reid Scoreboard

In 2005, Glendale Community College dedicated Sartoris Field, a multi-purpose facility serving as the home site for football, soccer and track and field teams as well as countless others that can make use of the field and track. Andy Reid, a GCC alumni who played football for head coach Jim Sartoris in 1976-7, donated funds for the state-of-the-art scoreboard. Reid, head football coach of the NFL Philadelphia Eagles stated the following regarding his family's donation: "We are proud to contribute in any way we can to the Glendale Community College Athletic Program. Glendale College helped build my foundation in the sport of football. My family and I will be always grateful to the football coaches as well as the other coaches and staff at GCC. This is just a small token of appreciation. I know many others have, or will contribute to this project."

Photo Credit: Greg Parks

# Organization of the Self Study

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Preparations for the self study began in early 2008 with the coordinators and managers of accreditation, program review, the strategic master plan, research and planning, and student learning outcomes (the group known as the Core 5, as described in Standard IB.1.) The Core 5 group prepared the timeline for the accreditation process and the job description for the accreditation coordinator position. The Academic Senate, the Academic Affairs committee, and the Campus Executive committee defined essential features of the accreditation process in the fall of 2007 and winter of 2008 (contained in a revision of the Mutual Gains document.) Early in 2008, a faculty coordinator (a released-time position) was selected to spearhead the writing of the self study document and joined the Core 5 which essentially became the Core 5 + 1. The coordinator chose a single writer approach for the report and solicited volunteers at open meetings. The coordinator organized the volunteers into teams to gather evidence and assigned a chair to each of the four standards. These teams worked diligently over the summer and into the fall.

Several key people involved with the process attended the annual Academic Senate of California Community Colleges Accreditation Institute in March 2008. Training for the self study teams was provided by the ACCJC in 2008.

In the winter of 2009, there was reorganization of the accreditation team. The accreditation coordinator stepped down and the Academic Senate President was appointed as the new coordinator and engaged a team of writers. A new accreditation coordinator was appointed. Another training opportunity was provided by the ACCJC for several new people joining the reorganization effort and two people attended the January 2009 Academic Senate Accreditation Institute. In the spring of 2009, the first drafts of the various standards were produced and reviewed by teams of three (consisting of faculty, staff and administrative representatives). An accreditation steering committee consisting of students, faculty, staff and administrators was also put into place to make editorial decisions about the self study and, in the latter part of the semester, took over the job of reviewing subsequent drafts.

During the summer of 2009, drafts were released to the entire campus community online where comments could be submitted. These comments were then reviewed by the steering committee and the writers. The accreditation process was presented at faculty meetings in the fall and, later, faculty meetings were also devoted to taking input on the self-study draft. The self study draft was also presented to the standing committees of the college (Campus Executive, Academic Affairs, Student Affairs and Administrative Affairs), the leaders of the classified union, CSEA, the Associated Students of Glendale Community College (the official student government on campus) and also at management meetings.

The Board of Trustees was kept apprised of the accreditation process by presentations by the accreditation coordinator and the accreditation liaison officer at board meetings. Two trustees also served as liaisons to the accreditation steering committee and attended meetings and provided input. The steering committee continued to meet through the summer and fall semesters. The self study was presented for three readings with final adoption at the Board of Trustees' December 21, 2009 meeting.

### **Core 5 (+1)**

Peggy Renner, Planning Coordinator  
Carol Paxton, Program Review Coordinator  
Alice Mecom, SLO Coordinator  
Jill Lewis, Instructional Services Program  
Ed Karpp, Associate Dean, Research and Planning  
Roger Bowerman, Accreditation Coordinator ( 2008)

### **2009 Accreditation (Self-Study) Steering Committee**

#### **Administration**

Dawn Lindsay, V.P. Instruction (-May 2009) Interim President/Superintendent (June 2009-)  
Rick Perez, V.P Student Services  
Mary Mirch, Assoc. Dean, Health Services (-May 2009), Interim V.P. Instruction (June 2009-)  
Ron Nakasone, Interim VP Administration (January 2009-)  
Kristin Bruno, Dean, Instruction/CTE  
Ed Karpp, Assoc. Dean, Institutional Research and Planning  
Alfred Ramirez, Assoc. Dean, Continuing and Community Education  
Jill Lewis, Instructional Srvcs. Program Manager, Accreditation Liaison Officer, Self-Study Co-Chair

#### **Faculty**

John Queen, Academic Senate President, Accreditation Coordinator/Self-Study Chair  
Peggy Renner, Instruction, Planning Coordinator  
Jeanette Stirdivant, Division Chair, Student Services  
Joe Denhart, Instruction, Noncredit  
Alice Mecom, Instruction, SLO Coordinator  
Jane DiLucchio, Instruction, (Standard I)  
Lee Parks, Student Services, (Standard II)  
Trudi Abram, Division Chair, Visual/Performing Arts, (Standard III)  
Darren Leaver, Instruction, (Standard IV)

#### **Classified**

Saodat Aziskhanova, CSEA President  
Hoover Zariani, 1<sup>st</sup> V.P  
Tzoler Oukayan, 2<sup>nd</sup> V.P

#### **Students**

##### **ASGCC (2008-2009)**

Ovsanna Khachikian, President  
Nina Tchavrushyan, V.P./Organizations  
Hermine Gevondyan, V.P./Organizations

##### **(2009-2010)**

Lilya Avagyan, President  
Tigranuhi Stepanyan, V.P./Administration

#### **Board of Trustee Liaisons:**

Anita Gabrielian, Vice President  
Ann Ransford, Board Member

## **2008-2009 SELF STUDY PARTICIPANTS**

**Teams included writers, reviewers, interviewees and evidence gatherers.**

### **Standard I A & B**

Chairs & Lead Writers: Jane DiLucchio, Ed Karpp

Team: Eileen Amirian, Kristin Bruno, Tatyana Bartholomew, Teresa Cortey, Megan Ernst, Karen Holden-Ferkich, Stacy Jazan, Deborah Kinley, Mark Maier, Paul Mayer, Alice Mecom, Dana Nartea, Rick Perez, Peggy Renner, Debra Robiglio, Ellen Rosen, Andra Verstraete, Jan Young, Terrence Yu, Eileen Amirian (student)

### **Standard II A**

Chairs & Lead Writers: Lee Parks, Sarah McLemore, Carol Paxton, Mary Mirch, Ed Karpp

Team: Trudi Abram, Shereen Allison, Tina Anderson Wahlberg, Roger Bowerman, Kristin Bruno, Joy Cook, Cindy Dorroh, Mike Dulay, Cathy Durham, Phyllis Eckler, Jeanette Farr, Allyn Glanzer, Ron Harlan, Cameron Hastings, Faye Henson, Kim Holland, Karen Holden-Ferkich, Pat Hurley, Henan Joof, Richard Kamei, Kohar Kesian, Angela Khachikian, Darren Leaver, Jill Lewis, Dawn Lindsay, Jessica LoGuercio, Dave Mack, Mark Maier, Alice Mecom, Brett Miketta, Michael Moreau, Elmira Nazaryan, Ellen Oppenberg, Rick Perez, Jewel Price, John Queen, Alfred Ramirez, Piper Rooney, Scott Rubke, Paul Schlossman, Linda Serra, Bill Shamhart, Rosemarie Shamieh, Marcia Sibony, Peter Stathis, Jeanette Stirdivant, Jan Swinton, Bob Taylor, Linda Winters, Sarah Williams, Scarlet Yerissian, Hermine Gevondyan (student)

### **Standard II B**

Chairs & Lead Writers: Lee Parks, Jeanette Stirdivant

Team: Tina Andersen-Wahlberg, Alen Andriassian, Roger Bowerman, Sharon Combs, Joy Cook, Troy Davis, Melissa Hanparsun, Susan Hoehn, Pat Hurley, Henan Joof, Deborah Kinley, Jessica Lo Guercia, Mary Mirch, Jolie Morris, Maryanne Meleka, David Nelson, Tzoler Oukayan, Elmira Nazaryan, Rick Perez, Jewel Price, Alfred Ramirez, Paul Schlossman, Mo Taghdis, Hoover Zariani, Marian Mikhail (student)

### **Standard II C**

Chairs & Lead Writers: Lee Parks, Linda Winters, Brenda Jones

Team: Sevada Avakian, Jan Freemyer, Nancy Getty, Brenda Jones, Andy Stires, Ruzan Stepanyan (student)

### **Standard III A**

Chairs & Lead Writers: Trudi Abram, KC Camp, Val Dantzler, Ed Karpp

Team: Roger Bowerman, Jennifer Briones, Jane Campbell, Daphne Dionisio, Leticia Estrada, Kristine Hanna, Faye Henson, Nicole Hise, Jill Lewis, Vicki Nicholson, Scott Spicer, Debra Thompson, Hoover Zariani, Joey Roszhart (student)



### **Standard III B**

Chairs & Lead Writers: Trudi Abram, Ron Nakasone, Mike Scott, Joy Cook

Team: Ed Karpp, Nidal Kobiasi, Jill Lewis, Lew Lewis, Mike Nevieus, Peggy Renner, Larry Serot, Frankie Strong, Bill Taylor, Andy Young

### **Standard III C**

Chairs & Lead Writers: Trudi Abram, Arnel Pascua, Jean Lecuyer, Brett Miketta, Mike Dulay

Team: Reed Anderson, Kristin Bruno, Bill Elbettar, Alex Hammond, Dave Mathews, Rob Mauk, Dave O'Donnell, Dave Roswell, Gretchen Smart

### **Standard III D**

Chairs & Lead Writers: Trudi Abram, Ron Nakasone, Larry Serot

Team: Ed Karpp, Steve Marsden, John Queen, Mike Dulay, Abe Barakat, Marian Mikhail (student)

### **Standard IV A & B**

Chairs and Lead Writers: Darren Leaver, John Queen

Team: Rod Allen, Saodat Aziskhanova, Ramona Barrio-Sotillo, Steve Bie, Roger Bowerman, Paul Buehler, Mona Field, Flavio Frontini, Alex Hamond, Ron Harlan, Stacy Jazan, Eric Johnston, Sid Kolpas, Kristin Leaf, John Leland, Dawn Lindsay, Paul Mayer, Lynn McMurrey, JC Moore, Ron Nakasone, Poorna Pal, Alfred Ramirez, Peggy Renner, Ellen Rosen, Frankie Strong, Jan Young, Joey Roszhart (student)

All 2009-2010 ASGCC officers actively participated in the process by dividing up the document by standard and then reviewing them in small teams. Their comments and suggestions were forwarded to the self study chair.

### **EDITING By English Department Faculty**

Sarah McLemore, Monette Tiernan, Shant Shahoian, Sue Henry

Piper Rooney, Steve Taylor, Lara Kartalian, Chris Pasles

# Credits

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**Self Study Chair**

**Dr. John Queen**, Academic Senate President  
Accreditation Coordinator

**Self Study  
Document Organization**

**Jill Lewis**, Program Manager,  
Accreditation & Program Review, ALO

**Document Assistance**

**Pat Skerry**, Retired Secretary to the President

**Self Study Document  
Production & Design**

**Ann Simon**, Graphic Illustrator

**Photos**

**Greg Parks, Ann Simon, Scott Stalnaker**

**Printing**

**Ford Graphics, Glendale, CA**

# Eligibility Requirements



## Chili Cook-Off

GCC has hosted a Chili Cook-Off involving nine local high schools in the Glendale, Burbank and La Cañada areas for two years. City officials as well as local hotel and restaurant managers and owners served as judges. Each team was allowed a maximum of 15 participants and a variety of awards were given based on: the most innovative presentation, best tasting, most nutritious content, overall creativity and best team presentation.

Photo Credit: Susan Cisco

# Eligibility Requirements for Accreditation

*(Adopted June 1995; Revised January 1996; Revised January 2004)*

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

In order to apply for eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation. Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

### 1. Authority

**The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.**

**Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.**

Glendale Community College is authorized by the California Community College System Chancellor's Office to provide educational programs. We abide by the California Educational Code. The College acts under the direction of a community elected board of trustees, the Board of Governors of the California Community College and our State Chancellor's Office. Our programs and services follow the guidelines set forth in the California Code of Regulations, Title 5. Continuous accreditation is granted through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

### 2. Mission

**The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.**

The Glendale Community College mission statement is reviewed by the entire campus community on an annual basis. Our most recent revision was initiated during the 2007-2008 academic year. Any revision to the mission statement is initiated and reviewed by campus constituencies and presented to the board of trustees for adoption. The mission statement appears in the college catalog, the schedule of classes, and on the campus Website. Glendale Community College meets the needs of our diverse learners through comprehensive curricular offerings including lower-level general education and major requirements, workforce training and life-long learning opportunities. Students are offered comprehensive student services support throughout their entire experience with our campus.

### **3. Governing Board**

**The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.**

**The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.**

Glendale Community College has a five member board of trustees which is ultimately responsible for GCC's fiscal viability as well as its programs and operations. Board members are elected for a four year term. Per board policy, board elections occur every two years. The student trustee position rotates on an annual basis. The student trustee is granted the same responsibilities and rights as our elected officials, with the exception of having an advisory vote.

The Board of Trustees meets once each month with the understanding that additional special or closed meetings may occur as needed. Meeting agendas are posted throughout the college community at all locations in compliance with state law and are available for review at least 72 hours in advance of each scheduled meeting, allowing time for community and staff commentary.

The Board of Trustees adheres to the Conflict of Interest policy as well as the Code of Ethics and evaluates itself on an annual basis. To the best of our knowledge no board member has an employment, family, ownership or other personal financial interest in the institution.

### **4. Chief Executive Officer**

**The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.**

The Board of Trustees selects the CEO. The board not only confirms the appointment of the CEO but also approves the search and selection process, the position description, the qualities and qualifications to be sought, and the time lines to be followed. The Board conducts the annual evaluation of the CEO and provides direction to the CEO.

The CEO serves as both the District Superintendent and President of the College. The CEO's primary responsibilities are the implementation of board policy, the effective management of the college, and the long range planning for the district.

## **5. Administrative Capacity**

**The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.**

All applicants for administrative positions are screened to ensure compliance with minimum qualifications appropriate to the particular position the applicant is interested in pursuing. Each administrative position has a job description outlining the duties and responsibilities of the position.

The college has an adequate number of administrators and staff with the expertise and qualifications to provide appropriate oversight and support the mission and purpose of the institution.

Each administrative position has a job description outlining the duties and responsibilities of the position. All applicants for administrative positions are screened to ensure compliance with minimum qualifications appropriate to the particular position. The administrative structure at Glendale Community College supports the policies and protocol outlined in the administrative regulations and through the Human Resources department. New positions can be added, or current ones restructured, based on the needs of the college.

## **6. Operational Status**

**The institution is operational, with students actively pursuing its degrees.**

Glendale Community College offers a variety of educational programs and services, including a range of transfer, skill development, and vocational curricula through both its credit and noncredit programs. Course offerings and program development are determined by student need and the changing demands of constituents. Certificate and degree programs and credit, vocational and skill development requirements are listed in the college catalog and the schedule of classes.

The college has been enrolling students since 1927. Total enrollments for the past four years have averaged 40,266 students per year with credit students accounting for approximately 61.75 percent of all students over the same time period. During the 2008-2009 academic year, the college awarded 959 degrees and certificates.

## **7. Degrees**

**A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.**

Glendale Community College offers Associate of Arts and Associate of Sciences degrees and certificates. The college continually reviews curricula to ensure articulation with other local colleges and universities. As evidenced through GCC's annual demographic research, a substantial number of full time students receives degrees and certificates in addition to preparing for transfer to four year institutions.

According to our 2008-2009 data, 96 percent of our credit courses are degree applicable, and 71 percent of credit course offerings are transferable. Students come to Glendale Community College with varying educational goals. In 2008-2009, 474 AA degrees, 206 AS degrees and 279 certificates were awarded. A primary part of the college's mission is to prepare students for transfer. Since 1998, the number of students transferring to four-year institutions has increased steadily.

## **8. Educational Programs**

**The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.**

All of the institution's degree programs are congruent with its mission. Programs are based on recognized fields of study in higher education, are of sufficient content and length, present sufficient variety within disciplines and are conducted and maintained at the appropriate levels of quality and rigor. All transfer and terminal degree programs require two years of study.

At GCC, Student Learning Outcome and Assessment Cycle implementation at the degree and certificate level is the last phase of a three-part process which began in 2005 with course-level SLOAC implementation followed by institutional SLOAC implementation. Degree and certificate student learning outcomes and assessment cycles are currently reported on the Program to Core Competencies Alignment Grid.

## **9. Academic Credit**

**The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.**

The college awards academic credit based upon generally accepted practices among degree granting institutions. All actions are based on Title 5, section 55002. The Curriculum and Instruction committee approves all courses offered. Each unit of credit represents one hour per week of lecture or discussion, or a longer time in laboratory or other exercises not requiring outside preparation. Grading policies, course units, and college policies are related to the unit value listed in the college catalog, the class schedule and on the college's Website.

## **10. Student Learning and Achievement**

**The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.**

Goals and outcomes for all major and certificate programs are listed in the catalog. New programs, program revisions, and programs undergoing review require the development of outcome statements appearing in the course catalog. Career and technical programs develop mission statements, meet with the Los Angeles Orange County Workforce Development Leaders (LOWDL), and develop curriculum with an advisory committee.

The college has made significant progress with learning outcomes at the course and institutional levels. While the college has not completed formal learning outcomes at the program level, it does have a structure that incorporates our core competencies at the program/degree level.

## **11. General Education**

**The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.**

GCC's requirements for general education programs often exceed the requirements of Title 5, Section 55806. The quality and rigor of GCC is consistent with the academic standards appropriate to higher education, providing its students breadth of knowledge, critical thinking, and intellectual inquiry.

All associate degree programs incorporate the following components: American institutions, state and local government, U.S. history, mathematics, health, physical education, first aid, cultural diversity and general education. Our general education requirements include components of natural science, social science, humanities, language and critical thinking. English and math proficiency are required for degree attainment. Our core competencies make up our general education learning outcomes. The core competencies are: communication, mathematical competency/quantities reasoning, information competency, critical thinking, global awareness and appreciation, personal responsibility, application of knowledge.

All courses within degree and certificate programs are linked to GCC's core competencies along with expected levels of learning based on Bloom's taxonomy of educational objectives. A core competency rubric has been designed to assess student achievement of each in the seven competencies.



## **12. Academic Freedom**

**The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.**

The institution affirms that faculty and students must be free to examine and test all knowledge for the common good. The common good depends upon this free search for truth and its exposition. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. This commitment to academic freedom is established in Board Policy 4030 for the faculty and Board Policy 5550 for the students. It is further supported by the Guild contract Article III, Section 1.

## **13. Faculty**

**The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.**

The college currently employs a total of 221 full time faculty. In addition, we have 581 part time faculty who teach credit and noncredit offerings. The college catalogue lists all regular faculty members' academic backgrounds. The faculty handbook includes a clear statement of the responsibilities given to our faculty members.

The Academic Senate works with Human Resources to ensure that all faculty meet minimum qualifications as outlined by the California Community College Chancellor's Office and in full accordance with the State Academic Senate.

## **14. Student Services**

**The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.**

The college provides a full range of services for day and evening students as well as online students. A list of services can be found in the college catalogue. Student Services is making major progress with electronic media via the Web (special services for students), with online services (admission, assessment and orientation), and within specific departments such as the EOPS (admission application and book vouchers).

## **15. Admissions**

**The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.**

As a California community college, Glendale Community College is an open-admission institution. We admit any California resident with a high school diploma or equivalent. We provide educational opportunities to non-California residents, including International and nonresident students. High school students who have been determined to benefit from our courses are also enrolled through our concurrent high school enrollment program.

## **16. Information and Learning Resources**

**The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.**

The Glendale Community College Library is a 36,000 square foot facility containing over 123,000 books and 106 computers. There are 54 computers for student use, 27 for library instruction, and 25 for staff use. The college also operates a Learning Center and 22 other student computing laboratories with over 2,000 networked computer stations supported by supervisors and Instructional Technology. Access to online database resources (on campus and from a distance) is provided primarily through contractual agreements with the Community College Library Consortium. Other contractual agreements provide for the library's integrated system, cataloging utility, and software for the various computer labs. Library print materials, selected based on curricular needs, are purchased primarily through California state lottery funds.

## **17. Financial Resources**

**The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.**

Glendale Community College documents its funding base and financial resources through its annual budget. In developing its budget, the college follows budget management practices that provide for fiscal stability and an ending balance that exceeds the state minimum requirements. The budget is developed in a shared governance process that ensures the allocation of resources to support student learning programs and services and to improve institutional effectiveness.

## **18. Financial Accountability**

**The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.**

Glendale Community College annually undergoes and makes available an external financial audit by an independent certified public accounting firm. All funds of the college are audited, including the college's Foundation and GO (Government Obligation) bond funds. The audit is conducted in accordance with generally accepted auditing standards. Copies of the audit are available for review in the Office of the Interim Vice President, Administrative Services.

## **19. Institutional Planning and Evaluation**

**The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.**

**The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.**

For more than twenty years, the Office of Research and Planning has annually published data on student success, and these data have been used by the teaching and counseling faculty at the course and program level and by administrators at the institutional level in efforts to improve student learning and increase student success. The Strategic Master Plans of 2004-2008 and 2008-2014 also included goals for improving student success (SMP 2004-2008, Goal 1; SMP 2008-2014, Goal 2). The latter plan provides a timetable for completing the Student Learning Outcomes and Assessment Cycle to meet the accreditation standards of 2012.

The college has an active program review process that has been used for the last fifteen years to review college programs and services on a six year cycle. At this time the college is working to strengthen its planning processes so that information from Student Learning Outcomes and Assessment Cycles, Program Review, and other elements in our planning process flow more effectively to the Strategic Planning teams where the data can be used more extensively for both short and long term planning.

## **20. Public Information**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

### **General Information**

- **Official Name, Address(es), Telephone Number(s), and Web Site**
- **Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

### **Requirements**

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

### **Major Policies Affecting Students**

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Information on the college mission, admission requirements and procedures, programs and courses, degrees and degree requirements, cost and refund policies, grievance procedures and faculty and administrator credentials are published in the college catalog which is available in hard copy and online. Much of this information is also replicated in the class schedule and on the college Website. Key documents have been translated into Spanish and Armenian to better serve our community.

## **21. Relations with the Accrediting Commission**

**The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.**

Glendale Community College ensures that all college policies and procedures adhere to the Accrediting Commission eligibility requirements and standards. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accreditation status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The college complies with all commission correspondence, requests, and reporting requirements in a timely manner with full and honest disclosure.

# Introduction



## **Baja Field Station, Mexico**

The college's Baja Field Station is comprised of five buildings (10,000 sq. ft) on one acre of beachfront property on the west side of the Sea of Cortez in Bahia de los Angeles. The Spanish style architecture blends in well "where the desert meets the sea." The facility was designed to include a classroom building to accommodate two simultaneous classes, a large field house, an institutional kitchen, a marine biology wet lab, a large dormitory building, a separate faculty and staff quarters, and a large garage with storage and a workshop. Although the program has been in operation since 1974, this new facility is the first permanent location and was designed specifically to enhance students' experiences while studying in Baja.

Photo Credit: F. Javier Gago

# Introduction

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## History of the Institution

Glendale Community College was established as Glendale Junior College in 1927 to serve the Glendale, La Crescenta, and Tujunga school districts. In 1929, the college moved from a wing of the Glendale Union High School to its first independent facilities on Harvard Street in Glendale.

In 1933, the main building was condemned due to damage from the Long Beach earthquake. Subsequently, the college was relocated into small buildings and tent structures. In 1935, 80 percent of the local electorate approved a \$195,000 bond issue for new college buildings. With the addition of a \$174,000 Public Works Administration grant, the current Verdugo Road location was purchased. In 1936, the Glendale Junior College District was dissolved and the college became part of the Glendale Unified School District. In spring 1937, the new college administration and science buildings were completed and occupied.

Additional purchases of land and building construction occurred during the 1930s and 1940s, including a student union in 1937 and an auditorium in 1948. A building for chemistry and mathematics was added in 1962 and the science building, renamed the Physics-Biology building, was remodeled in 1963. A new library was constructed in 1967, followed by an aviation and arts building in 1975.

The college was renamed Glendale Community College in 1971. In 1980, voters approved the separation of the college from the school district, creating the Glendale Community College district. Since April 1983, the college has been governed by its own Board of Trustees consisting of five members elected from the community.

College construction and expansion continued in the 1980s and 1990s. A new classroom/computer lab/faculty office building (the San Rafael building), a Child Development Center, and a Life Skills Building were constructed on the main campus. The Adult Community Training Center was constructed at a site approximately three miles south of the main campus to house noncredit programs. The Professional Development Center, which provides state-funded workforce training, moved into its headquarters in Montrose, approximately three miles north of the main campus. The library was enlarged and remodeled and a new classroom/computer lab building (the San Gabriel building) was constructed. A new student center, including a bookstore and meeting space, was completed in fall 2000.

In March 2002, Glendale voters passed a \$98 million general obligation bond for improvements to the college's facilities and infrastructure. Measure G funds have been used to complete a science center and surrounding support space and classrooms, a new parking structure, a health sciences building, and an expansion of the Adult Community Training Center in south Glendale. These funds have also been used to upgrade the college's network infrastructure and telephone system.

The college operates three primary sites: the main campus, the Garfield Campus, and the Professional Development Center (PDC). The main campus is located on a 59-acre site in north

Glendale, adjacent to the 2 freeway. Nearly all credit classes (approximately 92 percent) are conducted in classrooms on the main campus. The main campus also houses administrative offices, services for credit students, and offices for credit faculty members, as well as offices for some continuing education faculty and services. The main campus also includes a Child Development Center and a Life Skills Building. The Garfield Campus, located in south Glendale, is home to continuing education and community services education. Approximately 77 percent of continuing education classes are conducted at the Garfield Campus, which also houses administrative offices, faculty offices, and services for continuing education and community services. Additional continuing education classes are held at the main campus and other locations throughout the community. The PDC is located north of the main campus in Montrose and houses classrooms and offices for workforce training funded by the state Employment Training Panel. A small number of continuing education classes is also taught at the PDC. In addition to the three primary sites, the college conducts classes at high schools, retirement homes, churches, and other locations in the community.

Beginning in 2006, the college has undergone several transitions in administrative leadership. In July 2006, Dr. Audre Levy began as district superintendent/president. Before Dr. Levy, Dr. John A. Davitt served as superintendent/president for 21 years. Transitions in leadership have continued. The college hired a new vice president of instructional services, Dr. Dawn Lindsay, in January 2007 to replace retiring vice president Steve White. A new vice president of student services, Dr. Ricardo Perez, was hired in July 2007 to replace interim vice president Sharon Combs, who returned to her former position as Dean of Admissions and Records. The college's vice president of administrative services, Larry Serot, retired at the end of 2008, to be replaced by interim vice president Ron Nakasone. Dr. Levy, Dr. Lindsay, and Dr. Perez were hired from outside the district; Mr. Nakasone served as district controller between 1996 and 2008. Additional administrators who are new to the college include Arnel Pascua, associate vice president of information technology, who began work at the college in August 2008, and Lisa Brooks, executive director of the Glendale Community College Foundation, who has been employed by GCC since February 2009.

In May 2009, Dr. Levy resigned after three years as superintendent/president. Dr. Levy served until the end of June 2009. Dr. Dawn Lindsay moved from her position as instructional vice president to serve as acting superintendent/president on July 1, 2009.

## **Demographics**

### ***1. Community Demographics***

Glendale Community College District boundaries include the City of Glendale, La Crescenta, a portion of La Cañada, Flintridge, and a small unincorporated section of Los Angeles County northeast of Glendale. During the 1980s, the population of Glendale grew rapidly, increasing 24 percent from 1981 to 1989. Growth slowed in the next two decades, increasing only 6 percent between 2000 and 2008. The current population of Glendale, as estimated by the California Department of Finance, is 207,157.

According to the U.S. Census Bureau's American Community Survey conducted between 2005 and 2007, Glendale has a higher percentage of non-English speakers than Los Angeles County as a whole. In Glendale, 67 percent of the population age 5 and over speak a



language other than English in the home. The percentage for Los Angeles County is 56 percent, and the percentage for California is 42 percent. Languages spoken in the home include Spanish, Armenian, Farsi, Korean, and the languages of the Philippines.

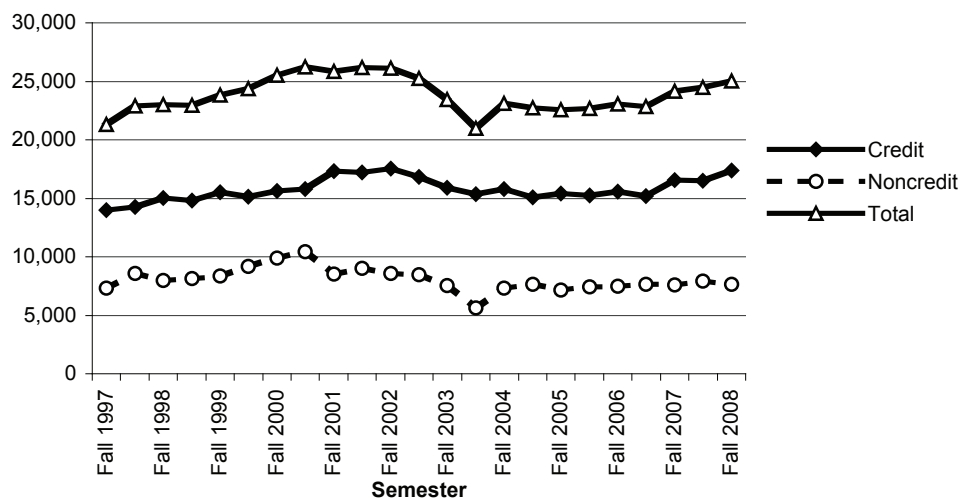
Additional information about the community served by the college can be found in the Community Profile publication from the college’s Research and Planning office.

Approximately 45 percent of Glendale Community College’s credit students and 74 percent of noncredit students reside in the district boundaries. Most students from outside the district come from the cities of Burbank and Los Angeles.

## 2. College Enrollment Trends

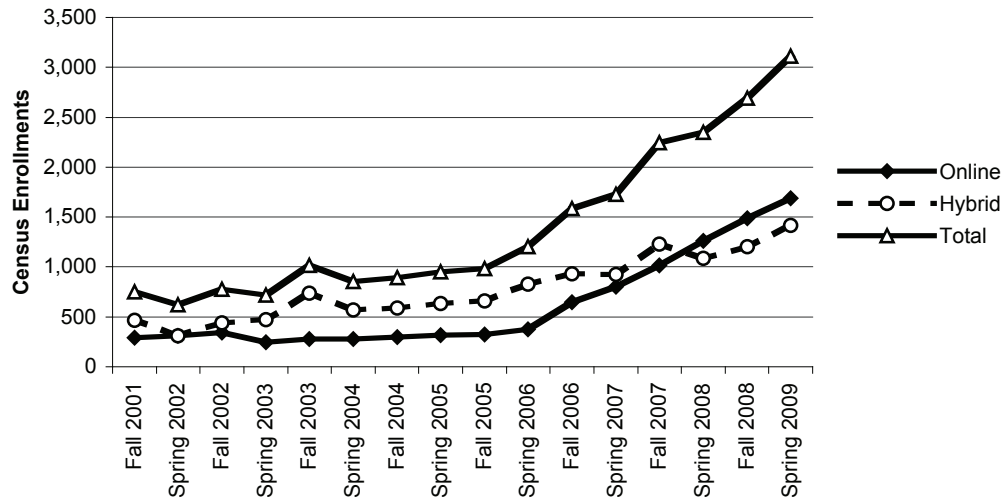
In fall 2008, the college enrolled 17,376 credit students and 7,639 noncredit students, for a total of 25,015 students. For the academic year 2007-2008, the college enrolled 25,614 credit students and 15,051 noncredit students, for a total of 40,665 students. Figure A shows enrollment trends. The graph depicts the increase in enrollments due to moving to a compressed calendar with winter intersession in 2001-2002, as well as the decrease in enrollments resulting from the state budget crisis in 2002-2003, which resulted in the elimination of many class sections.

**Figure A. Headcount Enrollment by Fall Semester**



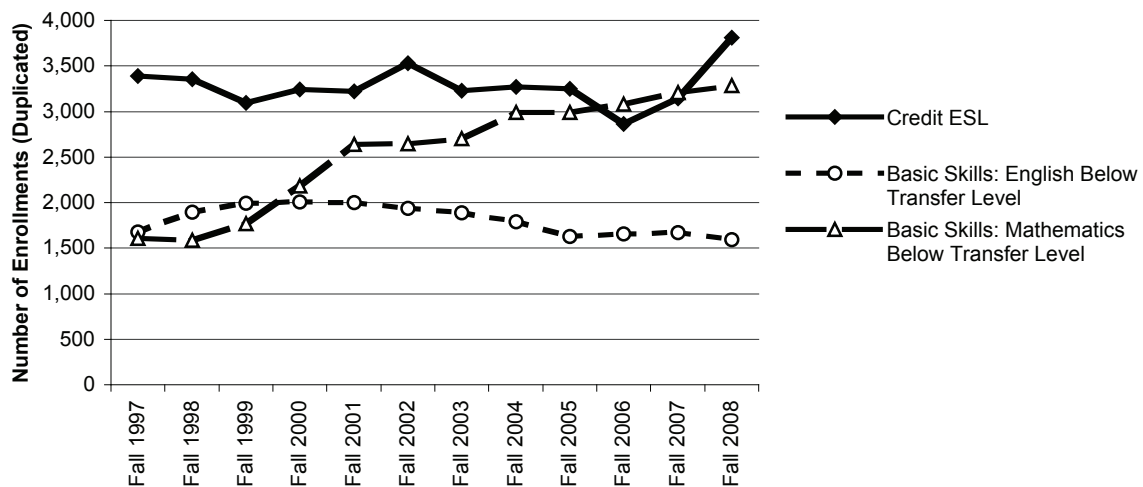
The following graph shows enrollments in distance education sections. Online sections are taught completely online (with on-campus orientations and some on-campus testing). Hybrid sections are taught partially online with weekly on-campus sessions. Distance education has shown a dramatic short-term increase: Total distance education enrollments increased by 159 percent between Spring 2006 and Spring 2009. The long-term increase has been even more dramatic, about 400 percent between Spring 2002 and Spring 2009. In 2008-2009, online and hybrid sections served approximately 600 Full-Time Equivalent Students (FTES).

**Figure B. Census Enrollments in Distance Education Sections by Semester**



The next graph shows enrollments in credit ESL and credit basic skills courses. The college serves a high percentage of students whose first language is not English. According to surveys, 65 percent of credit students have a first language other than English. Approximately 12 percent of credit students enroll in an ESL course every semester.

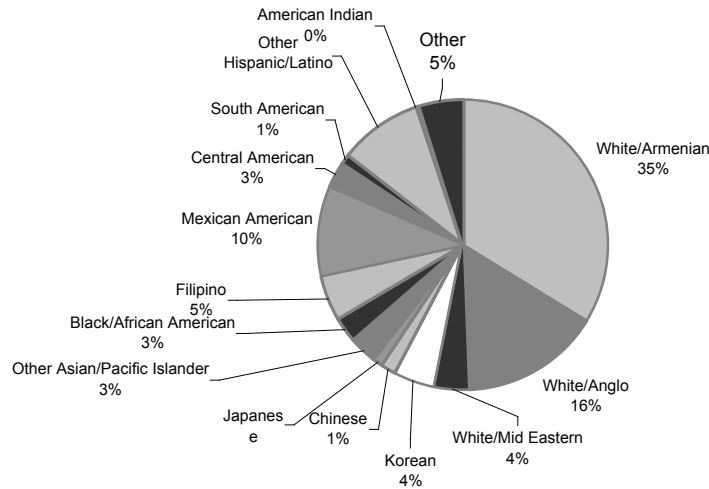
**Figure C. Census Enrollments in ESL and Basic Skills Courses by Semester**



### 3. Credit Student Demographics

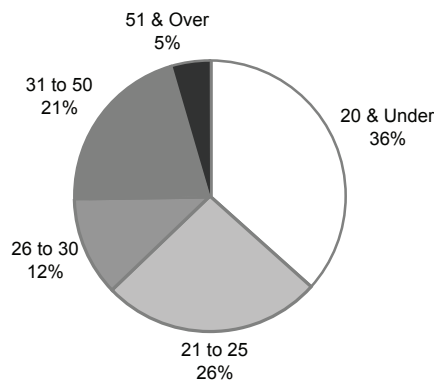
The graph below shows the ethnic backgrounds of credit students in fall 2008. The largest group of credit students, making up 35 percent of the credit student population, consists of Caucasian students of Armenian descent. Credit programs also serve large populations of traditional Anglo students (16 percent of credit students), Latino students (23 percent of credit students), and Asian students (10 percent of credit students).

**Figure D. Credit Student Ethnicity, Fall 2008**

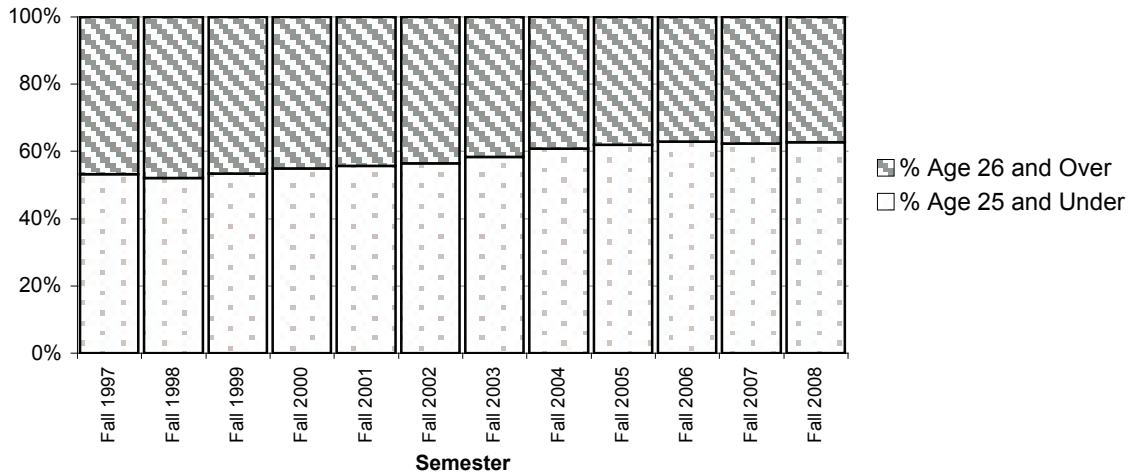


Approximately 62 percent of credit students are under age 26. Figure E shows the percentage of credit students by age group in fall 2008. Figure F shows trends in age group. The percentage of students age 25 and under has increased since 1999, from 54 percent in fall 1999 to 63 percent in fall 2008.

**Figure E. Credit Student Age, Fall 2008**

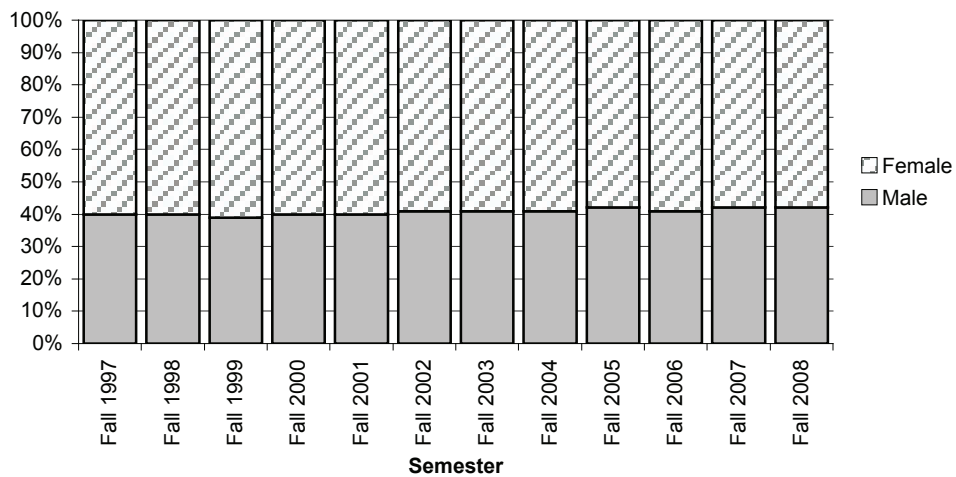


**Figure F. Age Group of Credit Students, Fall 1997 to Fall 2008**



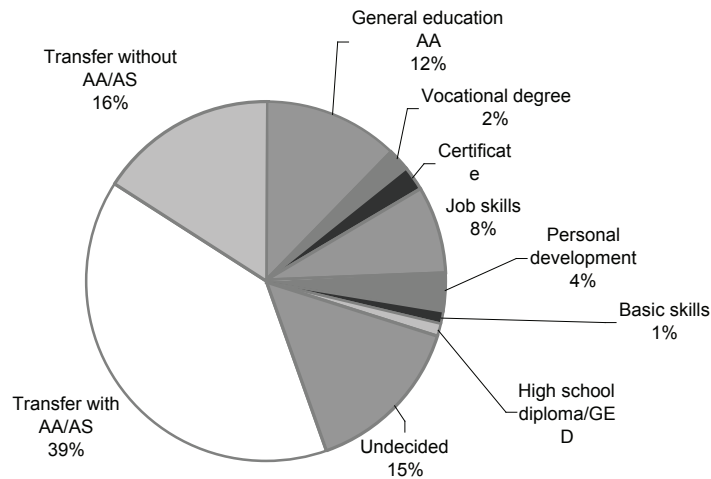
The college serves more female students than male, echoing trends in higher education across the country. The following graph shows trends in male and female credit enrollment since 1997. There has been a slight decrease in the percentage of female credit students in the past 12 years but female students outnumber male students by 58 percent to 42 percent.

**Figure G. Percentage of Male and Female Credit Students, Fall 1997 to Fall 2008**

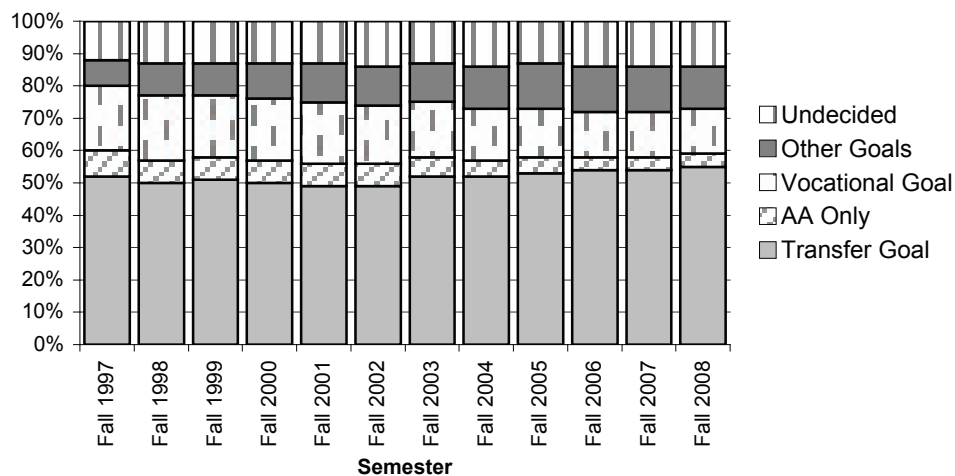


The most popular goal among credit students is transfer with an associate degree. Over half of all credit students indicate their goal is transfer, either with or without an associate degree. The following graphs show credit student educational goals. As the second graph shows, the percentage of credit students with a transfer goal has been near 50 percent for many years, increasing somewhat to 55 percent in 2008.

**Figure H. Credit Student Educational Goals, Fall 2008**



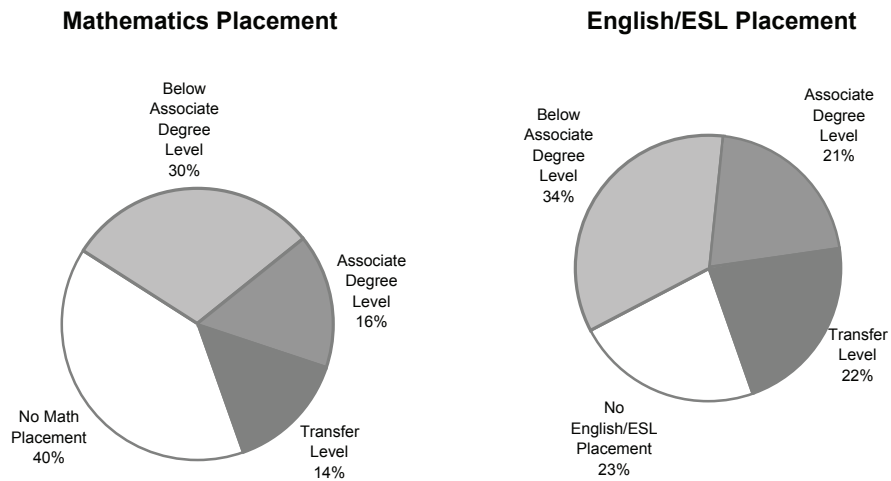
**Figure I. Credit Student Educational Goals, Fall 1997 to Fall 2008**



The following figures show the placement levels of first-time college students into English/credit ESL and mathematics. Of all first-time students in fall 2008, 40 percent did not take a mathematics placement test. Of those who did take a mathematics placement test, 23 percent placed into transfer-level mathematics and 77 percent placed below transfer-level mathematics.

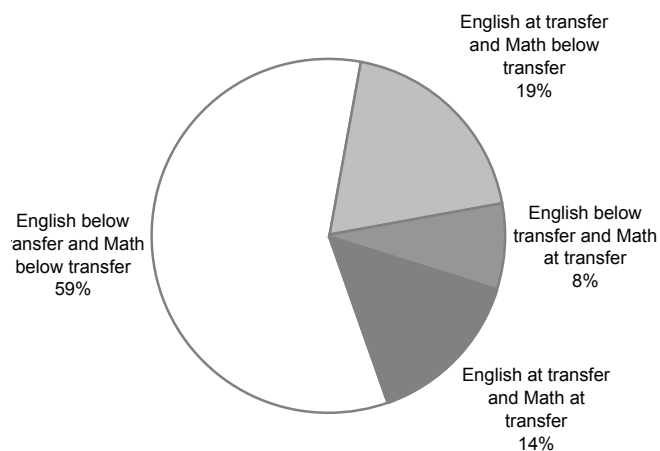
Of all first-time college students in fall 2008, 23 percent did not take an English or ESL placement test. Of those who did take a placement test, 29 percent placed into transfer-level freshman English and 71 percent placed below freshman English.

**Figure J. Placement of First-Time College Students into Credit English/ESL and Mathematics Levels, Fall 2008**



The following graph shows placements of first-time students taking both mathematics and English/ESL tests. Most students taking both tests (59 percent) placed below the transfer level in both subject areas. Only 14 percent placed at the transfer level in both areas; 86 percent placed below the transfer level in either one or both areas.

**Figure K. Placements of First-Time College Students Taking Both English/ESL and Mathematics Placement Tests, Fall 2008**

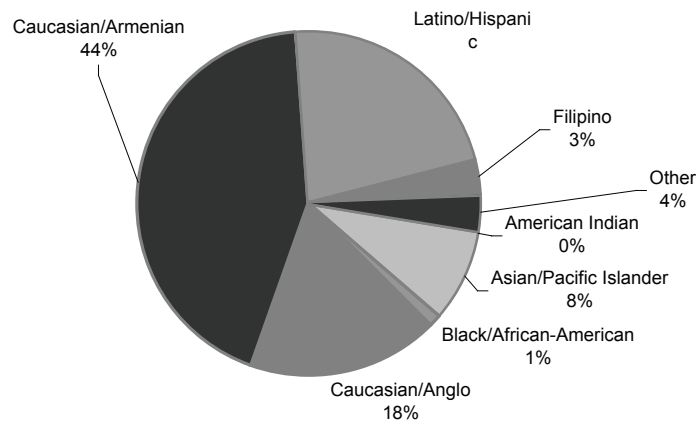


#### 4. Noncredit Student Demographics

The college serves approximately 15,000 noncredit students every year. The graphs below describe the demographics of students taking noncredit courses.

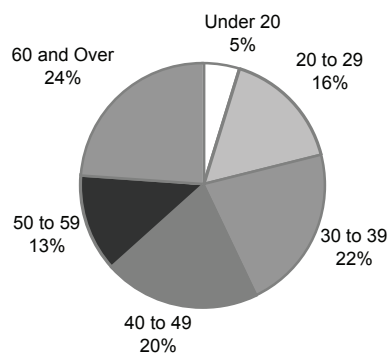
The largest ethnic group among noncredit students is Caucasian students of Armenian descent, who make up 44 percent of the noncredit population. Other large groups include Latino students (22 percent), traditional Anglo students (18 percent), and Asian/Pacific Islander students (8 percent).

**Figure L. Ethnicity of Noncredit Students, Fall 2008**

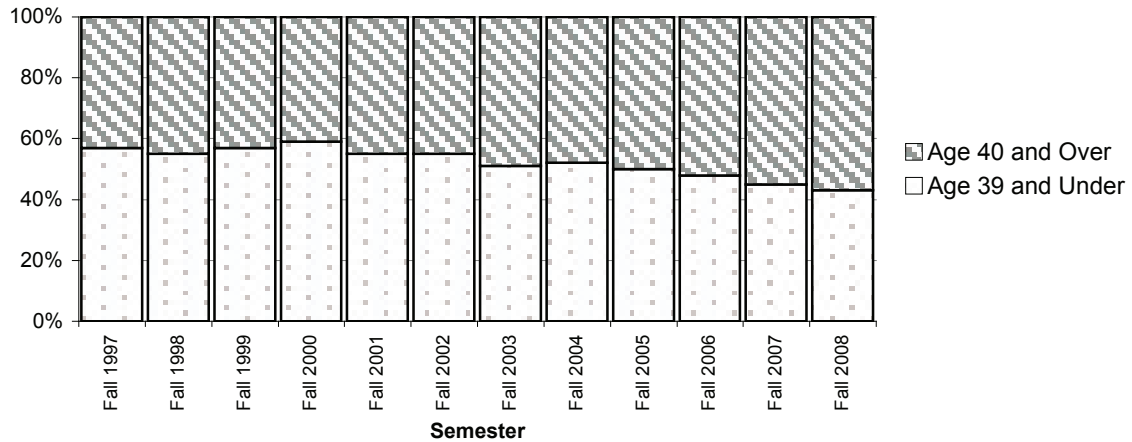


The following two graphs show noncredit student age. The average age of noncredit students is higher than the average age of credit students. As the trend in figure M shows, the percentage of noncredit students age 40 and over has increased since the early 2000s.

**Figure M. Age Groups of Noncredit Students, Fall 2008**

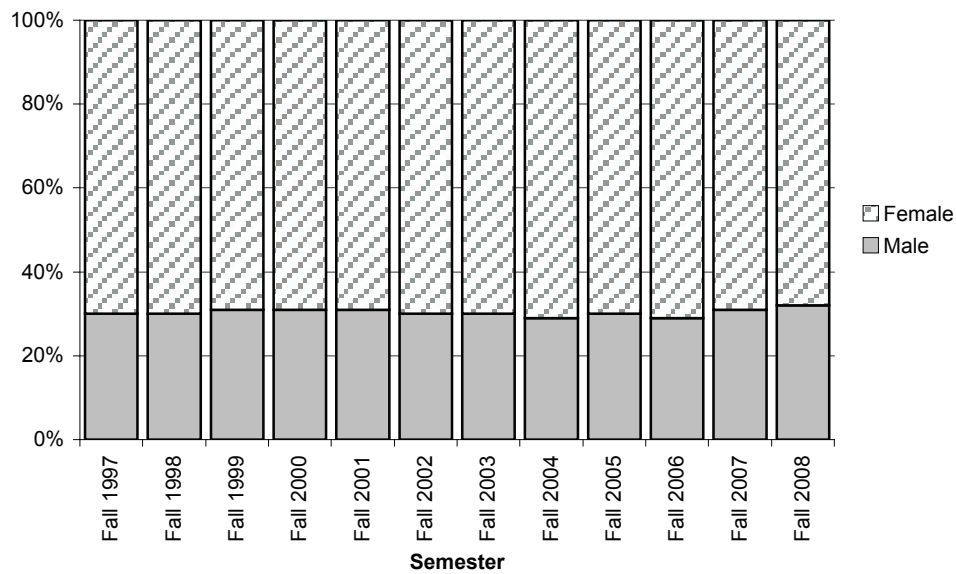


**Figure N. Age Groups of Noncredit Students, Fall 1997 to Fall 2008**



Female noncredit students outnumber male noncredit students by approximately 70 percent to 30 percent. The predominance of female students in the noncredit population is more extreme than in the credit population. Among the noncredit population of students, females outnumber males 60 percent to 40 percent.

**Figure O. Gender of Noncredit Students, Fall 1997 to Fall 2008**

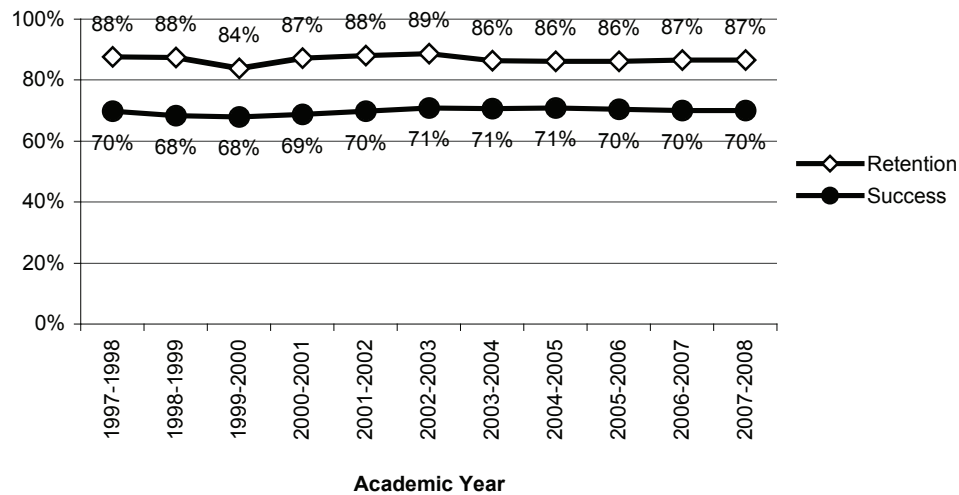




## Student Achievement Data

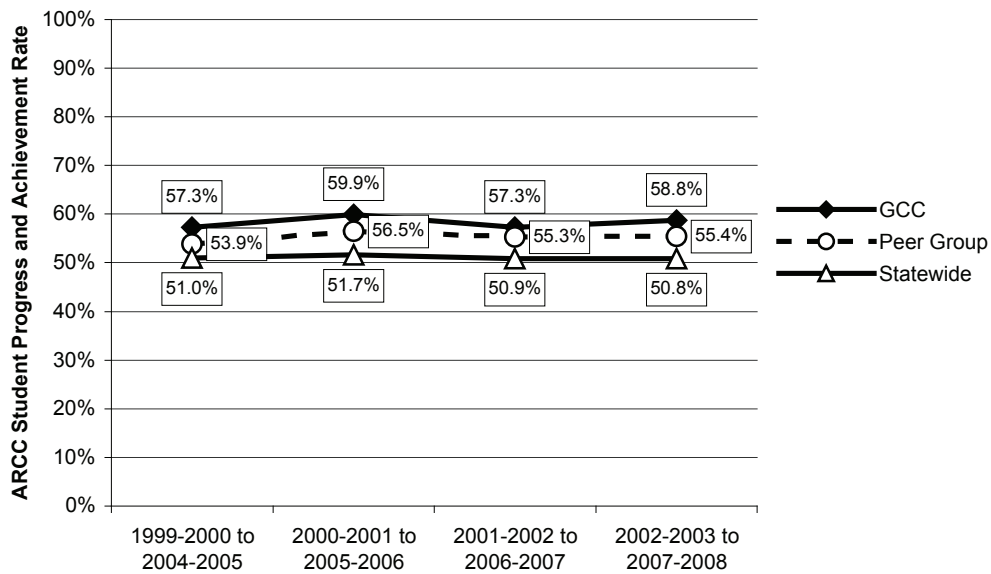
### 1. Retention, Success, and Persistence

The graph below shows course retention and success rates for credit courses at Glendale Community College. Course retention is the percentage of enrollments resulting in a grade other than W (withdraw). Course success is the percentage of enrollments resulting in a grade of A, B, C, or Credit (for credit/no credit classes). Retention rate is consistently near 87 percent while success rate is consistently near 70 percent.



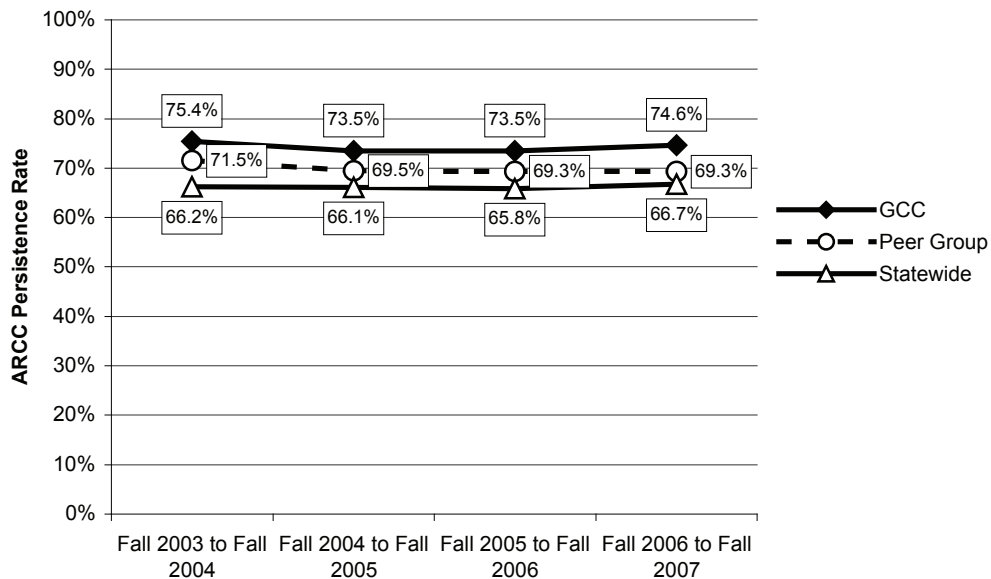
Another measure of retention and success is provided by California's statewide accountability system, Accountability Reporting for the Community Colleges (ARCC). The ARCC Student Progress and Achievement Rate measures the percentage of first-time students showing intent to complete who transferred to a four-year institution; earned an AA degree, AS degree, or certificate of at least 18 units; achieved transfer directed status; or achieved transfer prepared status within six years. This measure is therefore a broad measure of student success. The graph below shows student progress and achievement rates for Glendale Community College compared with the statewide rate and the average rate for GCC's state-identified peer group of colleges. The rate for Glendale Community College students has been consistently above both the statewide average and the peer group average.

**Figure P. ARCC Student Progress and Achievement Rate**



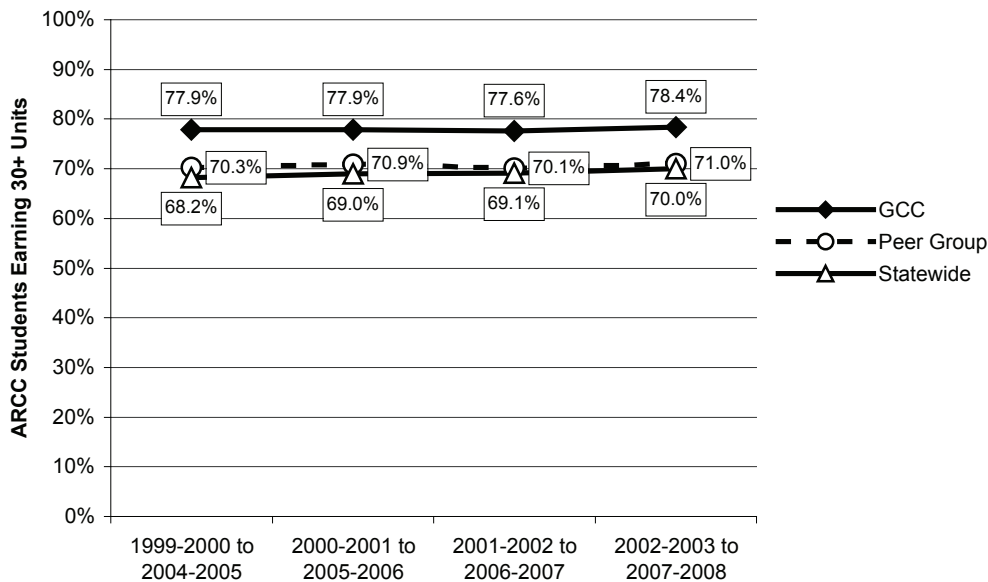
Persistence is the percentage of students enrolled in one semester who also enroll in a subsequent semester. The ARCC persistence indicator reports the percentage of first-time students earning at least six units in their first fall semester who also enroll in the subsequent fall semester. The graph below shows the ARCC persistence rate for Glendale Community College compared with the statewide persistence rate and the average persistence rate for GCC's peer group of community colleges. GCC's persistence rate has been consistently above the statewide average and the peer group average.

**Figure Q. ARCC Persistence Rate**



Another ARCC indicator measures the percentage of students showing intent to complete who earned at least 30 units in the California community college system. The graph below shows this indicator for GCC compared to the statewide average and the state-defined peer group of colleges. GCC's rate is consistently higher than the statewide average and the peer group average; in 2009, GCC's rate was third highest in California.

**Figure R. ARCC Percentage of Students Earning at Least 30 Units**

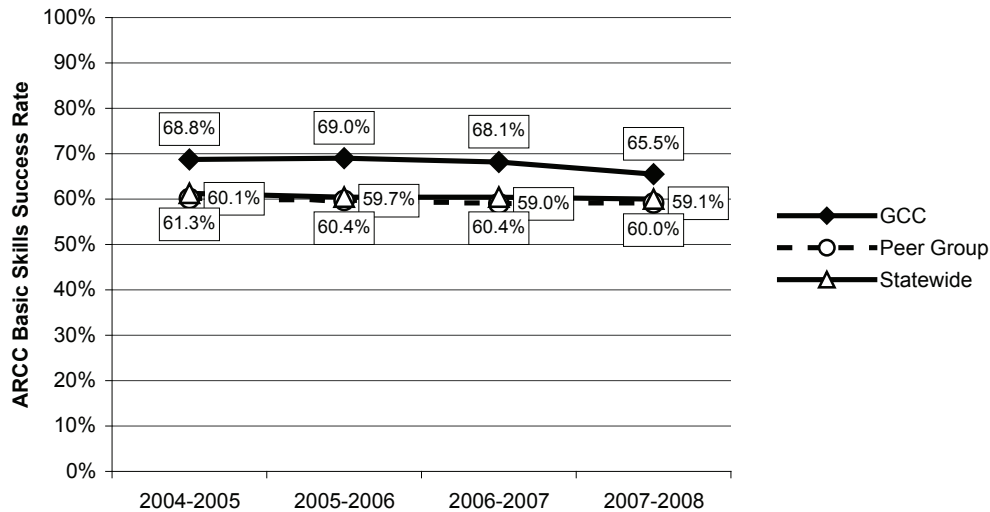


## 2. Foundational Skills Achievement

The college offers credit developmental courses in English, English as a Second Language (ESL), and mathematics, referred to as “foundational skills” courses. The English division offers four levels of developmental courses below the transfer-level Freshman English course in both composition and reading. The ESL division offers five levels of grammar/ composition and listening/speaking, four levels of reading, and two levels each of spelling and vocabulary development. The mathematics division offers courses from arithmetic to intermediate algebra.

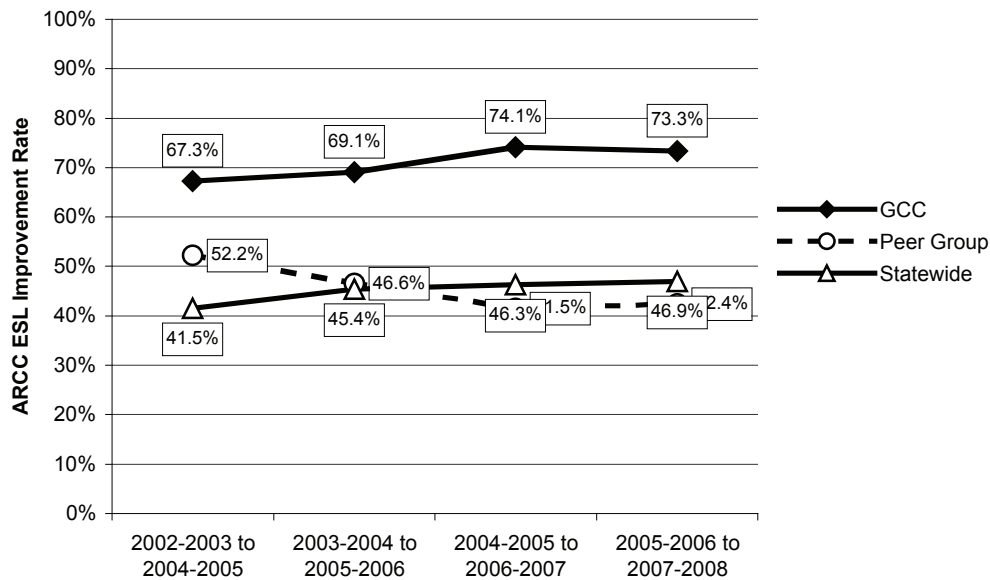
The following graph shows the ARCC indicator that measures foundational skills course success. The indicator is the percentage of passing enrollments in courses defined as basic skills courses according to California state regulations. GCC's foundational skills success rate declined somewhat between 2006-2007 and 2007-2008, but it remains above the statewide average and the average for GCC's state-defined peer group.

**Figure S. ARCC Basic Skills Success Rate**



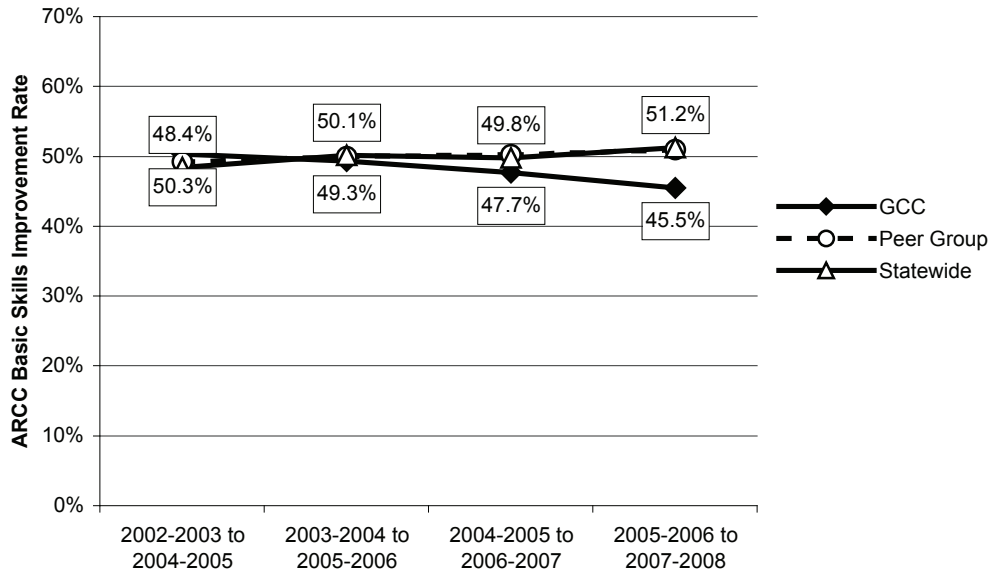
An additional measure of basic skills success in the California accountability system is the ARCC ESL improvement rate. This indicator measures the percentage of students passing a credit ESL course who successfully complete a higher-level ESL or English course within three years. Glendale Community College’s ESL improvement rate has been well above the statewide average and the peer group average. In the latest data set, GCC’s ESL improvement rate was the highest in its peer group of 13 colleges and the sixth highest in California.

**Figure T. ARCC ESL Improvement Rate**



A third accountability measure of basic skills achievement is the ARCC basic skills improvement rate. This indicator tracks students passing a basic skills course in English or mathematics that is at least two levels below the transfer level. The indicator is the percentage of these students who successfully complete a higher-level course in the same content area within three years. As the graph shows, Glendale Community College's foundational skills improvement rate has been below both the statewide average and GCC's peer group average. The college is addressing the issue of foundational skills improvement through its Academic Senate and through its Foundational Skills Office which was implemented in spring 2009.

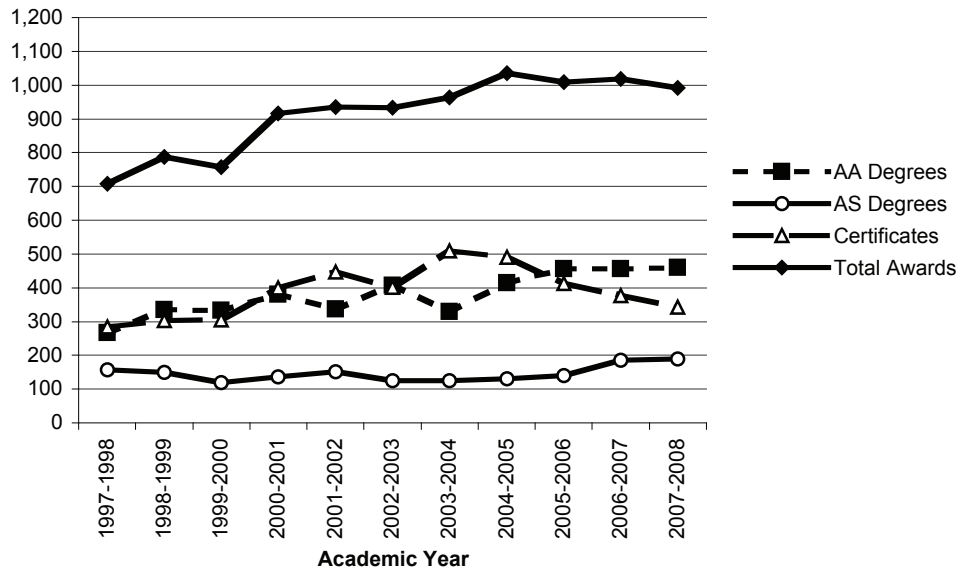
**Figure U. ARCC Basic Skills Improvement Rate**



### 3. Degrees and Certificates

The following graph shows the number of associate degrees and certificates awarded from 1997-1998 through 2007-2008. Glendale Community College awards approximately 1,000 degrees and certificates per year.

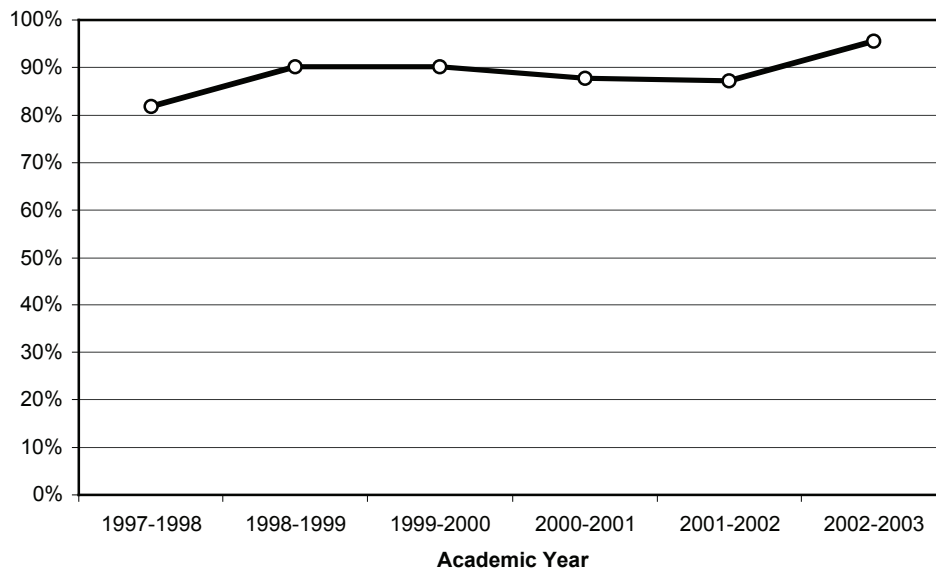
**Figure V. Degrees and Certificates Awarded**



**4. Outcomes in Career and Technical Education**

The graph below shows NCLEX pass rates of Glendale Community College nursing graduates. The NCLEX is the National Council Licensure Examination. The source of the pass rate data is the California Board of Registered Nursing.

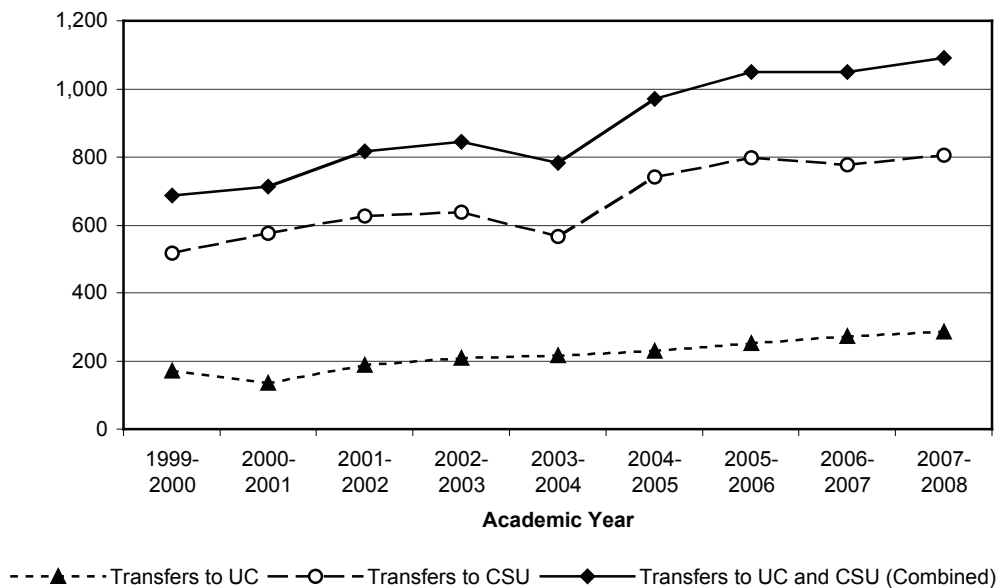
**Figure X. NCLEX (National Council Licensure Examination) Pass Rates of Glendale Community College Graduates**



## 5. Transfer

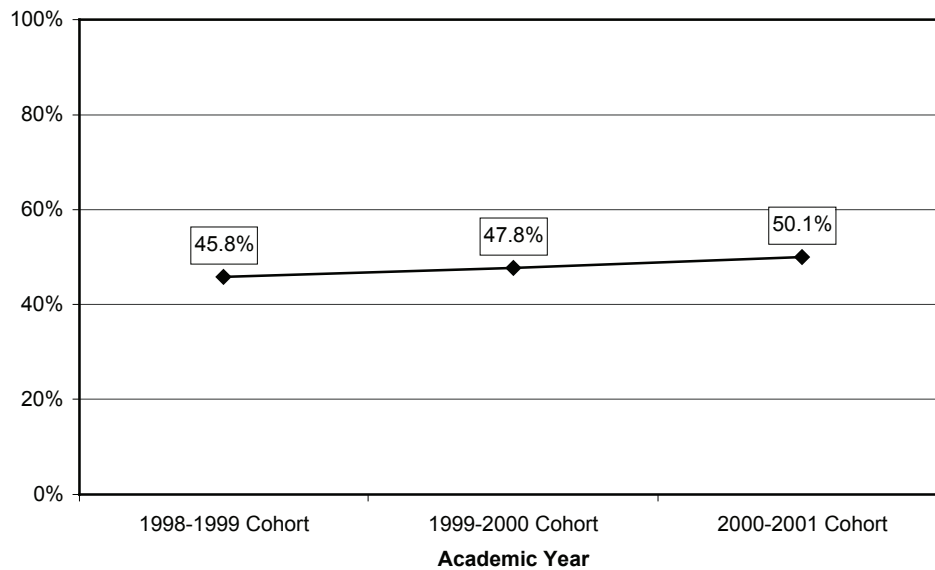
Over half of Glendale Community College's credit students indicate that their goal is to transfer to a four-year institution. The following graph shows the number of transfers from GCC to the University of California and the California State University. The four-year institutions with the highest numbers of transfers from GCC are California State University, Northridge, with approximately 400 transfers per year, and California State University, Los Angeles, with 200 to 300 transfers per year. In addition to UC and CSU transfers, approximately 230 students transfer to California private institutions and 70 students transfer to out-of-state institutions, according to Chancellor's Office reports.

**Figure Y. Number of Transfers to University of California and California State University by University Entry Year**



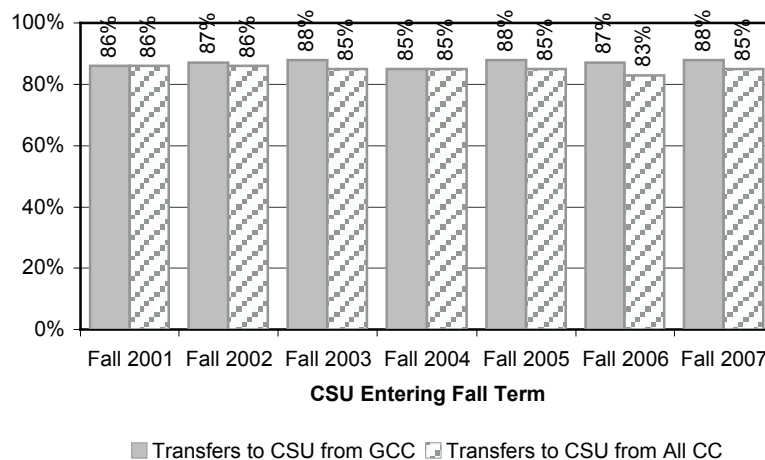
In 2005-2006, the Chancellor's Office of the California Community Colleges produced a report showing transfer rates by college. The graph below shows the college's transfer rates from that report. Transfer rates were calculated by tracking a cohort of first-time college students for six years.

**Figure Z. Glendale Community College Transfer Rate**



The following two graphs show progress of students transferring to the California State University. The first graph shows fall-to-fall persistence of students transferring as upper-division students. Students transferring from Glendale Community College are compared to students transferring from all California community colleges. The persistence rates of students from Glendale Community College tend to be slightly higher than the persistence rates of all community college transfer students.

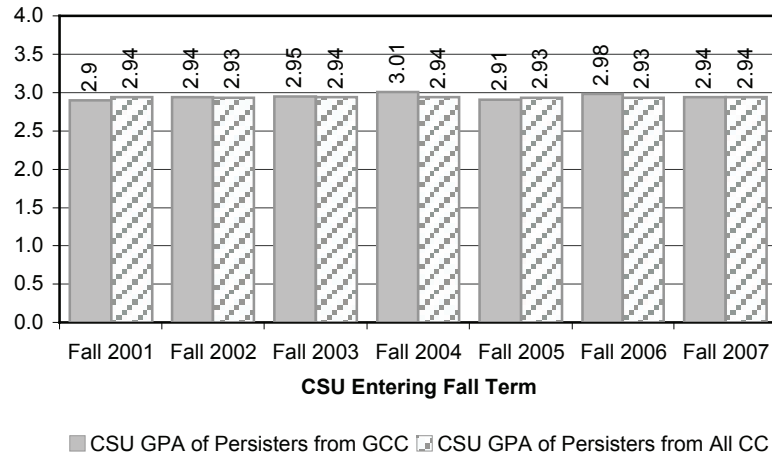
**Figure AA. Fall-to-Fall Persistence at CSU**





The following graph shows CSU grade point averages of transfer students who persisted from one fall semester to the next. The GPAs of transfer students from Glendale Community College tend to be nearly the same as the statewide averages.

**Figure BB. CSU GPA of Transfer Students**



## 6. Staff

The following tables show trends in staff diversity.

**Figure CC. Demographics of All Faculty and Staff**

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Female	56%	55%	56%	56%	56%
Male	44%	45%	44%	44%	44%
Caucasian	75%	74%	74%	72%	72%
Latino	11%	12%	12%	13%	12%
Asian	7%	7%	8%	8%	8%
Other	7%	7%	6%	7%	8%

**Figure DD. Demographics of Full-Time Faculty**

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Female	50%	50%	50%	54%	51%
Male	50%	50%	50%	46%	49%
Caucasian	80%	79%	78%	77%	75%
Latino	7%	7%	8%	9%	9%
Asian	8%	7%	8%	7%	8%
Other	5%	7%	6%	7%	8%

**Figure EE. Demographics of Adjunct Faculty**

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Female	48%	49%	52%	51%	51%
Male	52%	51%	48%	49%	49%
Caucasian	81%	78%	77%	78%	78%
Latino	5%	7%	9%	8%	7%
Asian	9%	9%	9%	10%	10%
Other	5%	6%	5%	4%	5%

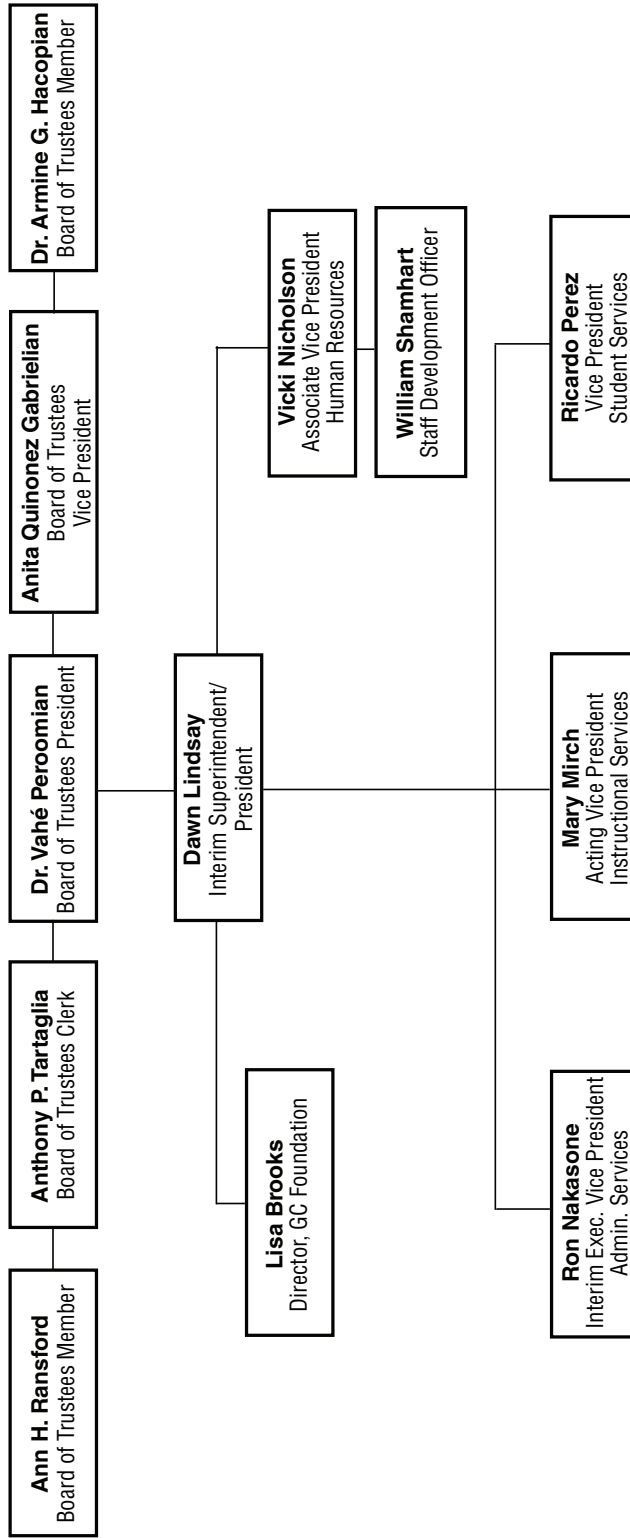
**Figure FF. Demographics of Classified Staff**

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Female	69%	70%	70%	65%	68%
Male	31%	30%	30%	35%	32%
Caucasian	62%	62%	62%	61%	61%
Latino	23%	24%	24%	25%	24%
Asian	5%	6%	6%	6%	5%
Other	10%	8%	8%	8%	10%

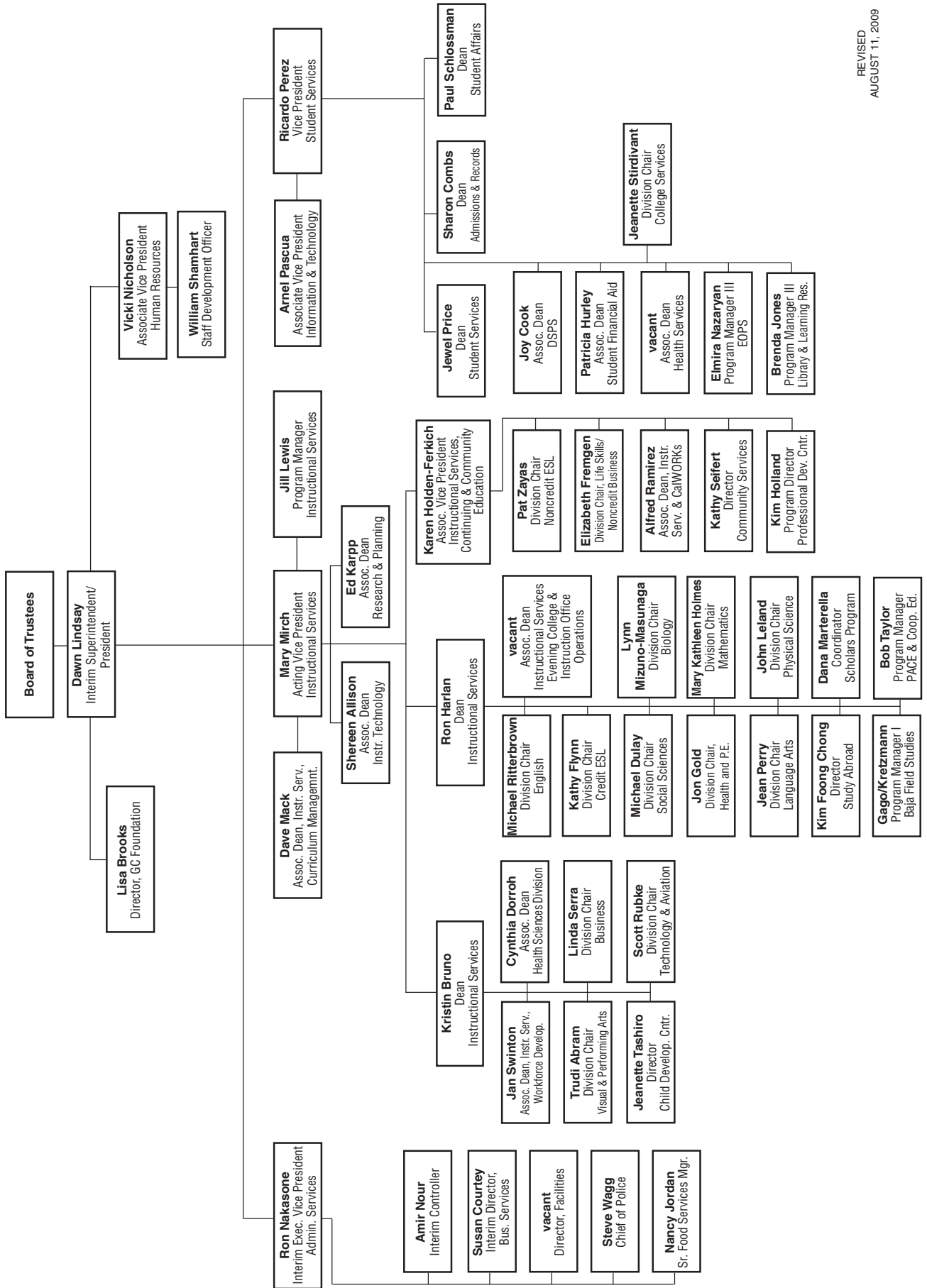
**Figure GG. Demographics of Administrators/Managers**

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
Female	59%	52%	51%	53%	50%
Male	41%	48%	49%	47%	50%
Caucasian	77%	78%	79%	76%	74%
Latino	9%	9%	8%	9%	11%
Asian	3%	5%	5%	5%	5%
Other	11%	8%	8%	10%	10%

**Glendale Community College**  
**ORGANIZATIONAL CHART**



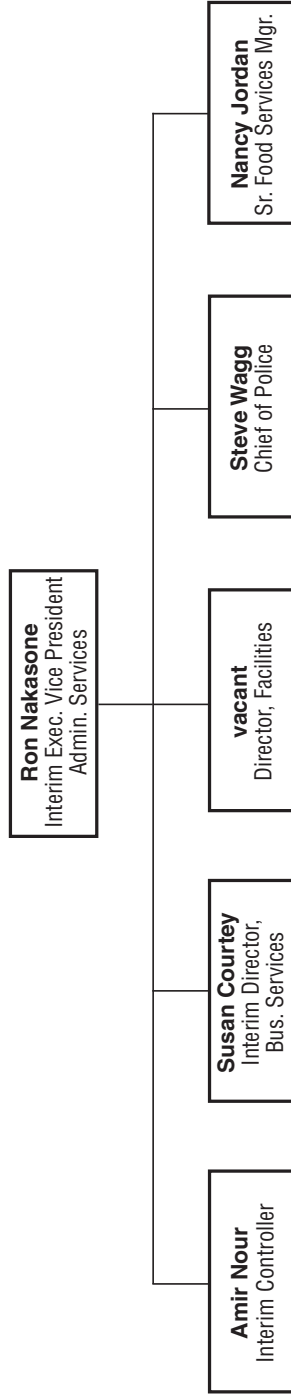
# Glendale Community College ORGANIZATIONAL CHART



REVISED  
AUGUST 11, 2009

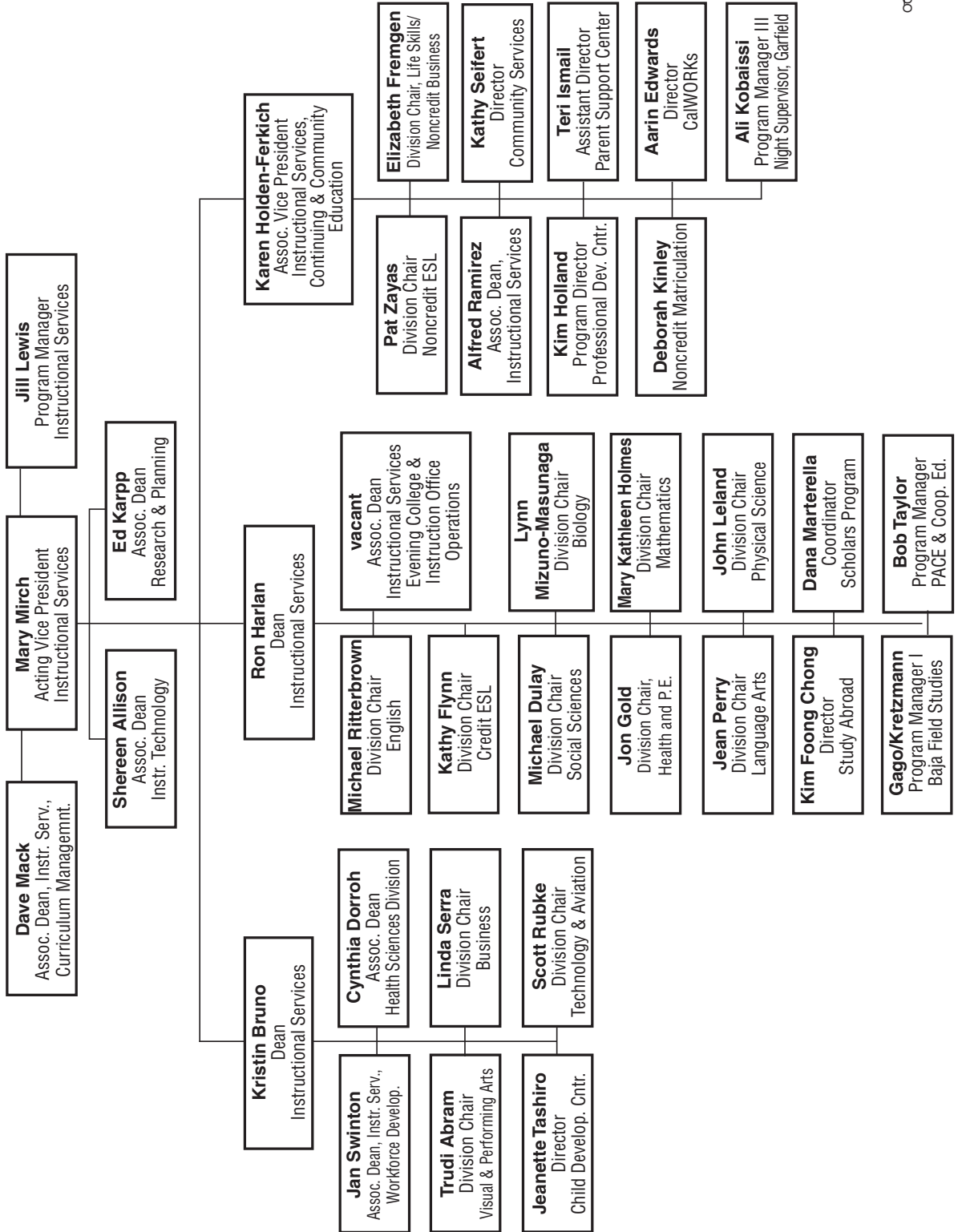
Glendale Community College  
**ORGANIZATIONAL CHART**

**Administrative Services**



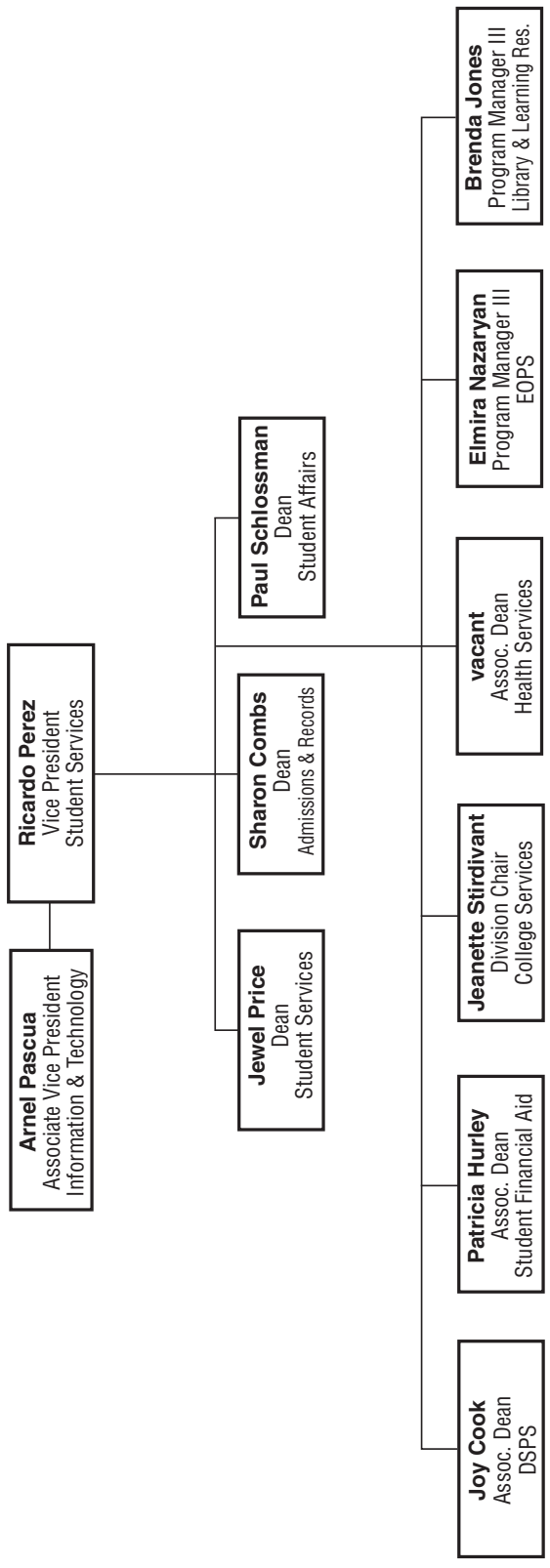
Glendale Community College  
**ORGANIZATIONAL CHART**

**Instructional Services**



Glendale Community College  
**ORGANIZATIONAL CHART**

**Student Services**





# Maps

## BUILDINGS

- AA AVIATION / ART Bldg.
- AD JOHN A. DAVITT  
ADMINISTRATION Bldg.
- AS ARROYO SECO Bldg.
- AT ADVANCED TECHNOLOGY CENTER
- AU AUDITORIUM Bldg.
- BK BOOKSTORE
- CDC CHILD DEVELOPMENT CENTER
- CR CAMINO REAL Bldg.
- CS CIMMARUSTI SCIENCE CENTER
- D DUPLICATING
- EA EOPS ANNEX
- G ART GALLERY
- HS BHUPESH PARIKH HEALTH SCIENCES  
& TECHNOLOGY Bldg.
- LB LIBRARY Bldg.
- LR LOS ROBLES Culinary Arts
- LS LIFE SKILLS Bldg.
- M&O MAINTENANCE & OPERATIONS
- SA SANTA ANITA Bldg.
- SB SANTA BARBARA Bldg.
- SC J.W. SMITH STUDENT CENTER
- SF SAN FERNANDO Complex
- SG SAN GABRIEL Bldg.
- SM SIERRA MADRE Bldg.
- SN SIERRA NEVADA GYM
- SR SAN RAFAEL Bldg.
- VG VERDUGO GYM
- VGT VERDUGO GYM Trailers

## PARKING

- PARKING STRUCTURE Student Permit/Staff Permit (LOT C)
- LOT A Staff Permit
- LOT B Student Permit
- LOT D Staff Permit
- LOT E Staff Permit
- LOT F Disabled Drop-Off/Pickup & Permit Guest Parking
- LOT G Staff Permit
- LOT H Staff/Disabled Student Permit
- LOT I Staff Permit
- CIRCLE DRIVE Staff Permit
- Civic Auditorium Parking Structure and LOT 31 - Semester Permits Only
- LOT 32 Student Permit/Metered
- LOTS 30, 33, & 34 - Metered Lots

## SERVICE

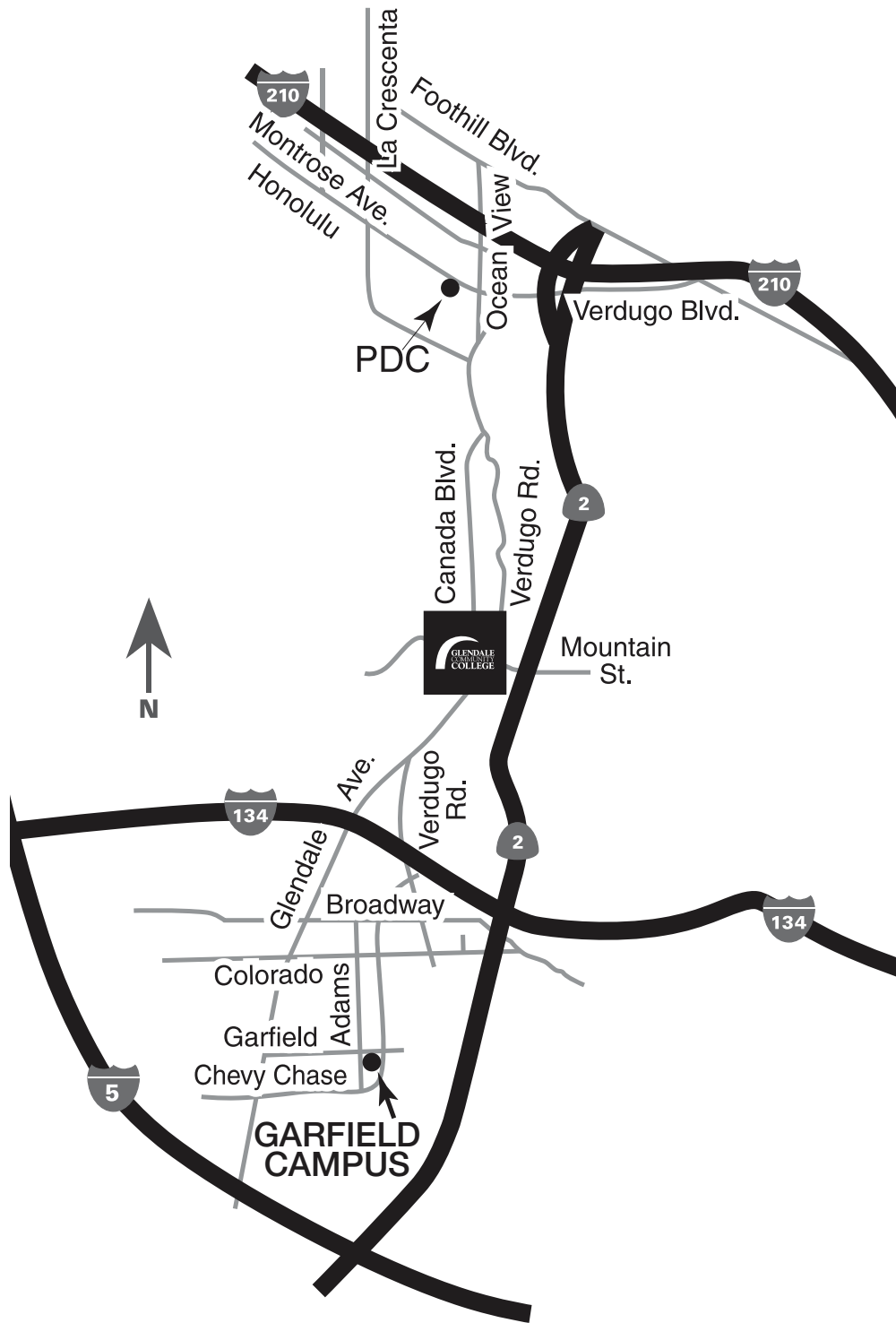
- Academic Counseling
- Admissions & Records
- ASGCC Business Office
- Assessment Center
- Baja Field Studies Program
- Bookstore
- Career Center/Adult Re-Entry Services
- Center for Students with Disabilities
- English Lab
- EOPS
- ESL Lab
- Fees, Tuition & Refunds
- Financial Aid
- Food Services
  - Cafeteria
  - Cafe Vaquero
  - Milky Way Cafe
- Health Center
- Instructional Services
- International Student Services
- Learning Center
- Lost & Found
- Outreach
- P.A.C.E.
- Police Department
- Scholars Office (Lounge)
- Scholarship Office
- Service Learning Center
- Student Affairs
- Student Employment Services
- Study Abroad
- Job Placement Center
- Transfer Center
- Tutoring Center
- Veterans Office
- The Writing Center

## BUILDING

- SR, second floor
- AD 143
- SC, first floor
- SF 112
- AA 1-B
- SC, first floor
- SR, second floor
- SR, second floor
- AD 238
- EOPS Annex
- SG 135
- AD 127
- SF 110
- SM, 1st & 2nd floor
- SR Plaza
- SG Plaza
- SR, first floor
- AD 145
- SR, second floor
- AD 232
- SM 153
- SM 266
- AD 145
- SM 153
- SM 256, CR 141
- SC, second floor
- SM, second floor
- SC, second floor
- SR, second floor
- AD 145
- SR, second floor
- AD 232
- AD 143
- AD 232



Glendale Community College - Main Campus



Glendale Community College Campuses

# Responses to Past Recommendations



## Environmentally Conscious Brush Clearance

In fall 2008, the college selected an eco-friendly option to remove the underbrush for six acres of land as routine fire prevention. One hundred and fifty goats, two herders, two laborers and a large sheepdog arrived on campus and started to work. For ten days the goats ate away at invasive weeds, thistles, and an assortment of dry brush while naturally fertilizing the soil and avoiding soil erosion that can occur with other brush clearing methods. Many campus members were able to view the goats up close for a couple of days. Classes of young children from the college's Child Development Center came to watch the goats and learn about the special job they were performing for the college. Local news media also took an interest in seeing the goats in action and the story appeared in the local paper and on the evening news. The college hopes to bring the goats back in about two years.

Photo Credit: Susan Cisco

# Previous Recommendations

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The last Comprehensive Accreditation Team Visit was conducted in March 2004. Glendale Community College received ten recommendations. The Accrediting Commission for Community and Junior Colleges (ACCJC) directed the college to submit a Focused Midterm Report in 2007 addressing all of the recommendations from the evaluation team with special emphasis on Recommendations: 2, 5, 6 and 7. The 2007 Focused Midterm Report was accepted by the ACCJC.

## SUMMARY OF 2004 RECOMMENDATIONS

**Recommendation 1:** A facilities plan, a technology plan and focused department plans should comprise the action plans that emerge from the strategies and key performance indicators in the 2003-2009 Master Plan to ensure accountability.

**Recommendation 2:** The team strongly recommends that the college address the previous team's recommendation by moving quickly to implement long-range planning in Information and Technology Services and Learning Resources that is linked to budget allocation.

**Recommendation 3:** It is recommended that the college establish planning priorities to guide the restoration of lost positions and hiring of new employees. A strong effort should be made to restore and maintain an adequate level of staff development opportunities leading to professional growth of staff.

**Recommendation 4:** It is recommended that employee groups, especially management positions, be evaluated in a timely manner.

**Recommendation 5:** It is recommended that the college complete a staff diversity plan that helps to establish effective programs and opportunities that would result in greater equity and diversity among all employee groups, especially academic administration and full-time faculty

**Recommendation 6:** The college should develop a comprehensive Educational Master Plan to identify program needs, strengths, weaknesses and new proposed programs; the program review process, facilities master plan and budget process should be revised to show that there is clear linkage between planning processes and the resource allocation process.

**Recommendation 7:** An actuarial study should be performed to quantify the outstanding liability of the college's post retirement benefits.

**Recommendation 8:** A comprehensive financial action plan should be developed as quickly as possible to restore the college's depleted reserves to minimum, prudent recommended levels. Additionally, with extremely low reserves, the college's fixed expenditures should not exceed its fixed revenue.

**Recommendation 9:** The Board of Trustees should adhere to a formal process for the evaluation of the CEO, the board, institutional governance, and their associated procedures.

**Recommendation 10:** With the impending retirement of the current CEO, the board should take active steps toward the development of a presidential recruitment and transition plan.

## DETAILED RESPONSE TO 2004 RECOMMENDATIONS

### Special Emphasis for 2007 Focused Midterm Report: Recommendations 2, 5, 6 and 7

**Recommendation 2: The team strongly recommends that the college address the previous team's recommendation by moving quickly to implement long-range planning in Information and Technology Services and Learning Resources that is linked to budget allocation. (Standard 6.5)**

*This recommendation is divided into three sections:*

*A) Information and Technology Services,*

*B) Learning Resources, and*

*C) Linkage of Information Technology and Learning Resources to Budget.*

#### **A. Information and Technology Services**

**Progress at 2007 Midterm Report:** An Oracle ERP system was purchased in 2003 and the finance and human resource modules were completed in 2005 as well as the installation of a new voice-over IP telephone system installation. In 2006, the campus network was completely upgraded and wireless access was made available to many areas of the campus including the Garfield site and the employee self-service module was installed in 2006.

In 2005 the (new) Dean of Information Technology Services began updating the 1998/2003 IT Plan, but then resigned in 2006 to take another position. An Interim Dean was appointed and asked to revise the IT Plan. Hiring activities for the permanent position continued, but were not successful. The college identified the need for a computer cascading policy and disaster recovery plan as well as the updating of the network infrastructure to be included in the IT Plan. This effort was to be tasked to the new administrator.

**Continued Progress to Meet the Recommendation:** Recruitment efforts were tedious and proved unsuccessful. The IT Dean position was eventually upgraded to an Associate Vice-president of Information Technology and was finally filled in summer 2008. The new vice-president updated the IT Plan to meet institutional requirements, fulfilling priorities both within IT and the constituencies serviced by IT. The 2007-2012 Technology Plan integrates collaborative decisions regarding the use of technology. A key component of this plan was the implementation of the student module of ORACLE. The new plan also recognized the need to coordinate the various forms of technology across campus and called for a more comprehensive assessment of the needs and opportunities existing throughout the institution.

In 2009 People Soft Campus Solutions was implemented, the Disaster Recovery Plan was developed and a web redesign project was completed. IT Standards and IT Procurement Guidelines were revised and adopted by the Campuswide Computer Coordinating Committee (4Cs) in 2009. The standards provide a list of all campus technology, as well as purchasing and use guidelines to simplify purchasing, reduce support costs, ensure compatibility and set parameters for future technology development.

The new associate vice president is part of the strategic planning process. Goal 10 of the current Strategic Master Plan (SMP) is to upgrade technology infrastructures and was also selected as one of the college's top three goals to implement in 2009-2010. IT is committed to

a comprehensive inventory every year and recently completed an internal scan and surveys for faculty/staff and students. IT also submitted their first program review report in 2009. Despite decreased funding the college has set priorities for technology to support teaching and learning, collegewide communications, research, and operational systems. Curriculum development also includes the associate vice president to ensure that the college has adequate technology support for courses. The 4Cs will perform an annual review of the IT Plan to ensure its integration with planning and accomplishment of goals and with the SMP.

***B. Library and Learning Resources:***

**Progress at 2007 Midterm Report:** The college recognized the need to strategize improving, expanding and integrating the college's learning resources and services. Student Support Services, the Library, Instructional Technology and Information Technology areas have worked collaboratively to coordinate and update their plans to promote student learning.

**Continued Progress to Meet the Recommendation:** Basic Skills funding has supported writing workshops in the Learning Center. The website was redesigned to be more user-friendly and includes a variety of online learning services. Tutors are now required to complete a 0.5 unit course and a referral process to be implemented fall 2009. Despite a lack of funding, there are plans to implement new SLOs for tutoring programs, develop tracking mechanism to measure student success and provide more supervision staff. Program reviews completed by the Library in 2008 and the Learning Center in 2009 outline plans and resource needs are linked to Strategic Master Plan goals.

Multi-year planning discussions to partner with the Glendale Public Library to provide library services near the Garfield site have been curtailed. Despite minimal resources, the GCC Library has implemented information competency workshops, a collection of printed materials for continuing education and ESL students, staff training in order to meet its commitments at the Garfield Campus, to better serve non-credit students and also meet SMP Goals 1, 3, 4 and 5.

The Library additionally maintains automated libraries at all sites, redesigned their website for easier access and student satisfaction, removed outdated volumes to better serve students and increased electronic resources to meet student need.

Instructional Technology supports Blackboard amidst funding challenges for a comprehensive licensing plan in consultation with 4Cs. An Instructional Technology Plan has been developing in coordination with various campus groups including TMI, Academic Affairs, TMS and the master planning committees for possible implementation in 2009-2010. The plan includes recommendations to ensure quality and assessment of distance education classes and the formation of a technology sub committee in this area. A Quality in Distance Education Task Force was also created.

In 2008 and 2009 significant progress was made toward including learning resources into the planning process. Numerous requests are made annually to augment learning resources on campus.

**Evidence**

2006 Educational Master Plan: Instructional Technology, Library and Learning Resources  
2007-2012 Library and Learning Resources Technology Plan  
Technology Plan  
2009 Information Technology Program Review  
2009 Instructional Technology Plan  
2009 Instructional Technology Program Review  
2009 Learning Center Program Review  
Facilities Management 5 Year Plan (Rev. Sept. 2007)  
Five-Year Construction Plan 2010-2014 (July 2008)  
Learning Center Website  
Library Website  
2010 New Educational Master Plan

**C. Linkage of Information Technology Plan and Learning Resources to the budget process.****Progress at 2007 Midterm Report:**

Starting in 2005-2006, the college strategized on developing plans and linking them to the budget process by tying each request for new funds to a strategic master plan goal and /or to any other plan. The process was later evaluated and the budget committee determined the need to set campuswide priorities each year.

In 2007-2008 the master planning committee implemented a pilot process, *Concept for Integrated Planning and Budgeting*. This plan required priorities to be set by the master planning committee and the president in the fall. Subcommittees of the master planning committee ranked requests in relation to the priorities of the SMP and a program review subcommittee used program review reports to rate requests per SMP priorities and also student learning outcomes and assessments prior to final review by the budget committee.

**Continued Progress to Meet the Recommendation:**

For the past three years the Budget Committee, Master Planning Committee and Program Review Committee have evaluated and made improvements to this process in a concentrated effort to strengthen the linkage process. All budget augmentation requests are first screened by master planning regarding support of the three prioritized SMP goals for the year. All requests meeting these criteria were then forwarded to the Program Review Committee to rate with a combined scoring system of resource requests being supported by data and compliance and progress with SLOACs. The prioritized/rated requests then return to the Budget Committee. Unfortunately, due to a lack of funding this process has not realistically been thoroughly tested.

**Evidence**

Planning Booklet  
Planning Handbook

**Recommendation 5:**

**It is recommended that the college complete a staff diversity plan that helps to establish effective programs and opportunities that would result in greater equity and diversity among all employee groups, especially academic administration and full-time faculty (Standards 7D.1, 7D.2, 7D.3; See previous team's Recommendation 6)**

**Progress at 2007 Midterm Report:**

Glendale Community College used the *Model Plan for Diversity for Community Colleges* from the Chancellor's Office as a starting point to develop its own diversity plan. The college's Staff Diversity Plan establishes opportunities to create greater equity and diversity among all employee groups.

The college statistics on the diversity of students and employees reflects ethnic categories as designated by the California Community college System Office. GCC's population is not adequately represented by those categories. The college serves an ethnically diverse population and it is difficult to match the employee population with our student population. The Armenian population is not reported as an underrepresented minority. GCC does not have a lot of turnover; employees historically stay for many years—most until retirement.

**Continued Progress to Meet the Recommendation:**

The college has made an ongoing commitment to hire faculty and staff that reflect the diversity of the community and the student population. The most recent extensive hiring was in 2006-2007, when the college hired 24 new full-time faculty members which included five Armenian faculty members, eight White/non-Armenian faculty members, and 11 faculty members from underrepresented groups. The percentage of full-time faculty members who are non-White increased from 20 percent in 2003-2004 to 25 percent in 2007-2008. Similarly, the percentage of administrators and managers who are non-White increased from 22 percent in 2004-2005 to 26 percent in 2007-2008.

**Evidence**

2007 Equal Employment Opportunity Plan in September 2007.

**Recommendation 6: The college should develop a comprehensive Educational Master Plan to identify program needs, strengths, weaknesses and new proposed programs; the program review process, facilities master plan and budget process should be revised to show that there is clear linkage between planning processes and the resource allocation process. (Standard 9.5)**

**Progress at 2007 Midterm Report:**

In response to the team's recommendation that the college complete focused departmental plans, an Educational Master Plan was completed in 2006. Each department responded to a list of questions which included department mission, demographic analysis, current and proposed trends, growth trends and projections and 3-5 year program plans to address fiscal, human and facility resource needs. Input was collected from departmental faculty and chairs, divisional deans. The writing was completed by two senior faculty members and the vice president of instructional services. The intent was for each department to update the



document annually through the department chairs, with final responsibility going to the vice president of instructional services. The prime objective was to link academic planning with budget and resource allocation decisions. Each division was asked to a list of set questions.

**Continued Progress to Meet the Recommendation:**

Further strategizing took place between master planning and program review regarding an annual update for programs consisting primarily of program data, resource needs and future plans. The program review coordinator and program manager presented a proposal to the Academic Senate to shorten the reporting cycle from every six years to every three years including streamlining the reporting document into an online format. The Senate had questions about the frequency of the reporting cycle and asked for a follow-up report regarding the new online document. Master Planning and program review continued to collaborate on linkage opportunities and with the consent of the budget committee began rating budget requests in relation to SMP priorities. In 2009, program review added another component to rating requests. Programs were asked to analyze their SLOAC data for possible trends in ongoing student need, needed implementation of change or program needs as a result of SLOAC data. The program review validation process also rates resource needs based on student achievement data and SLOAC progress.

In 2008 all budget augmentation requests were first ranked by the planning and then by program review. In 2009 the Budget Committee worked in collaboration with planning committee to rank the requests against the top three Strategic Master Plan goals for the year. The requests that met these criteria were then forwarded to the Program Review Committee and were rated with a composite score reflecting student achievement and SLO data in support of resource requests.

**Evidence**

2008-2009 Program Review report and validation documents  
2009 Strategic Master Plan, top three priorities

**Recommendation 7: An actuarial study should be performed to quantify the outstanding liability of the college's post retirement benefits. (Standard 9C.1)**

**Progress at 2007 Midterm Report:**

In July 2006 a Post Retirement Benefit Study was completed by Total Compensation Systems, Inc. The board accepted and approved the study on post-retirement costs on September 19, 2006.

**Continued Progress to Meet the Recommendation**

The college was not required to meet compliance with GASB 45 on the reporting and funding of post retirement benefits until 2008. Information regarding compliance was communicated to the joint Employee Health and Welfare Committee, which will develop and recommend a plan to fund the post-retirement benefits.

The Actuarial Study was completed. A funding plan was developed and approved by the budget committee, but was put on hold due to union concerns regarding its negotiability. CSEA legal counsel submitted a funding plan for approval that could go into effect in 2010 or 2011. In 2009 a new draft Actuarial Study was developed to reflect demographic and budget

changes. The budget committee came up with a recommendation; however, the issue is currently on the table for negotiation.

#### **Evidence**

2009 Actuarial Study

#### **Remaining Recommendations:**

**Recommendation 1: A facilities plan, a technology plan and focused department plans should comprise the action plans that emerge from the strategies and key performance indicators in the 2003-2009 Master Plan to ensure accountability. (Standards 3B.2, 3B.3, 4D.1, 4D, 8.5, and 9A.1)**

#### **Progress at 2007 Midterm Report**

The Facilities Master Plan outlines additional physical resources, but did not include a plan for ongoing maintenance of facilities or secondary effects of moving into new buildings. An Educational Master Plan was completed in 2006 composed of departmental plans for instructional and student service programs. A new IT Technology plan was completed in 2008.

#### **Continued Progress to Meet the Recommendation**

The college is currently working with a KH Consulting Group to assist in the development of a new overarching Educational Master Plan. The effort involved a series of focus group meetings with different campus constituency groups, the development of a survey instrument distributed to all campus constituencies, local residents, businesses, community partners, social, civic and faith-based organizations; business leaders; chambers of commerce; K-12 schools; universities and colleges; political representatives; etc. The goal of the survey was to receive information on how GCC can better serve its community.

#### **Evidence**

2007-2012 Strategic Master Plan

2007 Midterm Report-Attachment 3A: Layoff List of Classified Employees

**Recommendation 3: It is recommended that the college establish planning priorities to guide the restoration of lost positions and hiring of new employees. A strong effort should be made to restore and maintain an adequate level of staff development opportunities leading to professional growth of staff. (Standards 7A.1, 7A.3, 7C.3)**

#### **Continued Progress to Meet the Recommendation**

Many of the 23 lost positions were combined, absorbed, reorganized or eliminated. The remainder of the positions were evaluated and prioritized and rehiring began in spring 2007.

#### **Evidence**

Layoff List – Attachment 3A from 2007 Midterm Report

**Recommendation 4: It is recommended that employee groups, especially management positions, be evaluated in a timely manner. (Standard 7B.1)**

**Progress at 2007 Midterm Report**

Human Resources will establish an Evaluation Policy and process for the timely evaluation of all faculty and staff.

**Continued Progress to Meet the Recommendation**

Board Policy 4315 outlines evaluation procedures for administrative and management staff. The superintendent/president is responsible for implementing these procedures and evaluating and revising them as needed. The college plans to develop a more efficient process to ensure the completion of evaluations in a timely manner and will also evaluate associated software products to automate the process.

**Evidence**

Human Resources Strategic Master Plan

**Recommendation 8: A comprehensive financial action plan should be developed as quickly as possible to restore the college's depleted reserves to minimum, prudent recommended levels. Additionally, with extremely low reserves, the college's fixed expenditures should not exceed its fixed revenue. (Standards 9C.3, 9C.4)**

**Progress at 2007 Midterm Report**

The college had restored its year end balance of five percent reserves and would develop a plan to set aside ongoing funds for the reserves.

**Continued Progress to Meet the Recommendation**

The college continues to maintain a year end balance of five percent reserves. At the beginning of each budget cycle, the college sets aside a 5% reserve and it is there at year end. In 2009, the board adopted Board Policy 6505: District Reserves that outlines the unrestricted General Fund Reserves for the college. The college will also develop a plan to increase reserves to provide fiscal stability during an extended fiscal crisis.

**Evidence**

Standard III D.

**Recommendation 9: The Board of Trustees should adhere to a formal process for the evaluation of the CEO, the Board, institutional governance, and their associated procedures. (Standards 10A.3, 10A.4)**

**Evaluation of the CEO and Board of Trustees**

**Progress at 2007 Midterm Report**

The board conducts a self-evaluation at their annual retreat. The CEO conducts a self-evaluation and is also evaluated by the board. Board Policy 4315 calls for an annual evaluation of the superintendent /president in a closed session; however, this process was not strictly adhered to by the board or the previous superintendent prior to 2006.

### **Continued Progress to Meet the Recommendation**

Previous Board Policy 4315 and 9260 have been revised and replaced. In October 2007, the following board policy revisions were reorganized and adopted: BP 2200: Board Duties and Responsibilities. This policy outlines the responsibilities of the board and specifically to regularly evaluate the superintendent/president and to also for the board to conduct an annual self evaluation.

BP 2745: Board of Trustees Self Evaluation. This policy describes the process to be used by the board. If an instrument is used for the self evaluation, all board members will complete and submit it to the superintendent/president. A summary of the evaluations will be presented and discussed at a scheduled meeting and used to identify accomplishments of the past year and goals for the following year.

In 2007, 2008 and 2009 the board held an annual retreat and completed a self evaluation and an evaluation of the superintendent/president also took place.

### **Evidence**

Standard III A and IV B  
Technical Assistance

## **Evaluation of Governance and Processes**

### **Progress at 2007 Midterm Report**

The Governance Review Committee (GRC) provides the mechanism for monitoring the college's shared governance system in an ongoing cycle of reviewing concerns and recommendations, evaluation and need for improvement. An annual survey is distributed campuswide for input regarding understanding existing governance processes and structures. Questions are generated from GRC meeting discussion and the responses to the previous years' survey. Survey results and any recommendations by the GRC are presented to the Executive Committee for review.

### **Continued Progress to Meet the Recommendation**

The Governance Review Committee issues an annual survey.

### **Evidence**

Governance FAQs: <http://www.glendale.edu/staff/governance/FAQ.htm>  
Standard IV A & B

**Recommendation 10: With the impending retirement of the current CEO, the board should take active steps toward the development of a presidential recruitment and transition plan. (Standards 10A.4, 10A.5)**

**Progress at 2007 Midterm Report**

The previous CEO retired in June 2006 and the new CEO started July 1, 2006. The college developed a recruitment plan and collaborated on a hiring committee structure. A plan was made and carried out, with a new president hired July 2006.

**Continued Progress to Meet the Recommendation**

The new CEO resigned in May 2009. An interim superintendent/president was appointed by the board. Although the process developed in 2005 was never institutionalized, it has been reviewed and modified through the governance process. The Board amended the proposal and the CEO Hiring Process 2009-2010 was approved in September 2009.

# Abstract



## Garfield Campus Expansion Project

The official groundbreaking ceremony for the new Garfield Campus expansion project took place in November 2009. Board of Trustee members and architects launched the \$20 million upgrade for a three-story, 40,000 square foot building with 15 new classrooms and several public areas including a large entrance courtyard plaza on the corner of the property. The architects recreated several elements of the Spanish design from the Administration Building on the main campus for this long awaited expansion project. The building is designed to be LEED (Leadership in Energy and Environmental Design) certified providing eco-friendly and sustainable building materials. The new building will be ready for fall 2011.

Photo Credit: Greg Parks

## **Institutional Commitments**

The Glendale Community College mission statement delineates the college's commitment to access for a diverse student body and to student learning and success. The statement is publicized on the college's website, in the catalog, and the class schedule. It is also published as Board Policy 1200. The statement is communicated to all the college constituency groups through the standing committees of the governance system and the Academic Senate.

The mission statement serves as a guide for the college's planning processes. It is explicitly tied to the strategic master planning process, program review, hiring, institutional research and the Board of Trustees establishment of its goals. The mission statement is accompanied by a statement of core values which serve as a guide to its implementation.

The mission statement is also regularly reviewed on an annual basis. In 2007, the statement was revised after a review of data by the strategic master planning committees. Beginning in 2008, the mission statement is reviewed annually. Students, faculty, staff and administrators are surveyed annually to gauge awareness of the mission. More than 90% of faculty and staff are aware of the statement as are more than half of students.

Glendale Community College is characterized by broad participation in not only the adoption and review of the mission statement but in the broader processes of the review of institutional performance and student learning by means of its vigorous governance system. Students, faculty, staff and administrators work collaboratively in governance committees to assess and improve student programs and services. The governance system is itself annually assessed by the Governance Review committee.

A vibrant participatory culture is also evident in the proceedings of the Academic Senate, division meetings and activities, strongly supported faculty and staff unions and the participation of the Associated Students of Glendale Community College in governance, including representation on the Board of Trustees. Accordingly, all constituency groups are full partners in the review of institutional planning and learning outcomes.

## **Evaluation, Planning and Improvement**

Glendale Community College has made significant progress in developing a cycle of evaluation, goal setting, resource distribution, and implementation. The main components of the college's planning processes consist of institutional research, program review, strategic master planning, budget allocation, and student learning outcomes assessment. Its already strong Research and Planning unit, responsible for high-quality institutional research and surveys, was strengthened with the addition of a new researcher. Research and Planning's annual publications (Campus Profile, Community Profile, Campus Views, Statewide Accountability Report, Student Views and the Entering Student Placement Report) provide invaluable information in enabling the college to assess and plan. Research and Planning also provides periodic reports to the Board of Trustees.

Program review occurs for some ninety programs from the instructional, student services and administrative areas. Program review is supported by a faculty coordinator with released time, an instructional program manager and a program review committee. Programs are presently assessed on a six-year cycle and are independently validated by teams of faculty and staff.

The strategic master planning process has established the college's goals by means of an annual process facilitated by its Planning Resource committee and the broadly inclusive Master Planning committee. The plan uses data generated by Research & Planning and external sources. It is presented to the college's standing committees, the Academic Senate, and the Board of Trustees which gives final approval. As a consequence of this dissemination, 75% of faculty and staff indicate that they are familiar with the goals of the plan.

Planning processes are currently under review by the Strategic Master Planning committees in coordination with a planning consultant brought on board in the fall of 2009 to develop a new educational master plan which will include a scan of the external community. In addition to this overarching planning, progress has also been made in planning in various areas of the college's operations, such as Information Technology and Human Resources.

The Budget committee has primary responsibility for a plan for the allocation of resources. Data developed by the Vice President, Administrative Services and the Controller is presented to the Budget committee, which represents students, faculty, staff and the administration. The committee forwards funding requests to the college's standing committees that prioritize requests within their designated areas of responsibility. These prioritized requests are then considered by the Expanded Budget committee which includes the Budget committee, the Administrative Cabinet, and the Campus Executive Committee. In the event of the necessity of budget reductions, senior administrators of the major functional units make reductions in their area based on the unit's share of the operating budget.

The Student Learning Outcomes committee, a subcommittee of the Academic Senate, is responsible for the development of student learning outcome assessment cycles at the college. The college supports the SLO process with release time for two faculty coordinators. SLO data is currently tracked by Research and Planning, but the college has also purchased eLumen software for housing and analyzing SLO data. The college has supported staff development workshops and division retreats to promote development of the student learning outcome assessment cycles. Awareness of the efforts to implement the assessment cycles exceeds 90% of faculty and administrators. The parameters for student learning outcomes have been defined by the Academic Senate for the institution, programs and courses. The assessment cycles for these levels are in varying stages of development with most progress at the course level.

The Board of Trustees has also participated in the goal-setting process. The Board for the past two years has produced its own goals and aligned them with the college's strategic plan. Frequent presentations at board meetings are made with regard to the planning process and recent research.

With the exception of student learning outcome assessment, all of these elements of planning have been in place since before the last accreditation in 2004. What has occurred since then are greatly increased linkages among the components. Budget augmentations now require validation by strategic master planning and program review teams. Program



review requires analysis of programs to be linked to the mission statement and the strategic master plan and also requires a report on the development of student learning outcome assessment cycles within the program. Hiring of new full-time faculty is prioritized by analysis of the same data provided in the program review process.

To further enhance the coordination and self-evaluation of these planning activities, the college created a new governance committee, the Institutional Planning Coordination committee. The committee began meeting in fall, 2009, and is in the process of defining its mission which will be presented to the Campus Executive committee for approval.

Glendale Community College has a firmly established culture of evidence and assessment. Mechanisms are in place to gather and analyze data across the academic, student services and administrative areas and at the various locations of the college. In addition to evidence collected by program review and student learning outcomes assessment, the college has a host of evaluation instruments including assessments of career and technical education programs, community services education, workforce training at the Professional Development Center, surveys of student services (including library and learning resources), staff development and facilities needs and services. The college also frequently utilizes external data (such as Student Progress and Achievement, California Accountability Reporting for the Community Colleges and Community College Survey of Student Engagement data) to assess its effectiveness. The college also designs its own research through its Academic Senate (recent research included consideration of a middle college high school, the possible revision of graduation requirements, and best practices for evaluating faculty.) The Academic Senate has also partnered with the Academic Affairs committee to assess quality in distance education and with the Guild (the faculty union) to revise tenure-track faculty processes. The Budget committee is also engaged in research about faculty and staff salaries and benefits as well as a review of policy with regard to rollover budgets. To better manage and assess its operations, the college has invested in a major upgrade of its enterprise resource planning software.

### **Student Learning Outcomes**

The college is in the midst of the development of student learning outcomes assessment cycles across academic, student services and administrative areas as well as at all of its locations. The Academic Senate defined the initial framework for the development of SLOs in the spring of 2005 and concentrated on outcomes at the course level. Institutional learning outcomes were defined in the spring of 2006, while program learning outcomes were defined in the spring of 2009. At present, approximately 80% of courses have defined SLOs and approximately 12% have been assessed.

The faculty role in the development of student learning outcomes assessment cycles has been paramount. The Academic Senate has been responsible for defining the different levels of learning outcomes and has mandated that they be included on all syllabi. Divisions and departments monitor the implementation of their own assessment cycles while Research and Planning monitors college-wide progress. The college has supported released time for student learning outcome coordinators, funding for the database eLumen to house SLOs and facilitate their analysis and interrelationship with the different levels, staff development workshops and division retreats. Presentations on student learning outcomes have been made several times at faculty-wide meetings and the Student Learning Outcomes committee

is a permanent sub-committee of the Academic Senate. The student learning outcomes coordinator is also a member of the Institutional Planning Coordination committee as well as the Planning Resource committee for the strategic master plan. Four members of the college faculty and staff received awards from the California Community College network for Student Learning Outcomes Assessment in the fall of 2009 for their work on student learning. As a consequence of the college's commitment to student learning outcomes, awareness of SLOACs by faculty and staff is very high (in the case of faculty, in excess of 90%) and support for student learning as key to the college's mission is strong (in excess of 95%) among faculty, staff and administrators.

Student learning outcomes have been linked to both the strategic master plan as a goal and to program review. Linkage to resource allocation has not been attained and the college has not yet achieved the level of sustainable continuous quality improvement for student learning outcomes, but anticipates that it will by 2012.

### **Organization**

The college faces a major challenge to maintain adequate resources and staff in the present fiscal climate. For the 2009-10 budget year, the college's unrestricted and restricted general funds have declined by more than 2% while enrollment has increased significantly in the last few years so that the college projects 2,400 FTES of unfunded enrollment. The college has responded to these developments by cutting budgets and increasing efficiencies. This however has resulted in a loss of experienced personnel. In 2008 there was a wave of retirements from the college as a result of an early retirement incentive offered by the college to reduce expenses. These, of course, included some of the most experienced and talented members of the faculty, staff and administration.

While these fiscal conditions and the budgetary decisions crafted to respond to them have been difficult, the college has been able to rely on its strong tradition of participatory governance to meet the challenge. Of central importance here has been the role of the Budget committee in setting priorities. These priorities, in turn, were informed by the strategic master plan, program review, guidelines from the Board of Trustees, and a specially convened Fiscal Emergency Task Force.

In the administration, retirements and career changes have resulted in three out of four of the top positions now filled by interim appointments. The search process has begun for a permanent Superintendent/President and a plan for filling the other interim positions has been formulated by the Campus Executive committee.

Since the 2004 accreditation, organizational capacity at the college has been increased in a number of ways. The new Bhupesh Parikh Health Sciences and Technology building and a new field station for the Baja program in Bahia de Los Angeles, Mexico have opened and construction of a new facility at the Garfield campus has begun. The college has also made a major investment to upgrade its enterprise resource software. A new Website debuted in November, 2009 and there has also been a major expansion of courses offered through distance education. (These courses are reviewed by the Technology Mediated Instruction committee to assure their appropriateness and fit of the distance learning methods with the proposed course.)

The college has made concerted efforts to provide support for student learning outcomes. There has been budgetary support for the student learning outcome coordinators, eLumen software, and staff development workshops and divisional activities designed to aid development of SLOs. The Academic Senate created the SLO committee and the college added a new governance committee, the Institutional Planning Coordination committee, to integrate SLOs into the planning and resource allocation processes.

The organization of the governance system directly promotes student learning programs and services primarily through the Academic Affairs and Students Affairs standing committees and their 17 subcommittees. Their jurisdictions include, for example, the academic calendar, curriculum, basic skills, study abroad, graduation requirements, technology mediated instruction and services, assessment, matriculation and service learning. The Academic Senate acts in concert with these committees as well as the other two standing committees, Campus Executive and Administrative Affairs. These latter two committees support student learning more indirectly, but at the same time perform crucial functions in the area of planning and resource allocation. These committees are broadly inclusive of all the major constituency groups, including students.

## **Dialogue**

Glendale Community College has long prided itself upon its tradition of participatory governance. Its Board of Trustees includes a student trustee. The presidents of the Academic Senate, Guild (the faculty union), and the California School Employees Association (the staff union) join the Trustees and senior administrators on the dais during Board meetings. More than 30 governance committees draw upon the expertise and vantage points of all the major college constituencies: students, faculty, staff, managers and administrators. To facilitate dialogue between the instructional divisions and student services, student services counselors attend monthly instructional divisions meetings and librarians are assigned as liaisons to instructional divisions.

This is not to say that dialogue is always harmonious and in fact with the bleak fiscal situation of the California Community Colleges and changes in key administrative positions, the college has faced major challenges in sustaining the collegiality necessary to achieve its mission. To the college's credit, it has met those challenges and emerged with an intact participatory governance system. By consciously adapting that system through new policies, it is arguably stronger in facilitating dialogue than before. Indeed, it was the college's strong commitment to dialogue in the first place that enabled the college to right itself.

The tradition of governance is a living one at the college and has been adapted to meet new challenges. The strategic master planning process has been refined and integrated with program review and resource allocation. A new Institutional Planning Coordination committee has been created to harmonize the interaction of the planning processes and to enhance the evaluation of those processes. A Foundational Skills committee was also instituted to address the basic skills needs of our students. As previously described, the development and revision of the mission statement, the implementation of student learning outcomes assessment cycles, and the strategic master planning process have all received wide input from the college constituencies.

This participatory governance system draws on a rich supply of research. The high-quality annual reports of Research and Planning include the Campus Profile (which tracks student access and success, as well as faculty and staff demographics and fiscal conditions), Campus Views (which tracks attitudes about planning and accreditation standards), Community Profile (data about the college's service area) and Student Views (data on student demographics, needs and satisfaction). Additional reports also address accountability data from the California Community College Chancellor's Office and entering student placement data. These reports are disseminated widely across the campus via the college's web site and e-mail broadcasts. The Master Planning Committee is perhaps the most formal way in which the college reviews this and other data and guides institutional change. Nearly 60 representatives from the students, classified, administration and faculty meet 4-5 times a year to define and revise the college's goals. The plan is circulated to the standing committees and the Academic Senate for both review and implementation. Campus awareness of the master plan is monitored by Research and Planning as mentioned above.

The governance system itself is monitored by the Governance Review committee which conducts periodic surveys to measure awareness and the effectiveness of governance committees. It also educates the college community about best practices for governance as well as fields complaints and concerns related to governance. In addition, the quality of leadership is monitored in the annual survey Campus Views.

Dialogue is also enhanced by the multiple avenues to communicate information. Regular faculty-wide and staff-wide meetings, monthly division meetings, the Website and e-mail system, the *Chaparral* newsletter (published six times a year), and Board of Trustee meetings all provide opportunities to discuss campus concerns and goals.

In the fall of 2009, the college hired KH Consultants to assist it in the development of a new educational master plan. The consultants have both an internal and external scan to acquire data. The internal scan engaged more than 160 members of college constituencies in interviews and focus groups. The external scan was executed by means of a survey of the surrounding community, including community groups, social, civic and faith-based organizations, business leaders, chambers of commerce, K-12 schools, universities and colleges, and political representatives. The survey resulted in over 2000 responses.

### **Institutional Integrity**

It is the mission of the California Community Colleges to offer access to the broadest spectrum of students. Accordingly, Glendale Community College is responsive to the diverse needs of its students in a variety of ways. Research into the needs of our diverse student body includes student and faculty/staff surveys which regularly measure the perception of the college's openness to diversity. A variety of programs also address student diversity. Some examples of such programs are: working adults (PACE), underprepared students (ACE), academically accomplished students (Scholars), educationally and economically disadvantaged students (EOPS), students in the sciences, engineering and mathematics demonstrating financial need (MASTER), and single-parent recipients of CalWORKS (CARE).

The college has a rich curriculum which includes credit and non-credit ESL, foreign languages that reflect the surrounding community's diverse origins, and ethnic studies. The college's graduation requirements include a cultural diversity requirement. The college

also offers programs for women's history month and cultural diversity, although support for coordinator positions for both has been put on hiatus due to fiscal constraints.

Other aspects of the college make it supportive of the diverse needs of our students:

- Assessment for students with disabilities and specialized programs such as Center for Students with Disabilities enable the college to provide an array of services for these students.
- The Foundational Skills committee was created to address the issues of students that need basic skills.
- The Academic Senate established the Student Equity Committee to oversee campus-wide efforts to guarantee equity and assure compliance with Title 5 requirements.
- A wide variety of student clubs are supported by the Associated Students of Glendale Community College through its Inter-Organization Council. The clubs cover a broad range of interests including cultural, religious, academic and political areas.
- College employees who speak some 17 different languages have volunteered as translators to assist students.
- Students Talk About Race is a program offered through the Center for Student Involvement where students become facilitators for local middle and high school programs that discuss racism, sexism, homophobia and stereotyping.
- The Board of Trustees is itself diverse and mirrors to a great extent the surrounding community.

Institutional integrity is promoted by board policies on conflicts of interest, ethical responsibilities of trustees, academic freedom, standards of student conduct, freedom of speech, the student equity plan, student grievances, and commitment to diversity. Administrative regulations on nondiscrimination, complaint procedures and workplace violence also are relevant here. Other policies contribute to institutional integrity: the Governance document (which defines participatory governance procedures), the student equity plan, the faculty handbook, and the faculty ethics statement.

Institutional integrity is also promoted by regular evaluation of faculty, staff and administrators. Evaluation procedures have been recently reviewed for administrators as have those for tenure-track faculty. The Academic Senate has convened a task force to recommend best practices for the evaluation of tenured, tenure-track and adjunct faculty. Evaluation of faculty by students includes the opportunity to comment on faculty's respect for student opinions and the promotion of an atmosphere of respect generally in the class. Evaluation of released time and extra-pay positions outside of regular faculty assignments are also conducted annually and reviewed by the RT/EP committee.

The college utilizes minimum qualifications for the hiring of faculty and academic administrators that have been established by the California Community Colleges. The Academic Senate oversees the process for determining if candidates for full-time and adjunct faculty possess the qualifications. The Senate also monitors all cases where the application involves a claim of equivalence to the minimum qualifications. Every hiring committee for a tenure-track faculty position includes an Equal Employment Opportunity representative to ensure fair and equitable hiring procedures. Minimum qualifications for classified employees and classified administrators and managers are monitored through job descriptions and job announcements.

Other means by which the college promotes institutional integrity include the following:

- The college's commitment to implementing student learning outcomes is demonstrated by its support for SLO coordinators, eLumen software (and the training necessary to implement it), and the ongoing work of the SLO committee.
- The college regularly reviews its publications for accuracy and anticipates that with the use of PeopleSoft software the online version of the college catalog will be even more user friendly. Web pages are also monitored through a new content management system.
- The college conscientiously complies with the standards and requirements of external agencies, including the Accreditation Commission. The Board of Trustees has been kept apprised of the accreditation process continuously for the past two years.
- The college's financial information is open and available through multiple avenues. The college consistently receives 'unqualified' ratings with regard to the college's financial statements.

Finally, institutional integrity is promoted by the governance system and the tradition of participatory governance which assures that all constituencies are represented and heard in policy-making. Thus, despite the challenges that the college has faced, support for the governance process has been unwavering, with approximately  $\frac{3}{4}$  of faculty, staff and administrators over the last three years agreeing with the statement that governance works effectively at the college. It is this widespread spirit that binds the college together in its mission to achieve excellence in achieving student learning and success.

# Standard I

*Institutional Mission  
and Effectiveness*

*Standard I A:  
Mission*

*Standard I B:  
Improving Institutional  
Effectiveness*



## **Glendale College Speech and Debate Team**

The Glendale College Speech and Debate Team beat other two and four year colleges by ranking first place in the nation at the prestigious NFA (National Forensics Association) Speech and Debate Tournament held at Missouri State University in April 2009. The team competes at 20-25 tournaments each year at the local, state, and national levels and has grown from four students in 2004 to over 60 active participants in 2009. The program hosts two Intramural tournaments each year and also an invitational tournament, The Golden Cowboy, which draws universities from as far away as Florida. The program helps students refine their skills in writing, research, organization, presentation, confidence and teamwork while also making friendships for life.

Photo Credit: Ira Heffler

**The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.**

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## Standard IA Mission

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### IA Mission

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

#### Description

Glendale Community College adopted the following revised mission statement in March 2008:

"Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society." [Ref. IA-1]

The statement is supplemented with the following statement of core values that guide the implementation of the mission statement:

"Glendale Community College is committed to:

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



- providing an extensive array of student services and learning tools, including state of the art technology, to assist students in all aspects of their college experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.” [Ref. IA-1]

The mission statement defines the college’s educational purposes in the last two sentences: “We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society.” Broadly, the college’s purpose is also defined in the second sentence: “As an institution of higher education, we are committed to student learning and success.”

The mission statement defines the college’s intended student population as students of diverse backgrounds, goals, ages, abilities, and learning styles. The college tracks its student population and community trends regularly. Two annual publications from Research and Planning summarize student and community trends and demographics: the Campus Profile [Ref.1A-2] describes student characteristics and the Community Profile [Ref. IA-3] describes community trends in employment, education, and demographics. These publications help to keep the college informed about the diversity of its students and potential students from the communities it serves.

The mission statement defines the college’s commitment to achieving student learning in the second sentence: “As an institution of higher education, we are committed to student learning and success.” Additionally, part of the mission is to “foster the development of critical thinking and lifelong learning.”

## **Evaluation**

The college meets this standard. The mission statement defines the college’s educational purposes, intended student population, and commitment to achieving student learning. During the mission statement revision process in 2007, drafts were distributed to several groups who were assigned to evaluate how well the drafts defined the college’s purposes, intended students, and commitment to student learning. The review groups included the college’s two planning committees as well as a separate working group of faculty members [Ref. IA-10]. Additionally, the mission statement was forwarded through the governance process and was approved by the Board of Trustees, ensuring broad participation in its development.

The mission statement’s definition of the intended student population is somewhat broad but it aligns with the college’s purpose as an open-admissions institution. Because approximately 55 percent of credit students and 26 percent of noncredit students reside outside Glendale Community College District boundaries [Ref. IA-2], a geographical definition of the student population was considered inappropriate. The college decided to use a broad definition of its intended student population because it is committed to welcoming a diverse population of students who can benefit from its programs and services.

Faculty/staff survey results show that college constituencies are strongly committed to student learning. In the fall 2008 survey, 96 percent of respondents with an opinion agreed with the statement “Student learning is key to GCC’s mission and purpose as a college.” [Ref. IA-11]

## Plan

Continue to review the mission statement on a regular basis to assess how well it defines the college's purposes, student population, and commitment to achieving student learning.

### **IA.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

#### **Description**

Student learning programs are aligned with college purposes, character, and student population. The college's overarching purpose, as defined in the mission statement, is to provide a diverse student population with the knowledge and skills necessary to meet their educational, career, and personal goals. The college's character is that of a comprehensive community college which serves a diverse student population in an urban setting.

Student needs are regularly assessed. Students' educational goals are collected on the college application and may be updated by the student through online registration. Approximately 53 percent of credit students have transfer to a four-year institution as their goal. Approximately 49 percent have an associate degree as part of their goal (the transfer-goal and degree-goal student groups overlap). Approximately 15 percent have a vocational goal, and another 5 percent have a goal of educational development/lifelong learning. Among noncredit students, 39 percent have a goal of improving English or mathematics skills, 21 percent have a goal of educational development/lifelong learning, 12 percent have a vocational goal, 7 percent have a high school diploma or GED goal, and 5 percent have a goal of completing a two-year or four-year college degree. [Ref. IA-2]

The college offers programs and services to meet this diverse set of educational goals. It offers associate of arts degrees in 27 areas, associate of science degrees in 59 areas, credit certificates in 66 areas, and noncredit continuing education certificates in 12 areas [Ref. IA-4]. Additionally, the college has approved a process to offer short-term skill awards. For students whose educational goal includes transfer, Glendale Community College offers a comprehensive transfer curriculum; 71 percent of the 1,016 credit courses offered in the past three years are transferable. For students with career and technical education goals, the college offers a variety of degree and certificate programs as well as individual courses designed to build career-oriented skills; 45 percent of the credit courses and 59 percent of the noncredit courses offered in the past three years are classified as vocational according to the state Taxonomy of Programs coding system. For students whose goal is lifelong learning, the college offers credit, noncredit, and community services classes, as well as an Encore program designed for mature adults.

According to placement results, 76 percent of entering credit students who take a mathematics placement test place below transfer-level math; 72 percent who take an English or ESL placement test place below transfer-level English. Of entering credit students who take both mathematics and English/ESL placement tests, 86 percent place below the transfer level in either mathematics or English/ESL [Ref. IA-5]. For students who require more academic preparation before completing their educational or career goals, the college

offers developmental programs in its English, mathematics, credit and noncredit English as a Second Language, and noncredit Business and Life Skills divisions.

In keeping with its character and student population, the college offers academic programs that meet specific needs. In response to the high number of residents of Armenian origin in Glendale, the college offers 12 Armenian courses through its Language Arts division, including a course in emergency Armenian for firefighters. The college offers courses in Korean and Russian, as well as specialized Spanish courses for nurses, school employees, and firefighters.

The college addresses the community need for instruction in English as a Second Language. Only 36 percent of Glendale residents speak English in their homes, according to the U.S. Census, compared to 44 percent in Los Angeles County and 58 percent in California. According to student surveys, only 32 percent of credit students learned English as their first language [Ref. IA-18]. The college offers 18 credit ESL courses that enroll about 2,600 students every year, and 12 noncredit ESL courses that enroll about 6,000 students every year.

Two additional examples of the alignment between program development and college purposes, character, and student population are the Achieving College Excellence (ACE) program and the expansion of the nursing program. The ACE program, funded by a federal Title V Hispanic Serving Institutions grant in 2006, is a learning community designed for at-risk students from local high schools [Ref. IA-6, IA-7]. The program was created in response to the needs of the student population. It also addressed one of the goals of the college's Strategic Master Plan (Goal 2: Increase the quantity and variety of learning opportunities that promote student success; Strategy 2.4: Develop more cohort programs) [Ref. IA-8].

Increasing demand for registered nurses in the region led to an increased commitment to the nursing program at Glendale Community College. The cost of this program, however, exceeds the support given by apportionment from the state; therefore the institution continually works to secure state grant funding. Needed facilities expansion was funded out of a 1997 Bond measure in the city of Glendale. With the completion of the new facility in 2007, the program now required funding to support program expansion. This has been accomplished through a variety of grants averaging nearly \$700,000 a year since the 2006-2007 budget. The result is institutional support for educating over half of the students in the nursing program [Ref. IA-9].

Student services are aligned with college purposes, character, and student population. A range of services are available for the student population, which includes high percentages of academically underprepared students, economically disadvantaged students, immigrant students, students with disabilities, and students with language support needs. Services available to credit students include academic counseling, Extended Opportunities Programs and Services (EOPS), CalWORKs, the Center for Students with Disabilities, financial aid, the Health Center, mental health counseling, the Job Placement Center, the Career Center, the Child Development Center, the International Students Center, the Service Learning Center, and the Transfer Center, as well as the Library, Learning Center, and 16 computer labs. Services available to noncredit students include academic counseling, the Developmental Skills Lab, the Career Resource Center, mental health counseling, the Parent Support Center, CalWORKs, and the Citizenship Center.

## Evaluation

The college meets this standard. Students perceive that the college is meeting their needs. In the 2008 spring student survey, 90% of students agreed that GCC offer “enough instructional programs, degrees and certificates to meet your educational needs.” Further, 92% of students agreed that GCC offers “enough student services to meet your needs.” When asked, “Are you moving as quickly as possible toward your educational goal?”, Seventy-five percent of students responded “yes.” Regarding the key part of the mission statement that says the college “welcomes students of all diverse backgrounds...”, while 91 percent of all student respondents agreed that “GCC welcomes students of all backgrounds” [Ref. IA-18].

Existing programs and services align well with student needs. A new governance committee in the career and technical education area has been proposed to investigate the need for new programs [Ref. IA-12]. Additionally, the Strategic Master Plan addresses the need for a program development process in its Objective 1.6 [Ref. IA-8]. Budget issues have driven the need to evaluate long-term costs.

## Plan

Formalize a process for developing new programs and services that includes an evaluation of the alignment between proposed new programs, the mission statement, and student needs.

### **IA.2 The mission statement is approved by the governing board and published.**

#### **Description**

The current mission statement was approved by the Board of Trustees on March 17, 2008 [Ref. IA-13]. It is included in Board Policy 1200 [Ref. IA-14]. It is published in the college catalog, on the college website, in the Student Handbook, and in the class schedule every term [Ref. IA-4, IA-15, IA-26].

The mission statement has been communicated to all college constituencies. During the revision process, the mission statement was taken as an information item to the standing governance committees, whose membership represents faculty members, classified staff, administrators, and students [Ref. IA-16a, IA-16b, IA-16c].

#### **Evaluation**

The college meets this standard. Survey results show that college constituencies are aware of the mission statement. The percentage of respondents with an opinion who agreed that “I am familiar with GCC’s mission statement” was 93 percent in a fall 2008 faculty/staff survey; the agreement percentages for each constituency group—full-time faculty, adjunct faculty, classified staff, administrators, and managers—were all over 90 percent. [Ref. IA-11] Students express some familiarity with the mission statement as well, though students are less likely to be familiar with it than faculty and staff. In the 2008 spring student survey, 55 percent of students agreed that “I have read GCC’s mission statement.” [Ref. IA-18] The

college will track the percentage of students indicating they have read the mission statement to see if it increases due to its placement around the main and Garfield campuses.

## **Plan**

Continue to track the perception of the mission statement.

### **IA.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

#### **Description**

Before 2008, reviewing and revising the mission statement were regular parts of the college's strategic planning process. The Strategic Master Plan (SMP) was updated in 1998, 2004, and 2008. During these updates, the college has formally reviewed its mission statement and revised it if necessary. Substantial revisions of the mission statement were made during the cycles ending in 1998 and 2008, while no changes were made during the cycle ending in 2004. During the most recent SMP revision cycle, which ended in 2008, the faculty Planning Coordinator presented the draft mission statement to the standing governance committees and to the Academic Senate for feedback students [Ref. IA-16a, IA-16b, IA-16c].

In 2008, the college created a process for annual review of the mission statement and the statement of core values so that these documents may be updated more frequently. This process was developed as part of the 2007-2008 revision of the Strategic Master Plan. It was formalized after a special Board of Trustees meeting on February 8, 2008, during which the Board requested a written process for the regular review of the mission statement [Ref. IA-19]. The formalized process is described in the Planning Handbook [Ref. IA-20]. According to the process, the Master Planning Committee (known as Team A) reviews the mission statement and statement of core values at its first meeting of the fall semester every year. Committee members are asked to discuss the mission statement with their constituencies. Input about revisions is solicited from college constituencies as well as the Board of Trustees. Suggestions for changes are submitted to Team A before Team A's spring semester meeting. Team A votes on proposed changes, then forwards any approved changes through the governance process to the Executive Committee. Proposed changes are also sent to the standing governance committees for informational purposes. If approved by the Executive Committee, the changes are forwarded to the Board of Trustees.

The annual mission statement revision process began in fall 2008. At the Team A meeting on October 24, 2008, input about changes to the mission statement and the statement of core values was requested. No suggestions for changes were received so the mission statement was not revised [Ref. IA-21].

#### **Evaluation**

After reviewing recent data, Team A recognized the diverse needs of students and developed a new mission statement in 2008. Review and revision of the mission statement are regular and part of the college's decision-making processes. Participation in revising the

mission statement has been broad-based. In the fall 2008 faculty/staff survey, 61 percent of respondents with an opinion agreed that “I have participated in discussions of the GCC mission statement.” Agreement percentages for subgroups ranged from 36 percent among part-time faculty members to 81 percent among administrators and managers [Ref. IA-11].

## **Plan**

Continue to review data as part of an annual cycle to revise the mission statement.

### **IA.4 The institution’s mission is central to institutional planning and decision making.**

#### **Description**

The mission statement is important in planning, evaluation, and decision making. The 2007-2008 revision of the Strategic Master Plan began with an evaluation and revision of the mission statement. The new mission statement, which was a working draft during the planning process and was approved by the Board of Trustees in March 2008, guided the revision of the SMP. Each objective under the 10 goals of the SMP includes phrases from the new mission statement, tying the objectives of the plan back to the mission statement [Ref. IA-8].

The mission statement is also tied to the college’s evaluation processes. The program review document, which all instructional, student services, and administrative services complete on a six-year cycle, requires programs to describe their relationship to the college mission statement and the Strategic Master Plan. The first question of the program review document deals with the college mission: Programs are presented with the mission statement and the statement of core values and asked to “give a brief overview of your instructional program. Describe the relationship of your program to the mission of the college.” [Ref. IA-22]

Decision making is also tied to the mission statement and the statement of core values. Decision making is primarily done through the college governance process. During the recent revision of the mission statement, the Planning Coordinator presented the new statement to each of the standing governance committees in order to communicate its content to all stakeholders [Ref. IA-16a, IA-16b, IA-16c]. The new mission statement was also presented and discussed at a meeting of the Academic Senate [Ref. IA-23]. One specific example of decision making relying on the mission statement involves the prioritization of faculty hiring requests. The instructional hiring request form asks requestors “How does this position relate or contribute to the Mission Statement of Glendale College?” [Ref. IA-25]. Instructional divisions requesting new faculty members are required to justify their request based in part on the relationship of the position to the mission statement.

#### **Evaluation**

The college meets this standard. The mission statement is well understood by college constituencies. About 93 percent of faculty and staff indicate they are familiar with the mission statement, and 96 percent agree that student learning is central to the college’s mission [Ref. IA-11]. This understanding of the college’s mission influences decision-making throughout the governance process. The spring 2008 leadership survey asked faculty and

staff whether “governance committees focus on the College Mission Statement when making recommendations.” Only 4% of respondents with an opinion marked “No/Never,” 58% marked “Partially/Sometimes,” and 38% marked “Yes/Always.”[Ref. IA-24] It is probable that the relationship between the mission statement and decision-making is often implicit rather than explicit. Committees use their understanding of the college’s mission to make appropriate decisions, but decisions are rarely connected to the wording of the mission statement itself. This situation has improved recently with the incorporation of the mission statement in the objectives of the Strategic Master Plan and in the program review document.

## Plan

Continue to strengthen the use of the mission statement and the statement of core values in planning, program review, decision making, and resource allocation and show the connection to the Strategic Master Plan.

## EVIDENCE FOR STANDARD IA

Ref.IA-1	Glendale Community College Mission Statement: <a href="http://www.glendale.edu/index.aspx?page=90">http://www.glendale.edu/index.aspx?page=90</a>
Ref.IA-2	Campus Profile 2008: <a href="http://research.glendale.edu/downloads/cp-2008.pdf">http://research.glendale.edu/downloads/cp-2008.pdf</a>
Ref.IA-3	Community Profile 2008: <a href="http://research.glendale.edu/downloads/cp-2008.pdf">http://research.glendale.edu/downloads/cp-2008.pdf</a>
Ref.IA-4	Glendale Community College Catalog 2008-2009: <a href="http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=904">http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=904</a>
Ref.IA-5	Research and Planning Entering Students Placement Report, 2008-2009: <a href="http://research.glendale.edu/downloads/entering-student-placements-2008-v2.pdf">http://research.glendale.edu/downloads/entering-student-placements-2008-v2.pdf</a>
Ref.IA-6	Title V Application, 2006: <a href="http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-6%20Title%20V%20Application%202006.pdf">http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-6%20Title%20V%20Application%202006.pdf</a>
Ref.IA-7	Title V Grant Performance Report to Department of Education, 2006: <a href="http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-7%20Title%20V%20Annual%20Report%202006.pdf">http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-7%20Title%20V%20Annual%20Report%202006.pdf</a>
Ref.IA-8	Strategic Master Plan 2008-2014: <a href="http://vision.glendale.edu/index.aspx?page=1823">http://vision.glendale.edu/index.aspx?page=1823</a>
Ref.IA-9	Department of Nursing Report: <a href="http://www.glendale.edu/index.aspx?page=1879">http://www.glendale.edu/index.aspx?page=1879</a>
Ref.IA-10	Description of Faculty Review of Mission Statement Draft: <a href="http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-10%20Mission%20Statement%20Draft%20Review%20Emails.pdf">http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-10%20Mission%20Statement%20Draft%20Review%20Emails.pdf</a>
Ref.IA-11	Campus Views 2008: <a href="http://research.glendale.edu/downloads/campus-views-2008.pdf">http://research.glendale.edu/downloads/campus-views-2008.pdf</a>
Ref. IA-12	Academic Senate Meeting Minutes, January 29, 2009: <a href="http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4470">http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4470</a>
Ref. IA-13	GCCD Board of Trustees Minutes, March 17, 2008: <a href="http://www.glendale.edu/accreditation/evidence/BOT%20Minutes%2003.17.08.pdf">http://www.glendale.edu/accreditation/evidence/BOT%20Minutes%2003.17.08.pdf</a>

- Ref. IA-14 Board Policy 1200 – District Mission: <http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2511>
- Ref. IA-15 Class Schedules (hard copy only)
- Ref. IA-16 Minutes of Standing Committee Meetings (new mission statement draft presented):
- a. Academic Affairs, December 5, 2007: <http://netra.glendale.edu/staff/governance/academicaffairs/2007-08/120507.htm>
  - b. Student Affairs, December 5, 2007: <http://netra.glendale.edu/staff/governance/studentaffairs/2007-08/120507.htm>
  - c. Administrative Affairs, January 8, 2008: <http://netra.glendale.edu/staff/governance/adminaffairs/2007-08/08-01-08.htm>
- Ref. IA-18 Student Views 2008:  
<http://research.glendale.edu/downloads/student-views-2008.pdf>
- Ref. IA-19 GCCD Board of Trustees Minutes, Special Meeting of February 8, 2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-19%20Board%20Minutes%202008-02-08.pdf>
- Ref. IA-20 Planning Handbook 2008-2009: <http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4268>
- Ref. IA-21 Team A Meeting Minutes, October 24, 2008, see “Minutes”:  
<http://www.glendale.edu/accreditation/evidence/minutes/index.htm>
- Ref. IA-22 Sample Program Review Document:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-22%20Blank%20Program%20Review%20Document%202008-2009.pdf>
- Ref. IA-23 Academic Senate Meeting Minutes, December 6, 2007: <http://www.glendale.edu/accreditation/evidence/index.htm>
- Ref. IA-24 Leadership Survey 2008 Results: <http://research.glendale.edu/downloads/leadership-survey-2008.pdf>
- Ref. IA-25 Instructional Hiring Allocation Committee (IHAC) Request Form:  
<http://www.glendale.edu/accreditation/evidence/IHAC%20Hiring%20Request.doc>
- Ref. IA-26 Student Handbook (hard copy only)



**The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.**

### **Description**

The college has developed a Student Learning Outcomes and Assessment Cycle (SLOAC) that defines learning outcomes at the course, program, and institutional levels; measures those outcomes; and uses information about learning outcomes to improve student learning. Key processes and resources have been focused on student learning outcomes. The program review document (Ref. IA-22) has included a section on student learning outcomes for many years. This section was strengthened for the 2008-2009 program review cycle to include more information about how student learning outcomes are used to improve courses and programs. Resources have been allocated to fund two faculty released time positions overseeing the SLOAC. One faculty member coordinates the SLOAC process while the other faculty member oversees the implementation of and training for eLumen, a software package designed to facilitate SLO definition, assessment, and reporting. For more detailed information about student learning outcomes and the college's SLOAC implementation, see the self study sections addressing standards IB.1, II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and IIB.

The college collects information about student learning outcomes and makes the information available to faculty members and other appropriate constituencies. SLOAC tracking information, including specific courses and programs at different stages in the cycle, is available on the college website. Evidence about institutional performance is also available on the website and in college publications such as the annual Campus Profile published by the Research and Planning office.

The college has an extensive planning process which incorporates evaluation and refinement of processes [Ref. IA-20]. In fall 2009, the college hired an external consulting firm to provide educational master planning services, which will result in a new planning document as well as improved integration among planning processes and other key processes such as program review and budgeting. For more detailed information about planning, see the self study sections addressing standards IB.2, IB.3, IB.4, and IB.6.

### **Evaluation**

The college meets this standard. The SLOAC demonstrates the college's conscious effort to produce, support, and measure student learning, as well as to use information about learning to improve student learning. The SLOAC is well understood by college constituencies; the fall 2008 faculty/staff survey showed that 82% of faculty and staff members with an opinion

agreed that GCC has developed a SLOAC for all work areas in instruction and student services [Ref. IA-11].

## Plan

Monitor the progress of the Student Learning Outcomes and Assessment Cycle at the course, program, and institutional levels.

### **IB.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

#### Description

**Dialogue about Student Learning.** The college has supported an ongoing dialogue about the improvement of student learning for many years. Before 2004, this dialogue primarily occurred within individual academic divisions. The English and mathematics divisions have used common finals in both developmental and college-level courses since the 1990s. These common finals have helped to evaluate student learning, skill mastery, and the consistency of learning outcomes across different faculty members and pedagogical approaches [Ref. IB-1a, IB1b, IB-2]. Additionally, the college's Writing Across the Curriculum (WAC) program, using a best-practice methodology, has been in place since 2001. The WAC program engages faculty in dialogue regarding the effective teaching and learning of writing skills [Ref. IB-3]. In 2007-2008, the WAC program presented a spring colloquium, three major workshops, one brown-bag event, and one event for new full-time faculty, all aimed at dialogue about writing and student learning. Student learning outcomes are also regularly discussed at division meetings, meetings of the division chairs, and meetings of the Academic Affairs committee.

The more systematic development of a Student Learning Outcomes and Assessment Cycle (SLOAC) began in 2004 and has fostered dialogue about learning across academic divisions and student services. In 2004, the Academic Senate formed a task force to examine student learning outcomes and discuss implementing a formal SLOAC process [Ref. IB-4]. The college created a released time Student Learning Outcomes Coordinator position in fall 2004. In 2008-2009, the 40 percent released time position was split into two 20 percent positions. One of the SLOAC coordinators focuses on providing resources and organizing the cycle of defining learning outcomes, developing assessments, conducting and analyzing assessments, and using assessment results for course and program improvement. The other coordinator focuses on implementing and training faculty and staff on the eLumen software the college uses to store and analyze learning outcomes. The coordinators are supported by a Student Learning Outcomes Assessment Cycle Committee, which meets at least twice per semester.

Dialogue about student learning has become more pervasive, broad-based, and inclusive since the Student Learning Outcomes Coordinator's work began. A SLOAC Website (<http://www.glendale.edu/program/SLO>) makes public a current SLOAC inventory, assessment examples, a link to a SLOAC tutorial, and information about the college's implementation of eLumen, a software package designed to organize the SLO cycle [Ref. IB-5]. The SLO Coordinator has organized many professional development activities to help faculty and staff become more familiar with SLOACs. Examples of activities include a workshop with invited speaker Lisa Brewster from Miramar College in May 2006, introductory workshops in 2006

and 2007, eLumen demonstrations in 2007 and 2008, discipline-specific SLO lunches in 2008, and workshops on assessment and program-level learning outcomes in 2008. Discussion of SLOACs has also been a topic at monthly faculty meetings, with frequent updates from the SLO Coordinator and one presentation of a complete assessment cycle [Ref. IB-6].

There is also extensive dialogue about student learning beyond the work to develop SLOACs. Some of this dialogue emerges within division regarding discipline-specific issues. Mathematics, English, Social Sciences, Visual and Performing Arts, as well as other areas use division meetings and winter retreats as a means of examining and addressing student learning [Ref. IB-7, IB-8]. Staff Development has been used to foster discussion of broader shared issues regarding student learning. Some areas covered in these discussions have been the impact of technology upon student learning, effective use of Early Alert as a means of retaining students, methods of empowering students to become more self-motivated, methods of collaborative learning, as well as discussions of how students think [Ref. IB-9]. Recently, a series of "Let's Talk About Learning!" discussion groups began meeting. These began on March 12, 2009 with the goal of supporting dialogue about classroom techniques to engage students in meaningful learning [Ref. IB-10]. Faculty have recently developed Faculty Interest Networks (FINs) and Faculty Inquiry Groups (FIGs) through which faculty members investigate pedagogical issues (e.g., small group work, helping ESL students) and design innovative responses to address those issues [Ref. IB-11].

Institutional learning outcomes were developed and approved by the Academic Senate in 2006. The institution has defined seven institutional student learning outcomes, or core competencies: communication, mathematical competency/quantitative reasoning, information competency, critical thinking, global awareness and appreciation, personal responsibility, and application of knowledge. An Academic Senate task force fostered faculty discussion about core competencies [Ref. IB-12, IB-13].

The Academic Senate has recently addressed program-level student learning outcomes. At a meeting in May 2009, the Senate began discussing how to define programs for the purposes of program-level SLOAC definition. Program-level SLOACs had been defined by many programs before 2009, but the college had not come to a shared understanding of how program-level SLOACs fit between institutional SLOACs and course SLOACs, which were better established, or an understanding of which programs needed to develop and assess SLOACs. For example, the social sciences division includes 10 programs which undergo program review separately, but the division only offers one associate degree. The Senate is in the process of deciding how such programs should define and assess SLOACs.

Student learning is an important part of the Strategic Master Plan [Ref. IA-8]. Goal 2 of the Strategic Master Plan is to "develop and implement Student Learning Outcomes at the course, program, and campus levels in order to help our students achieve success." The explicit inclusion of learning outcomes in the plan helps stimulate dialogue about student learning across the college. During the most recent revision of the SMP between fall 2007 and fall 2008, focused discussion groups were held with college constituencies impacted by each goal. Several focused discussion groups brought together instructional and student services faculty members and resulted in discussion about student learning [Ref. IB-14].

Dialogue about student learning has led to improvements in student learning. Examples include using the results of the student learning outcomes assessment cycle in art history, dance, biology, and adaptive physical education. One illustration involves an Art History course. After a test designed to assess an SLO concerning methodology resulted in a wide range of answers, the Art History department instituted faculty seminars to bring more cohesion to the faculty members' treatment of methodology. The result was a more cohesive understanding on the part of students, as assessed by the same test one year later [Ref. IB-15]. A second illustration involves Biology 122 (Introduction to Biology) and the SLO involving the functions of cellular organelles [Ref. IB-16]. Four Biology faculty members were involved in a pre-test/post-test analysis of student learning which resulted in plans to experiment with different approaches to teaching and reinforcing the core concepts and re-assess in future semesters. Another illustration involves Nursing Science 205 (Medication Administration). The assessment cycle resulted in five recommendations for improving student learning about dosage calculations [Ref. IB-17]. Another example involves Music 101 (Music Fundamentals). Assessment test scores dealing with Italian musical terms were low in a particular section. The department decided to increase time spent on training for adjunct instructors and to set aside more class time to review Italian musical terms [Ref. IB-18].

**Dialogue about Institutional Processes.** The college also maintains an ongoing dialogue about the improvement of institutional processes. Informal discussions among the coordinators of strategic planning, program review, and student learning outcomes about the linkage between planning, program review, and resource allocation led to the formation of the Core 5 committee. The Core 5 committee brings together the faculty members and administrators in charge of planning, program review, student learning outcomes, institutional research, and accreditation to discuss improving institutional processes to better link these college functions. Core 5 met frequently in 2007 and 2008. One outcome of the Core 5 meetings was the inclusion of sections relating budget requests to Strategic Master Plan goals and program review goals on the annual budget augmentation request form. Additional outcomes have been the expansion of the program review section addressing student learning outcomes and the inclusion of SMP goals directly in the program review document [Ref. IB-19].

Another committee promoting dialogue about institutional processes is the Institutional Planning Dialogue Committee, which began meeting at the end of the spring 2007 semester [Ref. IB-20]. This committee, which meets monthly, consists of the Core 5 group, the three college vice presidents, and other administrators in charge of area plans (facilities and budget planning, technology planning, human resources planning, planning for the Garfield Center). The goal of the Institutional Planning Dialogue Committee is dialogue among college decision makers about the relationship between institutional processes and institutional effectiveness. Outcomes of the committee include the publication of a comprehensive Planning Handbook and a shorter Planning Booklet distributed to all college employees, both first published in 2008-2009 [Ref. IA-20, IB-21]. In fall 2009, the Institutional Planning Dialogue Committee was adjusted to become the Institutional Planning Coordination Committee (IPCC), a governance committee with wider representation responsible for coordinating the college's planning and evaluation functions. The IPCC will continue the dialogue about improving institutional processes.

Dialogue about institutional processes also occurs in meetings of the Academic Senate. Process changes in program review and planning are brought before the senate by the faculty members and administrators who coordinate the processes. For example, a proposed set of changes to the program review process and timeline was brought to the Senate on December 4, 2008 [Ref. IB-22].

## **Evaluation**

The college meets this standard. Dialogue about student learning has improved constituent groups' awareness of the student learning outcomes assessment cycle. In the fall 2008 faculty/staff survey, 82 percent of respondents with an opinion agreed that "GCC has developed a Student Learning Outcomes/Assessment Cycle for all of its work areas in instruction and student services." The percentage agreeing increased from 71 percent in 2007 to 82 percent in 2008. The lowest agreement rate in 2008 was among administrators and managers (70 percent), followed by full-time faculty members (76 percent) [Ref. IA-11]. Awareness was relatively high among all groups, but work can still be done to increase awareness of the learning outcomes cycle and local processes at the college.

Dialogue about the improvement of institutional processes has focused on the relationships between planning, evaluation, and resource allocation. This dialogue has resulted in incremental improvements in the linkages between planning, program review, and budgeting. The college will continue its ongoing dialogue about both learning and institutional processes.

## **Plan**

The college will continue its ongoing dialogue about both learning and institutional processes.

The college will monitor the development and implementation of the new IPPC.

**IB.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

## **Description**

Institutional goals are defined in the Strategic Master Plan (SMP), last updated in fall 2008 [Ref. IA-8]. The college has identified 10 goals, organized under four themes:

### **STUDENT ACCESS**

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

## **STUDENT LEARNING OUTCOMES, ASSESSMENT, AND RETENTION**

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

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

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

GOAL V: Streamline and enhance the delivery of student services by focusing on proactive services.

## **PARTNERSHIPS AND WORKFORCE DEVELOPMENT**

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

## **INSTITUTIONAL EFFECTIVENESS**

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

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

GOAL IX: Improve the integration of the planning process.

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

The Strategic Master Plan includes specific, measurable objectives for each of the 10 goals. It also presents strategies for achieving the objectives and assigns a timeline, assessment method, agency, and budget implication for each objective.

Strategic Master Plan goals were developed during the planning cycle that began at the beginning of fall 2007 and concluded at the end of fall 2008. The development of the Strategic Master Plan is the responsibility of two planning committees. The Planning Resource Committee, known as Team B, is a 14-member steering committee that meets twice monthly. Its task is to organize the work of the larger Master Planning Committee, known as Team A, which consists of over 60 faculty members, administrators, classified staff, and students and meets twice every fall semester and at least once every spring semester. The planning process and the two planning committees are co-chaired by the Planning Coordinator (a faculty member on released time) and the Associate Dean of Institutional Research and Planning.

The SMP goals emerged from analysis of student and community data. The current SMP began with Team B (the steering committee) evaluating information regarding Glendale Community College students, local K-12 demographics, statewide economic and demographic analysis, regional market forces, current accreditation standards, and developments in technology. External speakers were brought on campus to address each of these issues. The 2007 Campus Views document, which reports the results of the fall 2007 faculty/staff survey, also provided additional information regarding perceived institutional strengths and weaknesses, as well as an assessment of the previous SMP. Team B used these insights to generate planning assumptions that shaped the Strategic Planning Retreat held May 15-16, 2008. Team A, the larger planning body, met for two days to formulate the SMP. This process uses the broadest constituency to evaluate many sources of information, producing a document that reflects both institutional principles and environmental realities [Ref. IA-2, IA-11, IB-23, IB-24, IB-25a, IB-25b, IB-26].

The planning approach behind the current SMP ensures broad-based understanding of the goals, objectives, and strategies of the SMP. Team A involves all constituencies in the planning process. Drafts of the SMP were shared with relevant governance committees; goals related to instruction were shared with the Academic Affairs committee, goals related to student services were shared with the Student Affairs committee, etc. The SMP, therefore, is understood by all agencies responsible for its implementation.

The Board of Trustees also sets its own goals. The most recent set of Board goals was established at a May 9, 2008 retreat [Ref. IB-27, IB-28]. The Board established the following nine goals.

1. Facility Maintenance, Renovation, Construction, Technology and Infrastructure
2. Accreditation
3. Enrollment and Retention of Students/Technology
4. Institutional Effectiveness/Student Success
5. Community Relations and Advocacy
6. Fiscal Stability
7. Faculty and Staff Relations
8. Board Policy and Administrative Regulations
9. Board Functioning

Most of the Board goals involve activities to be performed by the Board rather than the other college constituencies, such as monitoring construction projects, maintaining communication with external community entities, and sustaining communication with the Superintendent/President. A subset of Board goals intersects with the goals of the Strategic Master Plan. The faculty Planning Coordinator created a matrix showing the alignment of Board goals with SMP goals [Ref. IB-29].

The college also sets short-term annual goals to direct resource allocation. Annual goals were established for the first time in fall 2006 for the 2007-2008 budget year. Since fall 2006, Team A has voted annually to prioritize a set of short-term goals to direct which budget requests receive funding [Ref. IB-30a, IB-30b, IB-30c]. See the section below addressing Standard IB.3 for a more detailed discussion of how annual goals are tied to resource allocation.

## Evaluation

The college meets this standard. Evidence that institutional members understand the college's goals comes from the fall 2008 faculty/staff survey. Respondents were asked whether they were familiar with the SMP goals. Of all respondents with an opinion, 75 percent reported they were familiar or very familiar with the SMP goals. The groups that reported the highest familiarity with the SMP goals were administrators (97 percent) and full-time faculty (84 percent). Classified staff reported somewhat less familiarity (75 percent), and part-time faculty reported the lowest level of familiarity (52 percent). The generally high percentages indicate that college constituencies understand the college's goals. Further, survey results suggest that college constituencies are working toward the achievement of the goals. The fall 2008 survey asked whether respondents were familiar with efforts to achieve each of the SMP goals. Familiarity percentages ranged from 94 percent for Goal II (student learning outcomes) to 61 percent for Goal IX (integrate planning) [Ref. IA-11].

Further evidence that constituencies support the SMP goals comes from the fall 2007 faculty/staff survey used to inform the revision of the plan. For each of the 10 goals of the previous Strategic Master Plan, respondents were asked whether the goal should be kept in the new version of the plan. A majority of respondents supported keeping each of the 10 goals. Support for keeping the goals ranged from 84% for Goal 5 (Expand educational programs and services at the Garfield Center) to 98% for both Goal 3 (Make the college more responsive to student needs) and Goal 8 (Improve the efficiency of administrative services and the revenue generation ability of the college). Faculty and staff from across the college agreed about the importance of the 10 SMP goals [Ref. IB-26]. In the 2007-2008 revision process, all the goals were kept but several were revised in order to improve their focus.

Before 2008, integration between Strategic Master Plan goals and Board goals had been minimal. While many Board goals focus exclusively on Board activities and processes, some overlap with institutional goals such as student retention and success. Since 2008, work has been done to coordinate the SMP goals and the Board goals. The Planning Coordinator has created matrices showing the relationships between the two sets of goals [Ref. IB-29]. The most recent matrix, showing the relationships between the Board's 2008 goals and the goals of the Strategic Master Plan 2008-2014, was presented to the Board by the Planning Coordinator at the February 23, 2009 Board meeting [Ref. IB-31]. Board members appreciated the high degree of correspondence between the two sets of goals. The presentation of the final version of SMP goals to the Board in February 2009 also had the advantage of informing Board members of institutional goals as they prepared to set their 2009 goals at the May 2009 Board retreat.

## Plan

Integrate the processes leading to SMP goals, annual goals, board goals, and other institutional goals.

Improve adjunct faculty members' awareness of the SMP goals through the use of the web page devoted to resources for adjuncts.



**IB.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Self evaluation is based on analyses of both quantitative and qualitative data.**

**Description**

In order to measure the achievement of goals, previous Strategic Master Plans incorporated Key Performance Indicators (KPIs) [Ref. IB-32]. The current SMP incorporates assessments for each of the strategies under the goals. Assessments are essentially the same as performance indicators—for the most part, quantitative measures of student achievement—but the term “assessment” was felt to be more compatible with the college culture, particularly in light of the student learning outcomes work that is being done. In the past, many KPIs were reported in the annual Campus Profile document from Research and Planning. The current SMP process will generate an annual report specifically reporting on progress toward achieving each SMP goal and strategy. Additionally, information about progress toward goals is shared with the planning committees. At a Team A meeting in May 2009, presentations were made that detailed the work done toward meeting the SMP goals in the areas of academic affairs, student learning outcomes, career and technical education, student retention and success, student affairs, continuing education, administrative affairs, technology planning, and instructional technology [Ref. IB-33].

Decision making about institutional effectiveness is part of an ongoing, systematic cycle. Decision making at Glendale Community College is structured by a broad participatory governance model. As a result, decision making about such issues as collegewide goals and institutional effectiveness is not centralized in a single governance body. Some colleges have a single College Council or Planning and Budgeting Committee which centralizes decision making about planning. Glendale Community College’s governance structure has an Executive Committee, which is the highest-level governance committee, but this body is not primarily responsible for doing the planning work, such as drafting the Strategic Master Plan and setting goals. Instead, the two planning committees referred to above—the Master Planning Committee (Team A) and the Planning Resource Committee (Team B)—are responsible for most institutional planning efforts. Plans and goals move from Team A and Team B to the standing governance committees (Executive, Academic Affairs, Student Affairs, Administrative Affairs, and the Academic Senate). Planning is thus distributed throughout the organization. The advantages of this approach include broad participation, because Team A and the standing committees have representation from all campus constituencies, and focused decision making guided by the plan and goals. For example, Academic Affairs and the Academic Senate concentrate on the instructional aspects of the Strategic Master Plan while Student Affairs concentrates on the student services aspects. The disadvantages of this distributed approach are that it is time consuming and it is not easily condensed into a simple organizational diagram or flow chart.

The distributed governance system structures the college’s cycle of evaluation, planning, and resource allocation. Each of these three functions is coordinated by a committee reporting to the Executive Committee. The primary means of evaluation is the program review process, coordinated by the Program Review Committee. Integrated planning is coordinated by Team A and Team B. Resource allocation and the implementation of activities designed to meet college goals are organized according to the budget process, coordinated by the Budget

Committee. Each function—evaluation, planning, and resource allocation—is discussed in turn below.

**Self Evaluation.** Self evaluation is coordinated by the Program Review Committee. The committee is chaired by the Program Review Coordinator (a faculty member on released time) and supported by a Program Manager (an administrator with responsibility for program review and accreditation). The committee meets twice monthly during the fall and spring semesters and monthly during summer and winter sessions. Its task is to coordinate the program review process by which all instructional, student services, and administrative services programs are evaluated on a six-year cycle. A subset of instructional programs is evaluated every fall semester and a subset of student services and administrative services programs is evaluated every spring semester. Although programs are required to complete a program review every six years, they may complete a new program review at any time.

Program review incorporates a standard set of quantitative data, including enrollments, fill rates, and student achievement data such as success rates. It also incorporates Student Learning Outcomes, as programs are required to update their progress in defining, assessing, and using the results of the Student Learning Outcomes and Assessment Cycle. Program faculty and staff respond to a series of questions in the program review document, giving qualitative interpretations of data, trends, and needs. As part of program review, programs are also required to develop three-year plans; programs are asked to respond to SMP goals in their plans. These plans, and the quantitative data and qualitative interpretations used to support the plans, are used as the basis for program-level resource requests.

Each completed program review document is validated by teams of faculty and staff [Ref. IB-34]. The validation teams determine whether program plans, needs, and resource requests are supported by data. Validation reports are available publicly on the program review Website (<http://www.glendale.edu/program>). Only validated program review documents may be used to justify resource requests in the budget process.

Most resource allocation is tied to program review. When programs request resources—for instructional equipment, budget augmentations, or new personnel—the criteria for allocating resources are tied to program review data and completed documents. In this way, the institution seeks to link planning to resource allocation in support of the mission statement. The strength of the relationship between program review and resource requests varies by the type of request. For example, budget augmentation requests are evaluated by how well they are supported by validated program review documents (for a description of this process, see the paragraphs on resource allocation, below). Instructional hiring requests are evaluated by the same program-level data set that is incorporated in the program review document; these requests are tied to program review data but not to validated program review documents.

**Planning.** Planning is coordinated by Team A (the Master Planning Committee) and Team B (the smaller Planning Resource Committee). These committees are co-chaired by the faculty Planning Coordinator and the Associate Dean of Institutional Research and Planning. Team A meets twice every fall semester and at least once every spring semester. Team B meets more frequently, generally twice monthly during the fall and spring semesters

when the Strategic Master Plan is being revised and once monthly at other times. Team B coordinates the work of the master planning process, preparing documents and drafts, scheduling and inviting speakers for environmental scanning, and organizing the Team A meetings. Team A is a larger group consisting of all division chairs, all instructional and student services administrators, the three vice presidents, faculty, staff, and students. Team A hears presentations from internal and external presenters, discusses plans and drafts, and approves the final Strategic Master Plan before forwarding it to the Executive Committee.

The structure of planning changed recently with the addition of a third planning committee as a pilot experiment. The third committee, known as the Institutional Planning Coordination Committee (IPCC), is an attempt to address the lack of authority of Teams A and B to require plans and updates from those responsible for them. Teams A and B organize planning processes at the college and request plans and updates from different agencies, but they do not have the authority to require these agencies to submit the plans and updates. The IPCC includes high-level administrators, including the three vice presidents, who are in charge of the different agencies. In spring 2009, the Executive Committee approved the new committee to see if added authority can improve the efficiency of the planning processes [Ref. IB-35]. The IPCC, which incorporated the former Institutional Planning Dialogue Committee, began meeting in fall 2009 [Ref. IB-36].

The Strategic Master Plan is revised on a six-year cycle. The ongoing and cyclical nature of planning may be illustrated by the history of the past three college master plans. Note that the terminology used to refer to master plans changed between 1998 and 2008, as explained below.

- **1998 Educational Master Plan.** The college completed a master planning effort in 1998 that resulted in the 1998 Educational Master Plan, approved by the Board of Trustees on January 26, 1998. This master plan included a revised college mission statement and 11 institutional goals [Ref. IB-37].
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- **Master Plan 2003-2009.** Following a six-year cycle, the college revised and rewrote its master plan [Ref. IB-32]. The document was presented to the Board of Trustees on January 26, 2004 [Ref. IB-38]. This plan included the same mission statement as the 1998 plan, but it included 10 substantially revised goals. The plan's original name was Educational Master Plan 2003-2009, but after the comprehensive accreditation visit in March 2004, the college clarified its terminology. Beginning in 2004, the term Educational Master Plan was used to refer to a plan including program-level plans. The term Strategic Master Plan was used to refer to the plan including the college's long-term institutional goals. The goals and strategies of the 2004 plan were revised somewhat in 2005-2006, resulting in a new version called "Strategic Master Plan 2003-2009 (Updated Goals & Strategies, 2005-2006)" [Ref. IB-39]. The program-level Educational Master Plan is a separate document, which is updated as programs revise or create three-year plans in the program review process.
- **Strategic Master Plan 2008-2014.** The current version of the plan was presented to the Board of Trustees on February 23, 2009 [Ref. IB-31]. This plan [Ref. IA-8] includes a new mission statement and statement of core values, as well as a revised set of 10 goals based on the 10 goals of the 2003-2009 plan. Between the 2004 plan and the 2008 plan, the timeline of the planning cycle

was changed to better match the accreditation cycle. In 2003, the master plan was being written at the same time as the accreditation self study and the final plan was presented to the Board less than two months before the arrival of the visiting team. In preparation for the 2010 accreditation visit, the college revised the planning calendar and completed the new Strategic Master Plan in time to inform the writing of the self study.

In fall 2009, the college hired a consulting firm, KH Consulting Group, to provide educational master planning services. The college initially decided to hire a consulting firm to develop a master plan specifically for the Garfield Campus, which recently received center status and required its own master plan to become eligible for statewide capital funding. Previous plans did not address the Garfield Center as a separate entity. When it hired KH Consulting, the college decided to use its services to improve the integration of collegewide planning. During fall 2009, the firm conducted interviews, focus groups, and surveys with internal and external constituencies in order to develop a comprehensive environmental scan. The end result of the process will be an integrated master plan including the goals of the Strategic Master Plan and priorities for program growth based on a new revision of the program-level Educational Master Plan, as well as a master plan for the Garfield Campus. The planning effort led by the KH consultants is intended to address two weaknesses the college has identified in its current planning processes. The first weakness is the lack of a comprehensive external scan to provide information about community needs, workforce development opportunities, and stakeholder perceptions of the college. The second weakness is a lack of integration among the various plans the college has developed since 2004.

The college has worked to improve the integration of planning with evaluation and resource allocation. Part of this work involves annual goal setting. In a process that began in fall 2006, Team A voted to prioritize annual goals to inform the budgeting process. In 2006, priorities for the 2007-2008 budget were called “foci” but they were renamed “annual goals” for the 2008-2009 budget cycle. At its first fall meeting, Team A receives presentations from various plans, including the Technology Plan, Facilities Plan, and Human Resources Plan, as well a presentation from the Program Review Coordinator about trends in program-level plans. These presentations inform Team A about current needs which might not have appeared in the long-term Strategic Master Plan. In an online voting process, Team A then prioritizes a set of potential annual goals. The Planning Coordinator takes the prioritized set of goals to the superintendent/president during the winter session and the superintendent/president may adjust the set of goals. The final set of annual goals is used as part of the budget process to help evaluate budget requests.

**Resource Allocation.** The budget process includes multiple paths for funding different types of requests. Examples include requests for additional funding, instructional equipment, and hiring. Resource allocation is coordinated by the Budget Committee. Annual resource allocation—instructional equipment requests, requests for additional funding, hiring requests, as well as the annual budget—must be linked to program review data as well as the SMP. Each requesting agency must establish how the specific request fulfills a goal within the SMP, and must also demonstrate the request reflects priorities established during program review.

Two groups evaluate the relationship between budget augmentation requests, college goals, and program review plans. A subcommittee of Team A is assembled each year to evaluate how well each budget augmentation request fits the goals of the Strategic Master Plan. The Program Review Committee evaluates how well each request is supported by the requesting program's most recent program review document. Information about each evaluation is incorporated into four lists of budget requests. Each of the lists includes requests dealing with a specific segment of the college. Instructional requests are sent to the Academic Affairs committee; student services requests are sent to the Student Affairs committee; administrative requests are sent to the Administrative Affairs committee; and technology requests are sent to the Campuswide Computer Coordinating Committee. Each committee prioritizes its set of requests, using in part the evaluation information from the Team A subcommittee and the Program Review Committee as criteria for prioritization. The prioritized lists and the supporting evaluative information are sent to the Expanded Budget Committee, which creates the final, integrated, prioritized list [Ref. IB-40, IB-41, IB-53].

In spring 2009, the relationship between planning, program review, and budgeting was further strengthened. Budget augmentation requests were first screened by the Team A subcommittee. Only requests which addressed the three annual goals established for 2009-2010 were forwarded to the program review committee for further screening. In the program review step, only requests tied to program review documents were forwarded to the next step in the process. The final result was that the Budget Committee prioritized a smaller list of requests than they had in previous years because requests not linked to annual goals or program review were screened out. This improvement of the linkage between planning, evaluation, and resource allocation is an example of the cycle of evaluation and improvement.

Hiring requests follow a different process. The Instructional Hiring Allocations Committee (IHAC) is responsible for prioritizing requests for new full-time instructional faculty positions. This committee uses the same data provided in the program review document to prioritize hiring requests from the instructional divisions [Ref. IB-42a, IB-42b]. The Student Services Hiring Allocations Committee (SSHAC) is responsible for prioritizing requests for new full-time student services faculty positions. The Classified Hiring Allocations Committee (CHAC), formed in July 2008, is responsible for prioritizing requests for new staff positions.

## **Evaluation**

The college partially meets this standard. It assess progress toward goals, has a well-developed and long-running cycle of evaluation and planning, and uses quantitative and qualitative data for evaluation. However, despite much progress, the linkage between planning, evaluation, student learning, and resource allocation could be strengthened. In the fall 2008 faculty/staff survey, 51 percent of respondents with an opinion agreed that "Financial resources are allocated to the activities that are most valuable for the benefit of student learning." The agreement percentage of full-time faculty members with an opinion was 43 percent (an increase from 28 percent in 2007). College constituencies do not perceive that resource allocation is tied in a meaningful way to student learning [Ref. IA-11].

While student achievement data are used in resource allocation (for example, hiring requests and budget augmentation requests tied to program review data), student learning outcomes data are not part of resource allocation. As the assessment of student learning becomes

more pervasive, the college must tie resource allocation to evidence of student learning. Because program review includes programs' discussions and self evaluations of student learning outcomes as well as program-level planning, it is an appropriate place for the linkage between student learning and resource allocation to occur.

In the fall 2008 faculty/staff survey, 79 percent of respondents with an opinion agreed that "The college measures progress toward meeting the goals of the Strategic Master Plan." Administrators and managers were less likely than other groups to agree with this statement (68 percent with an opinion agreed). Of all respondents, 36 percent marked "I Don't Know," indicating that many faculty and staff members are not familiar with how the college measures progress toward completing its goals [Ref. IA-11].

Although the planning cycle is well established, the development and implementation of plans has been executed on a more timely and regular basis in some functional areas than in others. At the request of the former administrative vice president, a new committee, the Institutional Planning Coordination Committee, was formed to give more authority to the planning process. The Executive Committee approved the new committee in spring 2009 and it began meeting in fall 2009.

After the 2004 accreditation team visit, the college's planning efforts increased, leading to a new Educational Master Plan, a new Technology Plan, and other new plans. The college identified two weaknesses in its expanded planning efforts: loose integration among the existing and new plans, and a lack of comprehensive external scanning. The college is addressed these weaknesses by hiring KH Consulting to provide external scanning services and to help the college improve the integration of its planning efforts.

## **Plan**

Assess the current linkage between planning, evaluation, student learning, and resource allocation and make improvements where necessary.

Include student learning outcomes assessment data in planning and resource allocation through the program review process.

Monitor the development of the Institutional Planning Coordination Committee and evaluate the planning structure.

Continue to publicize the relationship between planning and budgeting.

**IB.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Description**

The Planning Handbook [Ref. IA-20] shows the constituencies represented by Team A and Team B, the primary institutional planning committees. Team A is a large committee consisting of approximately 60 members, including the Superintendent/President, all three vice presidents, all division chairs, all instructional deans and associate deans, all student services deans and associate deans, the associate vice presidents of information technology and human resources, the Academic Senate President, the faculty union president, four Academic Senate appointments, four Classified Council appointments, the Associated Students president, and two additional student appointments. Team B is a smaller committee, consisting of 14 members, but it also includes administrators, faculty members, and classified staff. The newly formed Institutional Planning Coordination Committee includes administrators, faculty members, classified staff members, and students.

Additional opportunities for input into planning are available through governance committees. As the SMP is revised, institutional goals are presented to the standing governance committees—Academic Affairs, Student Affairs, and Administrative Affairs. Each of these committees has representation from faculty, administrators, classified staff, and students, as required in the Governance Document [Ref. IB-43]. This presentation of SMP goals to the standing committees allows more input for individuals who are not members of Team A or Team B.

Planning is tied to resource allocation through annual goals. As mentioned in the section addressing Standard IB.3, the college has a process that establishes high-priority annual goals. These annual goals are used to evaluate and prioritize budget augmentation requests. Annual goals have been set for every budget year since 2007-2008. Due in large part to state funding issues, however, the relationship between the annual goals and the requests that were funded has not been strong. For the past several years, the college has funded necessary items such as maintenance contracts; the budget has not had sufficient funds remaining to allocate to requests addressing the annual goals.

Planning leads to the improvement of institutional effectiveness. Examples of improvements resulting from the Strategic Master Plan include the following activities.

- **Establishment of institutional core competencies.** Goal 1 of the 2003-2009 Strategic Master Plan was “focus the educational program on core competencies throughout the curriculum.” During the development of the 2003-2009 plan, the Academic Senate identified institutional core competencies. The more recent 2008-2014 Strategic Master Plan revised the goal to read “develop and implement Student Learning Outcomes and Assessments at the course, program, and campus levels in order to help our students achieve success.” This revised goal drove the process to link course-level student learning outcomes to the core competencies, which are institutional student learning outcomes [Ref. IB-44]. The focus on core

competencies, and later a more broad definition of a student learning outcomes assessment cycle, also led to the establishment of two faculty released time positions for coordinating the cycle.

- **Increased responsiveness to student needs.** Goal 3 of the 2003-2009 SMP was to “make the college more responsive to student needs” and strategy 3.1 was to “make scheduling more responsive to student needs.” An Enrollment Management Committee was created in summer 2007, in part to improve the effectiveness of scheduling. After the activities of the Enrollment Management Committee began, the fill rate in credit sections increased from 81% in fall 2006 to 84% in fall 2007 to 93% in fall 2008 [Ref. IB-45].
- **Improvement of facilities at the Garfield Center.** Noncredit offerings are centralized at the Garfield Center, but for years many noncredit classes have been offered at various locations in the community, including churches, schools, and on the main campus. Goal 5 of the 2003-2009 SMP was “expand educational programs and services through the South Glendale complex.” Using Measure G funds, the college has begun construction on a new facility at the Garfield Center which will consolidate noncredit and community services offerings so there is a central, easily accessible location.
- **Improvement of the information technology infrastructure.** Goal 10 of the 2003-2009 SMP was “upgrade the college’s information technology infrastructure and its management information system.” Using funds from Measure G, the network infrastructure was upgraded and a new voice over IP telephone system was installed. Additionally, Measure G funds were used to implement the Oracle Enterprise Resource Planning (ERP) system in the human resources and finance areas. The PeopleSoft student system implementation began in 2008-2009.

## Evaluation

The college meets this standard. There is evidence that college constituents feel that planning is broad-based and inclusive. The fall 2008 faculty/staff survey [Ref. IA-11] showed 70 percent of respondents with an opinion agreeing that “the process GCC uses to develop its Strategic Master Plan is inclusive of everyone on campus.” The agreement percentage was highest for administrators and managers (80 percent) and lowest for part-time faculty members (61 percent), but a majority of each group agreed with the statement. However, 26 percent of all respondents marked “I Don’t Know,” indicating some lack of familiarity with the planning process.

Planning does not allocate resources directly. Planning and program review both inform the prioritization of requests for resources through the budget process. In spring 2009, only budget requests matching the college’s annual goals and program review plans were sent forward for consideration in the budget process. In recent years, however, budget difficulties have made funding high-priority items difficult.



## Plan

Continually develop and assess the current linkage between plans, planning processes, evaluation, student learning, and resource allocation and make improvements where necessary.

### **IB.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

#### **Description**

Assessment results are disseminated to both internal and external constituencies. The Campus Profile [Ref. IA-2] is an annual factbook published by Research and Planning that is distributed to all full-time faculty members, administrators, student government officers, Board of Trustees members, and classified staff members serving on governance committees. Examples of student achievement data included in the annual Campus Profile are course retention and success rates, noncredit attendance hours, persistence rates, units completed, numbers of transfers, numbers of degrees and certificates awarded, workforce placement for career and technical education students, and pass rates for the National Council Licensure Examination (NCLEX) for Nursing students. Additional measures of institutional effectiveness, including performance indicators from the Strategic Master Plan, faculty and staff data, and fiscal data, are also included in the Campus Profile.

Student satisfaction is assessed annually through a spring student survey of credit and noncredit students. The results of the student survey are published in the Student Views publication [Ref. IA-18] and sent to administrators, division chairs, student government officers, and Board members. Student Views includes such assessments of student satisfaction as recognition, use, and satisfaction with student services; satisfaction with technology; and satisfaction with progress toward achieving educational goals.

Program review documents, which include program-level student achievement data, are available on the college website [Ref. IA-22]. Exemplary student learning outcomes assessment reports are also available on the website [Ref. IB-5].

Assessment results are also disseminated to external constituencies. Marketing and outreach materials regularly include assessment results. The Campus Connections publication, which is mailed to addresses in the college's service area, frequently includes assessment results [Ref. IB-46]. Several tri-fold brochures [Ref. IB-47] present assessment information, including general information about student outcomes and more specific information about acceptance rates to transfer institutions. High School Connections, a publication sent to high school students, also includes assessment information, including transfer acceptance rates [Ref. IB-48].

The college hosts an annual Counselor-to-Counselor Day during the winter session, inviting counselors and others from dozens of area high schools. Assessment data relating to the performance of students entering the college directly from high school are presented in High School Profiles produced for each school [Ref. IB-49]. Assessment results incorporated in the High School Profiles include placements in English and mathematics and academic performance of students directly from high school.

The state Accountability Reporting for the Community Colleges (ARCC) indicators for Glendale Community College are presented annually to the Board of Trustees, as required by law. A brief account of the ARCC presentation was published in the local newspaper in December 2008 [Ref. IB-50]. ARCC indicators are also published in the annual Campus Profile.

### **Evaluation**

The college meets this standard. Information about institutional quality is made available regularly to internal and external constituencies.

### **Plan**

Continue to communicate assessment results to all college constituencies.

### **IB.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

#### **Description**

The planning process is regularly reviewed and updated. One of the tasks of Team B, with the Planning Coordinator, is to review planning processes and make changes for the next iteration of the cycle. Several changes were made to the Strategic Master Plan revision process between the last major revision, completed in 2004, and the most recent revision, completed in 2008. One change was the establishment of a consistent time frame for the completion of the SMP. Previous iterations of strategic planning resulted in plans being completed and approved during the year of the accreditation comprehensive visits (1998 and 2004). On this timeline, the institutional self study was written while the master plan was undergoing revision. For the most recent iteration of the planning cycle, the Planning Coordinator and Team B set a goal of plan completion before the beginning of the accreditation self study. The SMP revision was completed in fall 2008 as the writing of the self study was beginning. The revised timing of planning allowed the completed SMP to inform the self study and structure its planning agendas.

The general organization of the institutional planning process has remained the same for the past three cycles (the plans completed in 1998, 2004, and 2008). The process moves through the stages of environmental scanning; analysis of strengths, weaknesses, opportunities, and threats (SWOT); development of goals; and preparation of implementation plans. The Planning Coordinator and Team B have adjusted specific parts of the process in order to improve the process and the implementation of the plan. For example, the most recent SMP revision process included discussion groups focusing on each of the 10 goals. The groups gathered input about college strengths and weaknesses from faculty, staff, and administrators whose jobs relate to the goal areas. Another change was the addition of a survey of managers about work done on SMP goals in recent years. A recent change has been the addition of a third planning committee, the Institutional Planning Coordination Committee. The purpose of this committee is to establish timelines for planning, develop standardized planning and evaluation criteria, and receive annual reports.

Another means of evaluating planning and resource allocation is the annual faculty/staff survey [Ref. IA-11, IB-26]. The survey, conducted annually in the fall semester, asks questions such as “How familiar are you with the goals of the college’s Strategic Master Plan?” and assesses agreement with statements such as “The process GCC uses to develop its Strategic Master Plan is inclusive of everyone on campus,” “The college measures progress toward meeting the goals of the Strategic Master Plan,” and “Financial resources are allocated to the activities that are most valuable for the benefit of student learning.” Survey results are distributed to administrators, division chairs, and members of Team B. Results are discussed at Team B meetings to identify components of the planning process that need improvement.

Resource allocation processes are evaluated on an as-needed basis. In fall 2007, the Planning Coordinator sent a brief survey to individuals who had made a budget augmentation request for the 2008-2009 budget year. The resource allocation process for budget augmentations has been modified to improve the integration of planning, program review, and budgeting. The resource allocation process for new full-time faculty positions was formalized in 2002-2003 and implemented in 2003-2004.

Institutional research is evaluated as part of the program review process. Research and Planning is an administrative program; all administrative programs undergo program review on a six-year cycle. Its last review was in spring 2007 [Ref. IB-51]. The program review resulted in a five-year plan and five goals for the office. One of the major activities of the Research and Planning program review was to hire a second full-time research analyst to focus on basic skills research; this was accomplished in fall 2007.

## **Evaluation**

The college meets this standard. In the fall 2008 faculty/staff survey, 79 percent of respondents with an opinion agreed that the college “regularly evaluates its planning processes and makes changes to improve them.” Full-time faculty were more likely to agree with this statement (80 percent agreed) than administrators (70 percent). However, 34 percent of all respondents marked “I Don’t Know,” suggesting that many faculty and staff members are not aware of how the college evaluates its planning processes [Ref. IA-11].

Planning, evaluation, and research are regularly evaluated and appropriate changes are made. An example of a change to the planning process is the college’s decision to hire KH Consulting to provide master planning services for the Garfield Campus and the college as a whole. The intended result of the KH project is to improve the integration of the planning process. Resource allocation processes are also evaluated and changes are made to improve the linkages between planning, program review, and resource allocation.

## **Plan**

Continue to refine, assess and improve all planning/resource allocation processes.

**IB.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

**Description**

The primary evaluation mechanism is program review. All instructional programs, student services, library and learning support services, and administrative services undergo program review on a six-year cycle. The current program review framework has been used since 1998-1999. The program review document is reviewed and modified annually. The Program Review Committee, in consultation with the Academic Senate, is responsible for assessing the document and the process each year and making necessary revisions. The document—in particular, the questions to which programs respond—has been revised every year to strengthen the student learning outcomes component, the planning requirement, and the relationships between the document and the Strategic Master Plan and the mission statement. Every year, the Program Review Committee adds ways of improving the document to its agenda [Ref. IB-52].

A section on student learning outcomes was added to the program review document in 2006-2007. Programs were asked about mechanisms in place to address SLOs at the course level, about how SLOs are assessed, and about future plans for implementing SLOs. The Program Review Committee has adjusted the questions each year. The current 2008-2009 document includes more detail about the implementation of SLOs, including a section presenting quantitative data about how many courses in the program are at each stage in the student learning outcomes assessment cycle. The current document also asks how the program has used SLOAC assessment data to make improvements.

The planning requirements incorporated into program review have also been adjusted every year. Past documents asked programs to develop action plans, but programs were not asked to list activities and needs on a year-to-year basis. In 2006-2007, the program review document asked programs to develop a five-year plan, but no structure was required. In response to feedback about the document and the committee's evaluation of completed documents, the current 2008-2009 document asks for a structured three-year plan addressing specific categories of growth, faculty needs, staffing needs, facilities/space needs, equipment needs, technology needs, software needs, and other needs. The Program Review Committee added the structured, short-term plan in order to elicit specific activities and needs in specific time frames. The intention was to strengthen the linkage between evaluation and resource allocation by making it easier for programs to prioritize and time their budget requests. Additionally, the intention was to make it easier for the Program Review Committee to evaluate budget requests based on the program review documents because of the closer correspondence between budget request forms and three-year plans.

**Evaluation**

The college meets this standard. Program review is a well established process at Glendale Community College. Of all respondents with an opinion to the fall 2008 faculty/staff survey [Ref. IA-11], 86 percent agreed that "I am aware of the Program Review process at GCC." The agreement percentages ranged from 76 percent for adjunct faculty members to 90 percent

for both full-time faculty members and administrators/managers. Two-thirds of respondents with an opinion agreed that “I have participated in the Program Review process at GCC,” but agreement with this statement was relatively low for adjunct faculty members (26 percent) and classified staff (53 percent).

## Plan

Continue to implement and assess evaluation mechanisms.

## EVIDENCE FOR STANDARD IB

- Ref.IB-1 Documentation of Math Common Finals:  
a. Powerpoint Presentation on Math Common Finals Data:  
<http://vision.glendale.edu/index.aspx?page=692>  
b. Math Common Finals: <http://vision.glendale.edu/index.aspx?page=693>
- Ref.IB-2 Documentation of English and ESL Common Finals (hard copy only)
- Ref.IB-3 Writing Across the Curriculum Documentation:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-3%20Writing%20Across%20the%20Curriculum.pdf>
- Ref.IB-4 Academic Senate Student Learning Outcomes Task Force Report, January 2005:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-4%20Senate%20SLO%20Task%20Force%20Final%20Report.pdf>
- Ref. IB-5 Documents available on SLOAC Website:  
<http://www.glendale.edu/index.aspx?page=3294>
- Ref.IB-6 Art History SLO Assessment Cycle Presented at Faculty Meeting in Spring 2008 (hard copy only)
- Ref.IB-7 Math Division Meeting Minutes Referencing SLOAC:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-8A%20Math%20Division%20Retreat%20Minutes%20February%202008.pdf>
- Ref.IB-8 Physical Sciences Division Retreat Agendas/Minutes Referencing SLOAC:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-8B%20Phys%20Sci%20Division%20Retreat%20Minutes%202008.pdf>
- Ref.IB-9 Staff Development Records, 2005-2008 (hard copy only)
- Ref.IB-10 Let’s Talk About Learning! documentation (hard copy only)
- Ref.IB-11 FIN and FIG documentation (hard copy only)
- Ref.IB-12 Academic Senate Meeting Minutes (approval of core competencies):  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-12%20Senate%20Minutes%202009-01-29.pdf>
- Ref.IB-13 Academic Senate Task Force Report on Core Competencies (hard copy only)
- Ref.IB-14 Notes on Focused Discussion Groups for SMP, Spring 2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-14%20Notes%20on%20Focused%20Discussion%20Groups.pdf>

- Ref.IB-15 Description of Art History SLOAC results:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-15%20Art%20History%20SLOAC%20Results.pdf>
- Ref.IB-16 Course Assessment Report for Biology 122, Spring 2008:  
[16%20Course%20Assessment%20Report%20for%20Biology%20122%20Spring%202008.pdf](http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-16%20Course%20Assessment%20Report%20for%20Biology%20122%20Spring%202008.pdf)
- Ref.IB-17 SLOAC for Nursing 200, Summer 2007:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-17%20Assessment%20Report%20Nursing%20200%20Summer%202007.pdf>
- Ref.IB-18 SLOAC for Music 101:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-18%20SLOAC%20for%20Music%20101%20Fall%202007.pdf>
- Ref.IB-19 Core 5 and Program Review documentation (hard copy only)
- Ref.IB-20 Institutional Planning Dialogue Committee Meeting Agendas and Minutes:  
<http://research.glendale.edu/dialogue/meetings.html>
- Ref.IB-21 Planning Booklet 2008-2009: <http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4269>
- Ref.IB-22 Academic Senate Meeting Minutes, December 4, 2008:  
<http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4469>
- Ref.IB-23 Strategic Master Plan Speakers Series Documentation (hard copy only)
- Ref.IB-24 Strategic Master Plan Team A Retreat Notebook, Spring 2008 (hard copy only)
- Ref.IB-25 a. Academic Affairs Meeting Minutes, October 4, 2006:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-25A%20Academic%20Affairs%20Minutes%20October%204%202006.pdf>  
 b. Academic Affairs Meeting Minutes, September 19, 2007:  
<http://netra.glendale.edu/staff/governance/academicaffairs/2006-07/07-09-19.htm>
- Ref.IB-26 Campus Views 2007:  
<http://research.glendale.edu/downloads/campus-views-2007.pdf>
- Ref.IB-27 Board of Trustees Retreat Agenda/Minutes, May 9, 2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-27b%20Board%20Retreat%20Minutes%20May%209%202008.pdf>
- Ref.IB-28 Board of Trustees Goals 2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-28%20Board%20Goals%202008.pdf>
- Ref.IB-29 Matrix Aligning Board Goals with SMP Goals:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-29%20Matrix%20Aligning%20Board%20Goals%20with%20SMP%20Goals.pdf>
- Ref.IB-30 a. Annual Goals 2007-2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-30a%20Prioritized%20Annual%20Goals%20for%202007-2008.pdf>  
 b. Annual Goals 2008-2009:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-30b%20Annual%20Goals%20for%202008-2009.pdf>  
 c. Annual Goals 2009-2010:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-30c%20Prioritized%20Annual%20Goals%20for%202009-2010.pdf>

- Ref. IB-31 Board of Trustees Meeting Minutes, February 23, 2009:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2727>
- Ref. IB-32 Strategic Master Plan 2003-2009:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-39%20Strategic%20Master%20Plan%202003-2009%20Updated.pdf>
- Ref. IB-33 Team A Meeting Agenda and Minutes, May 12, 2009:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-33%20Team%20A%20Minutes%20May%2012%202009.pdf>
- Ref. IB-34 Sample Program Review Validation Report:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-22%20Blank%20Program%20Review%20Document%202008-2009.pdf>
- Ref. IB-35 Executive Committee Minutes Approving Institutional Planning and Evaluation Coordinating Committee (now Institutional Planning Coordination Committee):  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-35%20Exec%20Minutes%20Approving%20IPCC.pdf>
- Ref. IB-36 a. Institutional Planning Coordination Committee Agendas Fall 2009:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-36Azz%20IPCC%20Agendas.pdf>  
 b. Institutional Planning Coordination Committee Minutes Fall 2009:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-36B%20IPCC%20Minutes.pdf>
- Ref. IB-37 Educational Master Plan 1998:  
<http://research.glendale.edu/html/masterplan/masterplan.html>
- Ref. IB-38 Board of Trustees Actions, January 26, 2004:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-38%20Board%20Actions%20January%2026%202004.pdf>
- Ref. IB-39 Strategic Master Plan 2003-2009 (Updated Goals & Strategies, 2005-2006):  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-39%20Strategic%20Master%20Plan%202003-2009%20Updated.pdf>
- Ref. IB-40 List of Prioritized Budget Requests with Program Review and SMP Alignment Information (hard copy only)
- Ref. IB-41 Administrative Regulation 6200 (The District's Budget):  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4912>
- Ref. IB-42 IHAC Process Description:  
 a. IHAC Task Force Report: <http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-42A%20Instructional%20Hiring%20Allocations%20Task%20Force%20Report.pdf>  
 b. IHAC Timeline/Flowchart: <http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-42B%20Instructional%20Hiring%20Allocations%20Task%20Force%20Report%202.pdf>
- Ref. IB-43 Governance Document: <http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-43%20Governance%20Document.pdf>
- Ref. IB-44 Student Learning Outcomes and Core Competencies Worksheet:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-44%20SLO%20Core%20Competencies%20Worksheet.pdf>
- Ref. IB-45 Credit Division Fill Rate Report: <http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-45%20Fall%20Fill%20Rate%20Report%202008.pdf>

- Ref. IB-46 Campus Connections (hard copy only)
- Ref. IB-47 Tri-fold Informational Brochures (hard copy only)
- Ref. IB-48 High School Connections (hard copy only)
- Ref. IB-49 Sample High School Profile reports:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-49%20Sample%20High%20School%20Profile%202009%20Report.pdf>
- Ref. IB-50 Glendale News-Press Report of Board of Trustees Meeting, December 15, 2008:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-50%20Glendale%20News%20Press%20Article%202009-12-15.pdf>
- Ref. IB-51 Program Review Document for Research and Planning Office, 2007  
<http://www.glendale.edu/index.aspx?page=1880>
- Ref. IB-52 Program Review Committee Meeting Minutes:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-52%20Selected%20Program%20Review%20Committee%20Minutes.pdf>
- Ref. IB-53 Budget Committee Minutes Showing Changes Linking Resource Allocation to Planning:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-53%20Budget%20Committee%20Minutes.pdf>



# Standard II

*Student Learning  
Programs and Services*

*Standard II A:  
Instructional  
Programs*

*Standard II B:  
Student Support  
Services*

*Standard II C:  
Library and Learning  
Support Services*



**Nursing Practice  
Begins Here!**

Nursing students experience state-of-the-art learning in the college's new nursing labs. These educational opportunities allow students to practice in the safety of a simulated setting, learning how to apply their new knowledge, skills, and attributes to patient care. Having gained experience and competence in the campus labs, nursing students are then able to confidently go into major hospitals in the region where they provide nursing care to patients under the supervision of nursing faculty. This combination of school and hospital-based experiences prepare graduates to be competent entry-level practitioners ready to meet the health care needs of the community.

Photo Credit: Townen Photography

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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## Standard IIA Instructional Programs

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### IIA INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

#### Description

Glendale Community College offers a comprehensive general education program, in addition to other programs designed to prepare students for transfer, career technical education (CTE), workforce training, developmental skills, lifelong learning, and community services education. These programs cover recognized fields such as English, mathematics, social sciences, physical sciences, visual and performing arts, business, biology, health sciences, language arts, and English as a second language (ESL), as well as career and technical programs that address necessary skill sets to meet local workforce needs in culinary arts, hospitality, nursing, emergency medical technicians (EMT), media, digital arts, international business, fire academy and high technical/high wage emerging fields including but not limited to: green technology, renewable energy, power and utilities, and energy related engineering. The college also participates in developing career pathways programs of study from high school to community college to university and/or employment. The college offers associate of art degrees in 15 fields, associate of science degrees in 42 fields, and certificates and skills awards in career and technical programs in 52 fields; the college awarded 959 credit degrees and certificates in 2008-2009 (pages 5-18; 59-73) [Ref.IIA-1].

The college provides for community services education, as well as short-term workforce training courses and programs conducted by the Professional Development Center (PDC).

The quality of Glendale Community College's instructional programs is assessed through the ongoing program review cycle, which includes a section assessing teaching and learning methods as well as progress on defining and assessing student learning outcomes [Ref.IIA-

2]. In addition, CTE programs are assessed by the California Community College Chancellor's Office Core Indicators (CCI) to determine college performance compared to the negotiated state performance levels. Additional advisory committees contribute input to assist faculty with the evaluation of currency of content and skills. The Community Services Education (CSE) evaluates the classes through student surveys and attendance following each class. The program evaluation is based exclusively upon customer satisfaction and demand.

The college meets this standard. The high quality of the college's instruction is evidenced by its strong performance on accountability measures. The California Accountability Reporting for the Community Colleges (ARCC) system includes a performance indicator called Student Progress and Achievement Rate (SPAR). This indicator reports the percentage of students identified as goal-directed who complete degrees or certificates, transfer to four-year institutions, or become prepared to transfer. The most recent ARCC report, released in 2009, indicated that GCC's SPAR was 58.8 percent, well above the statewide average (50.8 percent) and the average of the state-defined peer group of 23 community colleges (55.4 percent). GCC's SPAR ranked eighteenth highest in the state out of 108 colleges with available data. GCC's SPAR was also highest in the college's geographical region (Region 7, which includes 14 community colleges). Glendale Community College is one of only a few community colleges in the state that reports noncredit data in the ARCC system (pages 7-26; 299-300) [Ref.IIA-3].

Another measure of the quality of instruction is transfer rate. In the most recent transfer study conducted by the System Office of the California Community Colleges (CCCCO) which tracked entering students from 2000-2001 through 2005-2006, GCC's transfer rate was 50.1 percent. The study included predicted transfer rates based on variables external to the colleges. For GCC, the predicted transfer rate was 42.9 percent, so GCC's rate exceeded the predicted rate by 7.2 percentage points [Ref. IIA-4].

Core indicators are a set of accountability measures that focus on career and technical education (CTE). These indicators are based on federal definitions for Perkins funding. The specific measures and methods of calculation are defined at the state level and reported for CTE programs receiving Perkins funding. Most of GCC's core indicators, aggregated across all Perkins-funded programs, are well above state-negotiated minimum rates. GCC's latest value for the technical skill attainment indicator was 95.7 percent, above the 92.5 percent state-defined level. The completions indicator for 2008-2009 was 83.3 percent, 17 percentage points above the state-defined level of 66.1 percent. The core indicator for employment was 77.3 percent, also above the state rate of 75 percent [Ref.IIA-5].

## **Plan**

The college will continue to monitor quality indicators (e.g., ARCC, SPAR and CCCCCO Core Indicators) as they apply to all programs provided by the college.

**IIA.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

**Description**

All programs and curricula are required to meet the college mission for initial approval. The Curriculum Handbook states:

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as formulated in Title 5§55130(b)(5), and 55180 and with the mission and comprehensive or master plan of the college. Curricula fall within the mission when designed to be taught to lower division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade, rather than for a vocational use. Courses that develop the ability of students to succeed in college level courses and adult noncredit instruction also fall within the mission [Ref.IIA.6].

The integrity of the curriculum is the responsibility of faculty, division chairs, the academic senate, the academic affairs committee and program administrators. The Mutual Gains Agreement (also known as the Mutual Gains Document) 1) delineates areas of responsibility between the Academic Senate and Academic Affairs, 2) describes the process by which decisions are made and carried to the Board of Trustees and 3) establishes the relationship between the Academic Senate and Academic Affairs when powers are shared [Ref.IIA-114]. All programs and curricula go through the same basic approval process, regardless of location or means of delivery. For courses offered through an online or hybrid delivery mode, the approval process includes an additional step, described in the Distance Education Addendum. This addendum requires evidence that the proposed delivery method is appropriate to the course. It also requires that evaluation and assessment methods for distance education courses be reviewed by the Technology Mediated Instruction (TMI) committee before being submitted to the Curriculum & Instruction and Academic Affairs committees [Ref.IIA-7].

A further method of ensuring that instructional programs meet the college mission is through program review. The program review document includes a section that requires programs to describe their relationship to the college mission statement. Program review is completed on a six-year cycle by all instructional, student services, and administrative programs.

The integrity of the college is inherent in the Mission Statement and the college's core values [Ref.IIA-8]. Glendale Community College is committed to these values and ensures the operations of the college and the programs provided by the college are reflective of the Mission Statement, including core values.

**Evaluation**

The college meets this standard. The college demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

## Plan

The college will continue to ensure that all programs uphold the mission and integrity of Glendale Community College.

**IIA.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.**

## Description

The college identifies students' educational needs through its course placement processes, analysis of community and student demographics, and survey research. The college utilizes course placement systems in English, mathematics, credit ESL, noncredit ESL, and chemistry. The credit and noncredit ESL placement instruments were developed locally to address the language needs of the local population, which includes relatively large proportions of people speaking Armenian, Korean, and Spanish as their first language. Of the 2,450 first-time credit students in fall 2008, 20 percent took a credit ESL placement test, 62 percent took an English placement test, 62 percent took a mathematics placement test, and 3 percent took a chemistry placement test. Of entering credit students who took a mathematics placement test, 76 percent placed below the transfer level. Of students who took an English or credit ESL placement test, 72 percent placed below the transfer level. Placement test results are discussed by the student and a counselor to assist the student in developing an educational plan [Ref.IIA-9].

Educational needs are also identified through research, analyzing community demographics and employment trends. The Research and Planning Office has published an annual Community Profile since 2008 that includes information and analysis about area demographics, population trends, employment trends, and education trends [Ref.IIA-10; Ref.IIA-11]. This publication is distributed to administrators and division chairs.

Additionally, college administrators responsible for Career and Technical Education (CTE) and the Professional Development Center (PDC) programs are members of the Economic Alliance of the San Fernando Valley; the Valley Industrial Commerce Association; the local chapter of Professionals in Human Resources Association; the Glendale, Crescenta Valley, Burbank and Santa Fe Chambers of Commerce; and partners with the Verdugo Workforce Investment Board [Ref.IIA-12].

CTE programs and outcomes are reviewed by CTE discipline specific advisory committees, as well as the general oversight/planning committee of community stakeholders. Once a program successfully completes the Glendale Community College approval process, it goes to the Los Angeles Orange County Workforce Development Leaders (LOWDL); 28 community colleges in the region vote approval based on adequate labor market research to document the need for training and the availability of jobs [Ref.IIA-13]. The LOWDL also ensures that there is no evidence of destructive competition with in the neighboring community college area. Once a program is approved by the LOWDL, the program is submitted to the California

Community Colleges Chancellor's Office (CCCCO) for approval and inclusion in the approved program list on the CCCCCO Website [Ref.IIA-14].

Student surveys also identify the educational needs of current students. The annual spring student survey, a classroom survey conducted by the Research and Planning Office, asks students to evaluate whether they are moving quickly toward their educational goal and whether the college's instructional program offerings meet their needs. In the 2008 and 2009 Annual Spring Survey, students were asked an open-ended question about additional instructional programs that would meet their needs. In most cases, students were interested in classes and programs the college was currently offering. The results of the annual student survey are summarized in the Student Views document [Ref.IIA-15; Ref.IIA-16], which is distributed to administrators, members of planning committees, and officers of the Academic Senate, faculty union, and Associated Students.

In addition to student surveys, local employers indicate workforce training needs through partners such as the local Chambers of Commerce, Verdugo Workforce Investment Board (WIB) and the Cities of Glendale and Burbank Economic Development Offices. Los Angeles Economic Development Corporation (LAEDC) and the Economic Alliance of the San Fernando Valley also provide information and suggestions for CTE programs. Local employers from the entertainment industry, hospitality and tourism, business and government as well as the Jet Propulsion Laboratory work with Glendale Community College to offer internships to students and externships to faculty. An example of a curriculum change that has occurred as a result of the college's partnership with industry is the redesign of the hotel and restaurant management program to hospitality, recreation, and tourism [Ref.IIA-17].

Program offerings also address the area economy; for example, a large area employer is Disney Interactive Media. The college offers programs in classical and digital animation, and has begun a new program in electronic game design. The college also began a partnership in 2009 with Glendale Water and Power to form the Verdugo Power Academy, a program to train utility workers. Other partnerships include: the Verdugo Fire Academy, which trains firefighters and is supported by the 11 cities in the Area C fire departments; as well as partnerships with Whole Foods and Porto's Bakery to provide restaurant management courses to their employees [Ref.IIA-17].

Instructional programs are consistent with the diversity, demographics, and economy of the college's service area. The diversity and demographics of the area—which includes relatively large populations of white residents of European descent, white residents of Armenian descent, Latino residents, and Korean residents—are specifically addressed through the credit and noncredit ESL programs; foreign language programs including Armenian, Korean, and Spanish; as well as an ethnic studies program. Specialized courses designed to meet the needs of the college's diverse community include Armenian and Spanish for firefighters, and Spanish for school personnel.

Cultural diversity is a graduation requirement for an associate degree; this requirement is met through completion of specific courses with cultural diversity requirements (page 59) [Ref.IIA-1].

Noncredit ESL has created Grammar Guides in Armenian, Farsi, Korean, and Spanish that explain English grammar using a student's first language. These guides have audio CDs to accompany them in Spanish, Armenian, and Farsi. For those languages that are not addressed in this manner, a guide in English that mirrors the other guides has been created. The guides are distributed primarily to our literacy students and are also given to some Level 1 and 2 classes [Ref.IIA-18].

Research and analysis are used to assess progress toward achieving student learning outcomes. At the course level, research and analysis are primarily the responsibility of faculty teaching the course. The faculty define expected student learning outcomes, choose assessment tools, conduct assessments, analyze the results, and plan changes to improve outcomes. Assessment results, including plans for change, are summarized on a form submitted to the faculty student learning outcomes assessment cycle (SLOAC) coordinator and the Research and Planning Office [Ref.IIA-19]. At the program level, research and analysis of student achievement of learning outcomes is also the responsibility of program faculty. At the institutional level, core competencies have been defined, but assessment and analysis are at the developmental stage.

Some instructional programs go beyond the minimum requirements for reporting assessment information by summarizing and presenting research projects assessing student learning. Examples include assessment research presented by the mathematics division and the English division. At the course level, 79.5 percent of courses have defined SLOs; assessment reports have been completed and plans developed for 11.8 percent of courses [Ref.IIA-20].

Current tracking of student achievement via student learning outcomes is handled by the Department of Institutional Research. In 2008, the college purchased eLumen, a software system for tracking the achievement of student learning outcomes. This software is capable of storing course-level SLO data for individual students and aggregating data to the program and institutional level. In fall 2009, the college began pilot testing eLumen [Ref.IIA-19].

## **Evaluation**

The college meets this standard. The college identifies and meets the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of the college communities. The college uses research and analysis to identify student needs. It offers programs consistent with those needs.

The 2008 faculty/staff survey included questions about student needs. Eighty-nine percent of respondents with an opinion agreed that "GCC supports the range of delivery methods and teaching/service methodologies need to meet the diverse needs and learning styles of its student body." The survey also included a question about the assessment of college readiness. Of respondents with an opinion, 72 percent agreed that "GCC provides adequate assessment of students' college readiness." Further, 82 percent agreed that "GCC responds effectively to student needs" [Ref.IIA-21]

The spring 2009 Student Survey for credit students asked whether Glendale Community College's instructional programs met student needs. Of all credit students surveyed, 89 percent indicated that the college's instructional programs met their educational needs (page 23) [Ref.IIA-16]. Additionally, 84 percent of credit students agreed that "GCC meets my

needs.” The 2009 survey of noncredit students asked students if the college offered enough instructional programs to meet their needs, and 88 percent said yes (page 61) [Ref.IIA-16].

The college has not conducted an external scan of the community in several years and has recently recognized the need to do so. In the fall 2009, the college hired KH Consultants to assist the college’s planning process. A major focus of the project is to complete an external scan of the community to anticipate future community needs [Ref.IIA-115].

Student learning outcomes are being defined and assessed in all divisions, but the effort is still progressing across instructional divisions. Four college faculty and staff members received 2009 Power Awards from the California Community College Network for Student Learning Outcomes Assessment. Faculty received the program outcomes award in Nursing and the course outcomes/faculty researcher award in Spanish. A staff member received the program outcomes award for the Center for Student Involvement. The Integrator of the Year award was given to GCC’s faculty student learning outcomes coordinator and a co-winner from another college [Ref.IIA-22].

The college recognizes that much progress needs to be made to attain the level of continuous quality improvement in the assessment cycle. It has established a timeline to complete the definition and assessment of all student outcomes by 2012 [Ref.IIA-19]. In addition, eLumen will be instrumental in integrating assessment data from the course to the program and institutional levels.

## **Plan**

The college will ensure that faculty are trained and will implement eLumen to organize assessment data.

The college will complete SLOACs at course, program, and institutional levels by 2012.

## **IIA.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

### **Description**

Delivery systems and instructional modes are compatible with curricular objectives. The primary instructional methods include traditional lecture and laboratory modes. Additionally, the college offers a variety of instructional modes to meet the needs of its diverse student population. Common instructional modes are outlined in the following table, which includes delivery modes, alternative schedules and locations, and cohort programs.



## Delivery Systems and Modes of Instruction

Traditional Methods/ Modes		
	Lecture	In classroom face-to-face lecture
	Supervised Laboratory Practice	Faculty member supervises while students study and/or complete assignments
	Discussion	
	Demonstration	
	Guest Speakers	
	Student Presentations	Instructor or student(s) demonstrate a concept in order to make it concrete
Enhanced/Experiential		
	Supplemental Instruction	Student led discussion among a class of students [Ref.IIA-24]
	Center for Student Involvement (AKA) Service Learning	Courses that integrate community service with instruction [Ref.IIA-25]
	Study Abroad	Courses that are held in alternate geographic locations outside of the USA [Ref.IIA-26]
	Baja	Estacion del Mar Cortez. GCC has a field station in the Sea of Cortez for student study opportunities [Ref.IIA-27]
	Field Trips	Off campus activity that allows students to experience course concepts
	Cooperative Education/Internships	Courses that combine a traditional classroom format with practical work experience [Ref.IIA-28]
Online Classes [Ref.IIA-29]		
	Web Enhanced	Courses enhanced with Websites [Ref.IIA-30]
	Hybrid	Courses enhanced with Websites; some class meetings on campus, some class meetings held through the course Website [Ref.IIA-31]
	Online	Courses that meet online [Ref.IIA-32]
Technology supporting Technology Mediated Instruction	Kurzweil 3000	Software that provides students with ways to hear what they've read and written [Ref.IIA-33]
	Multimedia	Film and sound recordings and online or web resources
	Electronic Discussion Boards, Journals, and Blogs	Facilitates online discussions and writing activities associated with a course's content
	Blackboard Campus Edition 8.1	Course management system that facilitates the majority of online, hybrid and web enhanced course material [Ref.IIA-34]

	Turnitin	Facilitates online discussion or writing activities such as peer review and revision and in order for students to gain awareness of the importance of citing sources [Ref.IIA-35]
	Respondus	Generates tests, quizzes, and other graded assessments that students may complete online [Ref.IIA-36]
	Interactive Whiteboards	Allows anything projected on a classroom desktop computer to be visible on an interactive board that students and instructor can manipulate; materials generated on board can also be used by students at a later point in time
	GCC iTunes U site	A pilot program that provides access to audio and video podcasts as well as multi-media files to support course instruction [Ref.IIA-37]
	CCCConfer	Chancellor's office supported webinar system [Ref.IIA-116]
Cohorts	PACE	Classes with schedules designed for working adults combining a traditional classroom format with instructional television, special conferences, interdisciplinary teaching, and collaborative learning techniques [Ref.IIA-38]
	ACE (Achieving College Excellence)	A program of classes for a learning community cohort which also includes additional tutoring and enrichment opportunities such as field trips [Ref. IIA-39]
	Scholars	Courses designed for academically accomplished students [Ref.IIA-40]
Services for Students with Disabilities [Ref.IIA-41]	Sign Language Interpreters	For hearing impaired students
	Adapted computer technologies	Instruction and access to adapted technologies for students who are not traditional computer users
	Adapted P. E. Specialized	Instruction for students with physical disabilities who cannot participate in traditional physical education classes including dance, self defense, sports, and fitness
	Communication Skills	Special instruction in communication for seniors and for developmentally disabled (e.g., lip-reading)
	Universal Learning Design Instruction	For all students served, individualized instruction in learning strategies that maximize information processing in all modalities

New credit and noncredit courses (except for Community Services Education classes and the Professional Development Center) are approved using the same process, regardless of instructional mode or delivery method. All courses are taught according to the course outline of record. In order to be offered, courses must be approved by the Curriculum and Instruction committee, Academic Senate, the Academic Affairs committee, Campus Executive, and finally the Board of Trustees. Evaluation of courses is also identical for all courses, regardless of instructional mode or delivery method [Ref.IIA-6] [Ref.IIA-89].

Approval to deliver courses via distance education requires an additional step in the curriculum approval process. Faculty members must complete the Distance Education Addendum form and receive the approval of the Technically Mediated Instruction (TMI) committee [Ref.IIA-42]. Distance education offerings and enrollments have increased since the last self study in 2004 [Ref.IIA-29]. Eighteen certificate programs now offer 50 percent or more required units online, which prompted a substantive change proposal to the Accrediting Commission for Community and Junior Colleges (ACCJC) [Ref.IIA-43a, IIA-43b, IIA-43c]. The college has several grant-supported online courses, including: SB20 GreenTech Environmental Programs with rural high schools, [Ref.IIA-44] and Pasadena Community College/Glendale Community College CTE Community Collaborative. Students and faculty can click on the Online tab of the GCC Website to see courses offered as online, hybrid and web enhanced [Ref.IIA-29].

The college supports technology in the classroom. Each classroom is designated as a level 1, 2, 3, or above. Level 1 classrooms contain TV monitors, overhead projectors and a screen; level 2 classrooms have video projection units and internet access. Finally, Level 3 classrooms have a video projection unit, internet access, and a cabinet with a compute, DVD, and VCR [Ref.IIA-45].

## **Evaluation**

The college meets this standard. The college utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Delivery systems and instructional modes support the curriculum and support student needs. Hybrid and online course offerings have increased in response to enrollment demand and student need. In the 2009 spring student survey, 61 percent of credit students agreed that the college offers enough online classes, and 64 percent agreed that the college offers enough hybrid classes. Similarly, 58 percent of credit students rated the availability of online classes as excellent or good (page 43) [Ref.IIA-16]. These results show that the college is satisfying the distance education needs of more than half of its current students, but there is room for improvement. In order to meet students' future needs, the college is continuing to expand its distance education offerings.

Faculty and staff are positive about the range of delivery modes the college uses. In the fall 2008 faculty/staff survey, 89 percent of all respondents with an opinion (including 92 percent of full-time faculty members) agreed that " GCC supports the range of delivery modes and teaching/service methodologies needed to meet the diverse needs and learning styles of its student body" [Ref.IIA-21].

The college plans to have all classrooms at a minimum of level three; this is an ongoing project in that current level 1 classrooms are being upgraded to level 2 while level 2 classrooms are being updated to Level 3. The Technology Mediated Instruction committee is exploring additional technologies that will enhance the students experience in the classroom.

## **Plan**

Faculty will continue to explore, evaluate and implement delivery modes and methods of instruction that meet the objectives of the curriculum and support student needs.

The college will upgrade all classrooms to a minimum of Level 3.

### **IIA.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

#### **Description**

Glendale Community College has always assessed student success based on students' achievement of stated course requirements. Since the last self study in 2004, the college has made progress on identifying and assessing student learning outcomes at the course, degree, certificate, and institutional levels.

In 2004, a task force was established by the Academic Senate to promote awareness and discussion of Student Learning Outcomes (SLOs); to develop a framework for implementation of SLOs and to establish a method of monitoring the progression of SLOs. A faculty SLOAC coordinator position with 40 percent released time was created [Ref.IIA-46].

Glendale Community College believes the faculty members are responsible for instructional design and content; the process of identifying and assessing student achievement based on SLOs is faculty driven.

In 2006, the Core Competencies for Institutional Learning Outcomes were approved by the Academic Senate. All faculty members were to identify the appropriate core competency that was being addressed by each course-or-program-based SLO. The core competencies are as follows: Communication; mathematical competency/quantities reasoning; information competency; critical thinking; global awareness and appreciation; personal responsibility; application of knowledge [Ref.IIA-19].

The college's SLO Committee has faculty division representatives who are responsible for reporting information from the Student Learning Outcome Assessment Cycle (SLOAC) committee back to their individual divisions. Faculty discuss SLOs, assessments, data, analysis, and improvements with colleagues during department meetings, division meetings, division retreats, or specifically called for assessment meetings. Faculty may use the information in a variety of ways, including but not limited to course improvements and resources allocation.

The college continues to offer staff development workshops to assist faculty with the development and proficiency of student learning outcomes. Campus wide publications provide information and support the work of the faculty in implementing SLOs. The college hosts a Student Learning Outcomes and Assessment Cycle (SLOAC) Website that offers many resources, including a tool kit for identifying SLOs, as well as information about how SLOs may be reported to the SLOAC coordinator and the Office of Research and Planning to help faculty in identifying and assessing SLOs [Ref.IIA-19].

The college has been successful in identifying student learning outcomes for courses. Once the SLOs are identified, the assessment cycle continues with the analysis of data and modification of courses based on the data.

The college has also initiated a process to utilize student achievement of learning outcomes for programs, certificates, and degrees. Programs such as nursing and child development have long used student outcomes based on licensing success and job placement as a method of measuring the success of the program. Transfer rates have also been monitored for trends [Ref. IIA-4].

The college focused on course-level SLOs before moving on to program-level SLOs. In 2008, the SLOAC coordinator and staff development began conducting workshops on program-level SLO definition and assessment. In September 2009, the Academic Senate adopted a formal definition of “program” to apply to the SLOAC [Ref.IIA-47]. Following the statewide Academic Senate and the Research and Planning Group for California Community Colleges, Glendale Community College formally defines programs as cohesive sets of courses that lead to degrees and certificates, along with student services and administrative units. Academic divisions may further delineate and define programs based on their assessment needs. As of fall 2009, 20 percent of programs had written SLOs and 7.9 percent had analyzed the assessments [Ref.IIA-20].

The college has incorporated SLOs into the program review document in an attempt to fully evaluate programs and tie in resource allocation to data. Program review is discussed in detail in Standard IIA.2e.

The current system for tracking and reporting SLOACs for instructional and student services programs involves faculty completing forms developed by the SLOAC committee, which are then submitted to the SLOAC coordinator and the Research and Planning office.

In 2008, the college purchased eLumen, a software system for tracking the achievement of student learning outcomes. In 2008-2009, the 40 percent released time SLOAC coordinator position was reorganized into two 20 percent released time positions. One position is responsible for coordinating the SLOAC, and the other is responsible for implementing eLumen and training faculty and staff in its use. In fall 2009, a group of faculty members from English, mathematics, nursing, and credit ESL pilot tested eLumen for recording SLO assessments at the course level in preparation for its use college wide [Ref.IIA-19].

## **Evaluation**

The college meets this standard. The college has made great strides in identifying SLOs for courses, programs and certificates. A plan for full implementation of student learning outcomes by 2012 is in process.

College employees are well aware of the cycle of definition, assessment, and improvement. A question on the 2008 faculty/staff survey asked if employees were familiar with efforts to address Goal 2 of the Strategic Master Plan (“Develop and implement Student Learning Outcomes and Assessments at the campus, the program, and course levels in our efforts to see all of our students achieve success”). Of all respondents with an opinion, 94 percent were familiar with efforts to address the goal, including 98 percent of full-time faculty, 96 percent of part-time faculty, and 100 percent of administrators and managers [Ref.IIA-21].

In the Fall of 2009, three faculty and one classified program manager received awards from the California Community College Network for Student Learning Outcomes Assessment for work on SLOs. Promising Outcomes Work and Exemplary Research (POWER) awards were given for: Integrator of the Year; Program Outcomes (2); and Course Outcomes/Faculty Researcher. The recipients of these awards represent the credit program, the noncredit program, and student service [Ref.IIA-22].

In 2008-2009, the campus had 16 workshops and events connected to the Student Learning Outcome Assessment Cycle (SLOAC) hosted by Staff Development [Ref.IIA-49]. Furthermore, SLOs have been a subject of discussion at division meetings and faculty retreats. Likewise, there have been several articles regarding the SLOAC process that have been written and published in Chaparral, the college’s faculty and staff newsletter [Ref.IIA-50].

The core competencies—Institutional Student Learning Outcomes-- have been defined as objectives for General Education Requirements (page 10) [Ref.IIA-1]. However, the college needs to conduct an assessment to determine if all of the core competencies are met by courses identified as meeting the general education requirements.

By fall 2009, the college had identified SLOs for 79.5 percent of its courses, compared to 33 percent in 2007-2008. In 2008-2009, faculty examined student achievement data based on SLOs in 12.5 percent of course offerings. Using the results of the analysis, 11.8 percent of course offerings developed improvement plans. Currently, 8.5 percent of certificates and 6.7 percent of degrees have delineated SLOs associated with them [Ref.IIA-20].

While faculty are familiar with the goal for the development and implementation of SLOAC, the mechanism for tracking and reporting SLOs appears to be problematic. As a consequence of completing this self study, the district found that there were inconsistencies in the faculty and division reporting of SLOACs. These inconsistencies were related to underreporting. The delay in implementing “eLumen” software contributes to the problems in tracking SLOACs across the curriculum. Faculty members have to be reminded to communicate assessment runs, analysis, and plans with the Associate Dean, Research and Planning and the SLOAC coordinator.

## **Plan**

The college will ensure that faculty are trained and will implement eLumen to organize assessment data.

The college will complete SLOACs at course, program and institutional levels by 2012.

The college will develop an assessment cycle for core competencies in relation to the graduation requirements.

**IIA.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs regardless of type of credit awarded, delivery mode, or location.**

**Description**

Glendale Community College ensures the quality and improvement of all courses including those that are collegiate, developmental, pre-collegiate, continuing and community education, study abroad, short-term, training, international student, or contract educational programs offered in its name. Courses and programs provided by Glendale Community College meet quality standards established by the faculty, regardless of the type of credit awarded, the location of the course or program, the method or the mode of delivery. The college is responsive to those individuals, groups, and governmental agencies whose input has driven its course and program offerings forward. In order to assist the reader in clarifying the response to this section, all programs are first described; subsequently, the program approval and evaluation processes are defined in order to support the discussion of quality.

The credit programs include collegiate, developmental, pre-collegiate, and study abroad courses and programs, as well as courses and programs designed for international students, contract education courses and programs, certificates of achievement, graduation requirements, and transfer courses and programs (page 49-202) [Ref.IIA-1].

The noncredit program offers developmental skills courses; high school diploma and GED preparation; continuing education courses; skills based courses in computers, basic skills, and office technology; English as a second language (ESL); lifelong learning courses for older adults, parent education courses, and home arts; short term vocational courses in the fields of medical technology, accounting, and office clerk (page 204-218) [Ref.IIA-1, IIA-51].

Other programs include: community services education, short-term workforce training courses and programs conducted by the Professional Development Center (PDC). Community services courses are fee based courses driven by community demand. A community services class is a class which meets the following minimum requirements:

1. Is approved by the local district governing board.
2. Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.
3. Provides subject matter content, resource materials, and teaching methods that the district governing board deems appropriate for the enrolled students.
4. Is conducted in accordance with a predetermined strategy or plan.
5. is open to all members of the community.
6. may not be claimed for apportionment purposes [Ref.IIA-52].

Glendale Community College's Professional Development Center (PDC) receives State Employment Training Panel (ETP) funds to provide employee training. When the PDC contracts with an employer for training, success indicators and outcomes are defined. Most of the workforce training conducted by the PDC is funded by a performance based contract

with the California Employment Training Panel. Each course delivered is customized with the employer to meet the needs of his/her specific business and to fulfill the state contract requirements. Courses vary in hours and length, ranging from 24 to 200 hours depending on the needs assessment and curriculum design. The PDC and employers collaborate to define the needs assessment and design the curriculum. Glendale Community College PDC receives state funding after the trainees have met the training requirements specified in the contract and have remained employed for at least 90 days after the completion of training. This system allows Professional Development Center faculty to track the ability of students to complete state requirements after completing their PDC training [Ref.IIA-53, IIA-96].

Most processes addressing quality and improvement are identical for the credit and noncredit courses and programs, regardless of the type of credit awarded, the delivery mode, or the location. However, the quality improvement processes are different for courses and programs in the CSE and PDC.

The college assures the quality of courses through its course development and faculty evaluation processes, and assures the improvement of courses through regular curriculum review. The college assures the quality of its instructional programs through the program development and approval process. It assures both quality and improvement of instructional programs through program review.

The course development process articulated in the Curriculum Handbook [Ref.IIA-6] is required for all credit and noncredit courses offered by the college. Faculty members initiate new courses. The first step is to develop a course outline and seek the approval of the appropriate division. The division chair brings approved course outlines to the articulation officer for inclusion in a meeting of the Technical Review Committee. The articulation officer co-chairs the Curriculum and Instruction committee with a faculty member representing the Academic Senate. The Technical Review committee, subcommittee of Curriculum and Instruction, is responsible for ensuring that each outline is corrected for grammar, spelling, formatting, and other technical errors. The division makes necessary corrections and submits the outline to the Curriculum and Instruction committee. Curriculum and Instruction is charged with recommending action upon all curricular matters in order to ensure the integrity of the institution's educational programs (page 7-8) [Ref.IIA-6, IIA-54]. Criteria for approval include the following five items, as defined by the Curriculum Handbook:

1. Appropriateness to mission
2. Demonstrated need
3. Quality
4. Feasibility
5. Compliance with all laws and licensing requirements

After approval by Curriculum and Instruction, the course is submitted to the Academic Affairs committee. If the course is approved by Academic Affairs [Ref.IIA-55], it is submitted to the Campus Executive Committee [Ref.IIA-56] and, if approved, to the Board of Trustees for inclusion in the curriculum. Stand alone courses require only local approval while programs, certificates and CTE are submitted to the California Community College Chancellor's Office (CCCCO) for final approval and inclusion in the approved programs list for Glendale Community College [Ref.IIA-14]. In addition, all certificate programs in



Career Development and College Preparation (CDCP) have been approved by the California Community College Chancellor's Office.

There is an additional step for courses proposed to be delivered through distance education. These courses require a Distance Education Addendum, as well as approval by the Technologically Mediated Instruction (TMI) committee [Ref.IIA-42]. A list of courses approved as hybrid and online courses can be found on the college's Website [Ref.IIA-29]. In 2007-2008, Curriculum and Instruction approved 60 new courses, reviewed 95 courses with proposed substantive changes, and deactivated 54 courses from the curriculum [Ref.IIA-43a, IIA-43b, IIA-43c].

Course quality is also assessed through student evaluations of faculty. Student input is gathered via evaluations completed as part of the faculty evaluation process described in the collective bargaining agreement [Ref.IIA-105]. Evaluation tools are negotiated and available online [Ref.IIA-57]. A specific faculty evaluation form for online and hybrid courses has been developed. One question on the evaluation instrument used in all faculty evaluations asks about the class; students assess whether the class is excellent, good, average, below average, or poor. This evaluation applies to all credit and noncredit programs.

Courses are improved through regular curriculum review. As required by state regulations, courses are reviewed for prerequisites, corequisites, and advisories on recommended preparation every six years. Faculty members review course requisites and recommend changes necessary to keep courses current or to keep up with demographic changes in students. Other changes may be made based on the discipline's evolving content, technological changes, or changes in requirements from transfer institutions. All substantive changes to courses must be submitted to the Curriculum and Instruction committee for approval. Career technical education courses are reviewed annually by program advisory committees consisting of industry representatives in appropriate fields. Curricular review is identical regardless of the type of credit awarded, the delivery mode, or the location. Community Services Education bases curriculum review on student enrollment data and student surveys. The Professional Development Center bases the curriculum design on the identified needs of the employer and guidelines established by the state.

The quality of instructional programs is ensured by the program development and the approval process. Proposals for new programs sometimes come from faculty in existing programs who are responding to student needs for new degrees or certificates that are related to existing programs. Proposals may also come from faculty members or administrators who see increasing demand for training in emerging disciplines. Additionally, new program proposals may be initiated by external agencies, either through new contacts or through existing partnerships between the college and other agencies. Examples of the last type of proposal include 1) the Verdugo Power Academy, a partnership between Glendale Community College and Glendale Water and Power responding to a need to train new utility workers; and 2) the proposal for a new police training, which would be a partnership between the college and the Glendale Police Department. All new credit and noncredit program proposals are evaluated through the same processes defined above.

Degree and certificate approval follow a parallel path to course approval. Requirements for the degree or certificate are proposed by faculty in the relevant discipline. The proposal for a degree or certificate requires approval from the instructional division and is then submitted

to the Curriculum and Instruction committee. The five criteria listed above for course approval are also required for program approval (appropriateness to mission, demonstrated need, quality, feasibility, and compliance with laws and licensing requirements).

The quality and improvement of instructional programs is ensured by the program review process [Ref.IIA-58]. All credit and noncredit instructional programs undergo program review on a six-year cycle. Program review requires programs to define their relationship to the college mission, respond to quantitative enrollment and student achievement trend data, summarize results of the student learning outcomes assessment cycle, and develop a three-year program plan with goals for improvement. An important component of program review is validation, a process by which an independent validation committee evaluates the completed program review document and determines whether its plans and goals are supported by data. Validation ensures that program review is objective and that goals for program improvement are realistic. See the section addressing Standard IIA.2.e for more details about program review.

The college also supports developmental courses and programs. A basic skills committee was established in 2006. The committee's charge was to manage research and program development in the area of basic skills. In April 2008, the Foundational Skills Committee [Ref.IIA-59], was established as a governance committee. The mission of the committee is to promote student learning in foundational skills including reading, writing, mathematics and English as a second language. In addition, the committee supports the learning skills necessary for students to succeed in college-level courses through an integrated and coherent approach to curriculum. The Foundational Skills committee provides faculty members an opportunity to develop innovative approaches to curriculum. SLOACs are used to assist faculty in to determining the success of the innovations.

A task force was established by the Academic Senate and Academic Affairs to look at quality in Distance Education. A report was completed by the task force in May 2009, and recommendations were forwarded to the appropriate governance committee and the collective bargaining unit for consideration [Ref.IIA-60].

Glendale Community College offers a range of quality programs that help students connect with partners from private industry and governmental organizations. For example, the Glendale Community College MASTER program is funded by a National Science Foundation (NSF) grant, which also draws on funding from private industry, the AT&T Foundation, the Norris Foundation, and Texas Instruments.

Glendale Community College offers an evolving range of high quality opportunities for students to study abroad. Students may travel to international destinations or the college owned field station on the Baja Peninsula, the Estacion del Mar Cortes (EMC) to study a focused curriculum [Ref.IIA-26] [Ref.IIA-27]. The curriculum focus might be related to linguistic, cultural, historical, political or scientific features of the destination. Student learning outcomes, student satisfaction surveys and fill rates are used to determine quality and areas for improvement. Refer to Standard IIB.3.b for further discussion of high quality programs offered in the name of Glendale Community College.

Glendale Community College also offers services for international students which support approximately 500 students per semester from 50 different countries. International students take courses within the defined curriculum established by the college. Services and activities provided specifically for international students are regularly reviewed by the International Students Committee, a governance committee that reports to the Student Affairs Committee [Ref.IIA-61, IIA-62].

As previously stated, Community Services Education (CSE) courses are not claimed for apportionment purposes and must pay for themselves. A “supply and demand” based evaluation process is used to select, modify and evaluate CSE. Courses are evaluated by students, faculty and administrators (page V-4) [Ref.IIA-6].

The Professional Development Center (PDC) offers courses on a contract basis, using state mandated employment criteria as outcomes for evaluation. Workforce training conducted by the PDC is funded by California’s Employment Training Panel (ETP) and is customized for each employer served by the ETP contracts. The PDC’s course development process includes employer need, state approval and worksite assessment, and is based on a contracted course of study with employers and state guidelines for ETP training. PDC courses and trainers are evaluated both by the employer and the trainees at the end of each program to assess quality of program/instruction, the appropriateness of curriculum, the delivery modes, and the relevance to increased job skills. Both the company management and the trainer are sent a Program Evaluation Summary representing the feedback from the students. All evaluations are kept of file for three years, since auditors and monitors for ETP can review these evaluations at anytime per ETP regulations [Ref.IIA-53, IIA-96].

## **Evaluation**

The college meets this standard. The college assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, noncredit continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Students rate the quality of courses and programs highly. In the 2009 spring student survey of credit students, 79 percent of credit students said the quality of the college’s courses and programs is excellent or good. Additionally, 84 percent of credit students agreed that “GCC offers high quality educational programs” (page 31) [Ref.IIA-16]. In the 2009 survey of noncredit students, 94 percent of noncredit students rated the quality of the college’s noncredit classes and programs as excellent or good, and 93 percent agreed with the statement “ GCC offers high quality educational programs”(page 62-65) [Ref.IIA-16].

College employees also rate instructional quality highly. In the 2008 faculty/staff survey, 99 percent of respondents with an opinion agreed that “GCC offers quality instructional programs that are recognized as such by universities and employers” [Ref.IIA-21].

In response to concerns about lower success rates in distance education classes than in traditionally delivered classes, the Academic Senate created a Distance Education Quality Task Force in 2006. In spring 2009, the task force made a report that included several

recommendations. Recommendations have been assigned to various governance committees and have been included as mutual openers for the collective bargaining process [Ref.IIA-60].

Desired Learning Outcomes (DLO) are discussed and designed with employers by the Professional Development Center (PDC) staff and trainers. The Glendale Community College PDC has earned several awards for contract education in the past few years, including the Exemplary Contract Sales Increase Award (2006-2007) and the Contract Sales Performance Recognition for 2007-2008. In addition, Glendale Community College is recognized by the Employment Training Panel as being one of the most successful contractors for ETP funded workforce training, earning more than \$38M in performance based contracting throughout its twenty-five year history. The Glendale Community College PDC has a 99 percent contract completion rate and is considered the model in the state for contract education [Ref.IIA-53] [Ref.IIA-96].

## **Plan**

The Academic Senate and Academic Affairs will review recommendations from the Quality in Distance Education Final Report for implementation.

**IIA.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

## **Description**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional course and programs. Procedures for designing courses are defined in the Curriculum Handbook [Ref.IIA-6]. In order to be approved, courses must meet five criteria: appropriateness to mission, demonstrated need, quality, feasibility, and compliance with laws and licensing requirements. Faculty members have the central responsibility for designing new courses. Degree and certificate programs are also designed by faculty members. Partnerships between the college and local business may result in the development of a program or certificate.

Procedures for identifying learning outcomes at the course and program levels have been defined by the Academic Senate and the SLOAC coordinator, with the support of the SLOAC committee. The procedure involves one form for the identification of SLOs, assessment methods, and how SLOs link to the institutional core competencies. This form is submitted to the SLOAC coordinator and to the Research and Planning office for tracking the number of courses with SLOs. A separate assessment report form is also submitted to the SLOAC coordinator and the Research and Planning office for tracking the number of courses and SLOs undergoing assessment [Ref.IIA-19]. In May 2009, the Academic Senate approved a motion requiring an SLO section to be added to the course outline [Ref.IIA-47].

Course approval procedures are defined in the Curriculum Handbook. New courses are approved by the relevant division, then the Curriculum and Instruction committee, then the Academic Affairs committee, then the Campus Executive committee, and finally the Board of Trustees, and then forwarded to the California Community College Chancellor's Office (CCCCO) [Ref.IIA-6].

Each course is assigned to an instructional division. Courses are administered and delivered through the divisions, each of which is coordinated by a division chair, a faculty member with released time. Division chairs are responsible for scheduling classes and assigning qualified faculty members to teach them.

Course evaluation, program evaluation, and program improvement are conducted through program review [Ref.IIA-58]. Refer to Standard II.2.e for further discussion of program review. Additional course evaluation is done through curricular review, a six-year process during which faculty members evaluate prerequisites, corequisites, and advisories on recommended preparation.

Faculty members have the central role for establishing quality and for improving courses and programs. A faculty member with released time is in charge of the program review process. The program review cycle begins each year when the division chairs responsible for all instructional programs undergoing review are asked to identify a study manager, a faculty member charged with writing the program's review document.

Faculty members also have primary responsibility for developing improvement plans in response to analyses of student learning outcomes assessment data.

### **Evaluation**

The college meets this standard. There are established procedures for designing, identifying SLOs and for approving, offering, and evaluating courses and programs.

Students are aware of learning outcomes. In the spring 2009 student survey, 84 percent of credit students and 94 percent of noncredit students agreed with the statement "I know what learning outcomes my instructors expect of me in all my classes" (page 38, 64) [Ref.IIA-16].

### **Plan**

The college will complete SLOACs at course, program and institutional levels by 2012.

**IIA.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution regularly assesses student progress toward achieving those outcomes.**

### **Description**

Glendale Community College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable learning outcomes for courses, certificates, and programs.

Faculty members of Glendale Community College are expected to meet or exceed the minimum qualifications for the discipline they teach, as defined in the Glendale Community College Minimum Qualifications list. The Glendale Community College Minimum Qualifications list is based on the list proposed by the statewide senate and adopted by the Board of Governors. The Minimum Qualification hand book states

Districts are free to establish more rigorous standards than the minimum qualifications; that is often the case with Glendale Community College. Proposed changes must be initiated and approved by the Glendale Community College Academic Senate and then reviewed by the appropriate elements of the Governance process [Ref.IIA-63].

The Academic Senate for Glendale Community College has defined and approved faculty hiring procedures, including hiring procedures and process, the Glendale Community College Disciplinary list, equivalencies policies, and a staff Equal Employment Opportunity plan.

In the area of Career and Technical Education (CTE), formerly know as vocational programs, faculty work with advisory committees (both local and regional) to ensure that programs meet the needs of employers or other stake holder groups. Each CTE program has a discipline-specific advisory committee. Members of these committees may include representatives from K-12, community colleges, universities, parents, students, labor unions, professional organizations, governments and their agencies, private agencies, local Workforce Investment Boards (WIB), and business and industry representatives.

Advisory committees provide input to faculty that ensures the currency of curriculum, textbooks, and certificate and degree requirements. These committees may also provide data regarding local labor market information; upcoming changes in employment trends; future training needs; current and future equipment needs; and finally, skill sets or exit standards necessary to ensure that students are prepared for entry level positions. Advisory committee members may also participate in the curriculum as speakers, mentors or providers of sites for internships. All CTE divisions keep minutes of their advisory committee meetings [Ref.IIA-17].

The CTE dean and CTE division chairs attend the bi-annual CCCAOE (California Community College Association for Occupational Education) [Ref.IIA-64] conferences. CTE faculty members are encouraged to attend as their schedules permit. Conference attendance for faculty and administrators is paid for from CTE funding sources. These conferences promote

CTE faculty dialogue based on information gathered from conferences and or attendees interactions with other individuals and institutions.

All new and revised courses, programs, and certificates are scrutinized by faculty in the originating discipline. The college relies on faculty expertise in the development of exit standards, competencies, and/or student learning outcomes for all courses, programs, certificates, and degree programs. In these faculty-driven discussions, competency levels are discussed and defined. These competencies are then verified through the curriculum approval process (refer to Self Study Standard IIA.2.a). Faculty expertise is enhanced by staff development, faculty dialogue groups and attendance at conferences and workshops relevant to their disciplines curricular content [Ref.IIA-65].

Division chairs assume the leadership role for their divisions with regard to competency levels, exit levels, and the correlation of these with the SLOACs. The chairs hold monthly division meetings in which discipline-specific curriculum are discussed. The division chair works with faculty to discuss new courses, to review current courses, and to discuss student success, retention and persistence at the department or division level. Many divisions hold at least one retreat per year, enabling faculty to work together. Division chairs also share information with each other at monthly meetings of the Academic Affairs committee, which discusses curricular revisions, as well as course, program, certificate, and degree competency levels [Ref.IIA-17, IIA-66, IIA-67]. Finally, the division chairs have a formal meeting once a month to discuss issues pertinent to their divisions and to the college [Ref.IIA-68].

In 2008, the Academic Senate circulated to all faculty members a sample course syllabus which contains the SLOs for the course [Ref.IIA-69]. Division chairs monitor the individual course sections for compliance. Faculty members are required to provide each student with a printed course syllabus on either the first or second day of class. The purpose of providing students with a course syllabus is 1) to ensure that students know what will be required of them and the faculty during the course and 2) to articulate the link between SLOs and course work. In addition, faculty members with individual Web pages and those using an instructional platform (i.e., Blackboard) post syllabi and other resources on their Website for student use.

The institution relies on a variety of methods to incorporate faculty expertise and advisory committees in identifying competency levels and regularly assessing student progress towards achieving student learning outcomes.

## **Evaluation**

The college meets this standard. The college relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs and degrees. The institution regularly assesses student progress towards achieving outcomes.

Faculty and staff believe that faculty has the primary role in defining and assessing student learning outcomes. In the fall 2008 faculty/staff survey, 94 percent of all respondents with an opinion agreed that "The faculty have the critical role in designing, developing, and implementing student learning outcomes and assessment." The agreement percentage for full-time faculty members with an opinion was 92 percent [Ref.IIA-21].

In 2008-2009, the campus held 16 workshops and events connected to the Student Learning Outcome Assessment Cycle (SLOAC) hosted by Staff Development [Ref.IIA-65]. Furthermore, SLOs have been a subject of discussion at division meetings and faculty retreats. Likewise, there have been several articles regarding the SLOAC process that have been written and published in Chaparral, the college's faculty and staff newsletter [Ref.IIA-50].

By the fall of 2009, the college had identified SLOs for 79.5 percent of its courses, compared to 33 percent in 2007-2008. In 2008-2009, faculty examined student achievement data based on SLOs was analyzed in 12.5 percent of course offerings. Using the results of the analysis, 11.8 percent of course offerings developed improvement plans. Currently, 8.5 percent of certificates and 6.7 percent of degrees have delineated SLOs associated with them [Ref. IIA-20]. The college is implementing a plan to meet the 2012 Accrediting Commission for Community and Junior Colleges (ACCJC) expectation that the full SLOAC cycle will be evidenced at the course, program and institutional levels. Faculty, departments, and divisions will continue to "close the assessment loop" through the course macro (program, degree, and certificate) level SLOs [Ref.IIA-19].

## **Plan**

The college will continue to ensure that all faculty meet minimum qualifications as defined in the Glendale Community College Minimum Qualification Handbook.

The college will complete SLOACs at course, program and institutional levels by 2012.

### **IIA.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

#### **Description**

Glendale Community College is committed to the delivery of high quality educational experiences for all students accessing its curriculum by supporting appropriate breadth, depth, rigor, sequencing and synthesis of learning in all courses and programs.

The Education Code of California states that it is the responsibility of the college's curriculum committee to ensure the quality of programs and to assure that courses offered for transfer meet the standards of the institution for which they are to count for transfer. Glendale Community College takes these responsibilities very seriously. The college's curriculum process, described at length in section IIA.2.a, focuses on ensuring that the breadth, depth, rigor, and sequencing of courses and programs meet and exceed the standards of the community college system in California.

Articulation agreements and transfer readiness attest to the quality of instruction provided at Glendale Community College, as does the successful accreditation of individual programs. Finally, faculty excellence, a comprehensive program review process, and SLOs ensure quality. Strategic Master Plan Goals 2 and 3 demonstrate the college's commitment to excellence in teaching and learning.



Articulation with other institutions is included in Board Policy 4050, Course and Program Articulation [Ref.IIA-70], which states that courses and programs are articulated with four-year colleges, high schools, and community colleges. The college catalog and the schedule of classes indicate whether a class is transferable to the University of California (UC), the California State University (CSU), and the University of Southern California (USC), GCC's largest private transfer location (page 75-79) [Ref.IIA-1]. The college articulation officer is responsible for maintaining the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU General Education Pattern. These two transfer general education patterns are updated on a yearly basis and can be found in the catalog, class schedules, on the college Website, and in hard copy in the counseling and transfer centers. The articulation officer also maintains for currency all course-to-course and major preparation for the public colleges and universities in California. All official articulation can be found in ASSIST, the official repository of articulation for California's colleges and universities [Ref.IIA-71]. All articulation with private colleges and universities is also maintained by the articulation officer and can be found online and in hard copy in the counseling and the transfer centers [Ref.IIA-72]. The college's articulation officer has primary responsibility for ensuring that the college's articulation agreements are current and up to date. In addition to the articulation agreements with public colleges, Glendale Community College maintains articulation agreements with high quality private colleges and universities, including but not limited to the University of Southern California, Occidental College, Loyola Marymount University, and Pepperdine University.

The responsibility for ensuring the breadth, rigor, sequence, and synthesis through the curriculum process lies with the faculty. Each division chair works with his/her faculty to create, revise, and evaluate courses and programs. Refer to the curriculum process described in Standard IIA.2a.

In addition to the structured curriculum process, each course that has a required pre or corequisite is required to be validated every six years. The validation process includes the completion of a matrix that identifies requisite course exit standards (which may include student learning outcomes) and compares those with entry level expectations for the target course. Validation studies must be completed and sent to the Office of Research and Planning. This office serves as the repository of prerequisite and corequisite studies.

The institution is committed to hiring the most qualified faculty and to ensuring that, once hired, faculty members maintain the highest level of knowledge and skills. The faculty hiring process, described in detail in Standard III, defines a rigorous process of vetting and hiring faculty.

Discussions regarding SLOs and the outcomes of assessment cycles; program review and planning take place at department and division meetings [Ref.IIA-17]. Refer to Standard IIA.1.e, for detailed information on program review. In addition to the formal structure of faculty dialogue in departments and divisions, faculty members participate in cross disciplinary discussions and studies. In 2007-2008, as part of the internal scan for the college's new Strategic Master Plan, the Strategic Master Plan coordinator conducted discussion groups that focused on the college's programs. As a result, the Strategic Master Plan includes a goal which states: "Increase and improve the quantity, quality, and variety of learning opportunities that promote student success" [Ref.IIA-23].

Glendale Community College also ensures the high quality of its instruction through partnerships with and grants received from national organizations for instructional quality.

Grant-sponsored faculty discussion and improvement groups are valued at Glendale Community College. The college is the recipient of Department of Education Federal Title 5 grants, Carnegie Foundation grants, American Reinvestment and Recovery Act (ARRA) grants, Partnership for Excellence grants and others. Many of these grants promote research and best practices, explore future implications of technology and changes in media, and facilitate as well as theoretical discussions of pedagogy.

The college tracks the time between entry and degree completion. However, the data does not break out non-continuing students, those who change goals, and individuals who must do remediation prior to entering degree applicable classes [Ref.IIA-73].

## **Evaluation**

The college meets this standard. The college ensures that high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all of its programs.

The most recent California Accountability Reporting for the Community Colleges (ARCC) report, released in 2009, indicated that GCC's Student Progress and Achievement (SPAR) was 58.8 percent, well above the statewide average (50.8 percent) and also above the average of the state-defined peer group of 23 community colleges (55.4 percent). GCC's SPAR ranked eighteenth highest in the state out of 108 colleges with available data. GCC's SPAR was also highest in the college's geographical region (Region 7, which includes 14 community colleges) [Ref.IIA-3]. Glendale Community College is one of only a few community colleges in the state that reports noncredit data in the ARCC system [Ref.IIA-3].

Another measure of the quality of instruction is transfer rate. In the most recent transfer study conducted by the System Office of the California Community Colleges (CCCCO) which tracked entering students from 2000-2001 through 2005-2006, Glendale's transfer rate was 50.1 percent. The study included predicted transfer rates based on variables external to the colleges. For Glendale, the predicted transfer rate was 42.9 percent, exceeding the predicted rate by 7.2 percentage points [Ref.IIA-4].

Core indicators are a set of accountability measures focused on career and technical education (CTE). These indicators are based on federal definitions for Perkins funding. The specific measures and methods of calculation are defined at the state level and reported for CTE programs receiving Perkins funding. Most of GCC's core indicators, aggregated across all Perkins-funded programs, are well above state-negotiated minimum rates. GCC's latest value for the technical skill attainment indicator was 95.7 percent, above the 92.5 percent state-defined level. The completions indicator for 2008-2009 was 83.3 percent, 17 percentage points above the state-defined level of 66.1 percent. The core indicator for employment was 77.3 percent, also above the state rate of 75 percent [Ref.IIA-5].

Articulation agreements with public and private colleges and universities are current. Transfer programs ensure that student receive lower division credits when transferring to a four-year institution of higher education. Glendale Community College rates for transfer and degree completion are higher than the average for the California Community College system.

Future data collection regarding the time between entry and completion would be more helpful if it included at factors that may influence the outcomes as well as the rates.

Faculty members are committed to the highest standards of teaching and learning, as evidenced by their continued participation in programs that strive for excellence. Beginning in 2005, Glendale Community College has cooperated with five other colleges in the Carnegie Foundation's Campus Leadership Program. The consortium is called Communities of Practice Pooling Educational Resources [Ref.IIA-74]. The COPPER group on Glendale Community College's campus includes participants from many campus divisions and departments, and meets several times per year to share research, best practices, and theories of pedagogy. These meetings serve as launch pads for additional faculty inquiry into teaching and learning on campus. This is not the college's only partnership with the Carnegie Foundation. Faculty members from the English and math divisions have received prestigious multi-year grant funding from the Carnegie Foundation in partnership with the William and Flora Hewlett Foundation. Strengthening Pre-collegiate Education in Community Colleges (SPECC) grants [Ref.IIA-75] have allowed faculty long-term opportunities to conduct research regarding English and math curriculum design, student learning outcomes, and teaching technologies. The English division's SPECC grant, which concluded in 2008, led faculty to apply for and receive a subsequent grant from the William and Flora Hewlett Foundation. This grant has allowed faculty mentors from the English division the opportunity to share its best practices with faculty in the disciplines of Credit ESL, Political Science, and Astronomy.

The college's committees on Writing across the Curriculum (WAC) [Ref.IIA-76], Research across the Curriculum (RAC) [Ref.IIA-77], Faculty Inquiry Groups (FIG), and Faculty Inquiry Networks (FIN) [Ref.IIA-78] are engaged in institutional dialogue about the quality of programs. Faculty Inquiry Groups (FIG) are campus wide interdisciplinary groups of faculty who participate in dialogue and conduct research to improve teaching and learning. Faculty Inquiry Networks (FIN) are faculty groups that exist across campuses to allow faculty to dialogue and conduct research to improve teaching and learning.

The WAC committee brings together faculty from diverse disciplines to talk about common issues concerning the use of student writing in courses. Several projects are ongoing, including the WAC Website. In combination, the WAC Colloquium and FIGS brought together twenty faculty members from across the disciplines to study writing in their courses; each faculty member investigated one problem related to writing and created a publicly-available assessment of that project. Discipline-specific studies included writing about cultural events in visual and performing arts and reflective writing in child development. WAC also sponsors workshops, disciplinary studies, and brown bag sessions on varied topics related to writing. In 2007- 2009, these events included workshops on short writing-to-learn assignments; improving research assignments; using template prompts; responding to ESL student writing; and collaboration with the GCC and the City of Glendale in the One-City/One Book program [Ref. IIA.76].

Likewise, the (RAC) committee promotes the advancement of information competency across the curriculum at Glendale Community College. It also aims to foster a climate in which disciplines and service areas are encouraged to incorporate research into their curriculum. RAC's sponsored activities have established dialogues between many faculty members on campus<sup>1</sup> about information competency and its place in the Glendale Community College curriculum [Ref.IIA-77].

The college has decided to fund a faculty teaching and learning center on campus. The faculty Teaching and Learning Center at the college will reflect the college's commitment to high-quality instruction by providing faculty with resources aimed at improving teaching and providing scholarships related to teaching and learning [Ref.IIA-79]. These resources will include (but will not be limited to) the following: a physical center on campus where faculty can access pedagogic materials (journal articles, books, activities) and meet to discuss, share, and present on issues related to teaching and learning; a Website where faculty can access online pedagogical materials and engage in online discussions about teaching and learning; campus-wide presentations, workshops, and interest networks/inquiry groups that reflect pedagogical theory and practice; and support for new faculty and faculty who are referred to the center during the course of tenure review.

Faculty Inquiry Groups are based on a model successfully implemented in spring 2009, by Writing Across the Curriculum [Ref.IIA-76]. In 2009-2010, the Teaching and Learning Center will sponsor FIGs in which ten faculty members will meet regularly during the semester to investigate one pedagogical issue, such as small group work or helping ESL students. Based on these studies, each faculty member will design an innovation for use in a course, and prepare a report on its implementation for the center's Website.

### **Plan**

The college will conduct a research study to identify factors that influence students' "time to completion."

The college will implement a teaching learning center.

### **IIA.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

#### **Description**

Glendale Community College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. As mentioned above, one of the Strategic Master Plan's goals states our intention to: "Increase and improve the quantity, quality, and variety of learning opportunities that promote student success" [Ref.IIA-23].

Courses at Glendale Community College include multiple methods of evaluating student learning. When faculty design or revise course outlines, a key consideration is the section of the outline that details the assignments and methods of evaluation which allow faculty to assess student learning. Faculty within disciplines discuss methods of evaluation and the assessment of student learning in such forums as faculty retreats, curriculum work groups, and division meetings. When course outlines are brought forward for approval at the Curriculum and Instruction and Academic Affairs committees, committee members review course outlines to ensure that appropriate methods of evaluation have been selected [Ref.IIA-6]. Business and industry partners evaluate competencies, performance, rigor, and relevance in CTE courses.

Similarly, the Distance Education Addendum is part of a separate review process to ensure that an online or hybrid delivery mode is appropriate to a particular course. The addendum

requires that the evaluation and assessment methods are described, after which they are then reviewed by the Technology Mediated Instruction (TMI) committee before going to Academic Affairs and Campus Executive [Ref.IIA-81].

The college provides staff development workshops and one-on-one training sessions that focus on identifying appropriate pedagogical, task-based tactics as well as a multitude of technological tools to promote student success and best meet the needs and learning styles of students. These training and workshop opportunities give faculty the opportunity to learn about and discuss different pedagogical approaches and teaching/learning styles (interpersonal, intrapersonal, kinetic, visual, and auditory). Through workshops, departmental and division based presentations, outreach efforts, and FIGs/FINs, the faculty are provided a variety of opportunities to develop their understanding of teaching methodologies and modalities. Approximately 85 Instructional Technology Workshops and 67 pedagogy related workshops, totaling 152 workshops related to technology and pedagogy, were offered during 2006-2008 [Ref.IIA-65].

The college makes tools available to faculty to address students' diverse learning styles. Faculty interested in offering web-enhanced, hybrid, and online courses are provided support and training through the Instructional Technology Resource Center, which offers group training, one-on-one instruction, and assistance in developing online course material and determining course organization [Ref.IIA-29]. The Academic Senate is considering the recommendations put forth in the Quality in Distance Education Final report, including the development of a training program for faculty teaching hybrid or online courses [Ref.IIA-60].

Strategic Master Plan (SMP) goal 3 indicates that the college plans to "Increase and improve the quantity, quality, and variety of learning opportunities that promote student success. In order to achieve this goal the college offers courses and programs that use a variety of delivery modes and teaching methodologies to fit the diverse needs and learning styles of its students. The most commonly used modes of instruction and methods of delivery applied by campus faculty illustrate our commitment to serving students with diverse needs and learning styles [Ref.IIA-23]. These modes and methods are summarized in the charts in Standard IIA.1.b.

The college offers cohort programs like Achieving College Excellence (ACE), Project for Adult College Education (PACE), and Scholars. Cohorts appeal to students from diverse backgrounds who benefit from teaching methodologies and delivery modes targeted to their specific needs. In addition, the cohorts provide students with a network of support among the students themselves who may share life experiences related to their educational experience [Ref.IIA-38, IIA-39, IIA-40].

ACE is a learning community for students whose goal is to transfer to university but who enter Glendale Community College not fully prepared for college-level work in English and math (hence, whose academic perseverance and success are at risk). In its first two years, the ACE target population was specifically defined as students assessed at the levels of English 120 and Math 145. For the 2009-2010 academic year, Math 119 was added to the curriculum [Ref.IIA-38].

Likewise, PACE (Project for Adult College Education) allows a cohort of working adult students to attend courses that combine the traditional classroom format with instructional television, special conferences, interdisciplinary teaching, and collaborative learning techniques [Ref.IIA-39].

The Glendale Community College Scholars Program offers academically accomplished students the opportunity to take a seven-course curriculum together in a cohort. The courses are designed to offer students intensive opportunities to study. Field trips and other delivery modes help to challenge scholar students. Scholars' faculty members work collaboratively to develop a curriculum targets the needs of their students [Ref.IIA-40].

In an effort to determine the effectiveness of a variety of delivery modes, the college employs several evaluation methods, including student evaluations of online and hybrid courses that are parallel to the student evaluation process for face-to-face courses. The Chancellor's Office Distance Education Faculty and Student Satisfaction Surveys for faculty and students are utilized [Ref.IIA-82]. Furthermore, the Office of Research and Planning provides data on success and retention rates in online and hybrid courses [Ref.IIA-83].

The college conducts assessments of student learning styles for students with disabilities through the Instructional Assistance Center (IAC) [Ref.IIA-41]. Learning specialists in the IAC provide assessments to determine eligibility for services for students suspected of having learning disabilities. The Instructional Assistance Center works closely with the college's Center for Students with Disabilities (CSD). Together, they work with faculty to make course curriculum available to students with a wide range of disabilities and learning styles. Course materials are also accessible in alternate formats depending on a student's disability and on the accommodations s/he receives. Learning specialists in the IAC and the CSD can also interface one-on-one with faculty members educating them about different learning styles so they are able to best serve their students with disabilities [Ref.IIA-41].

Students themselves become aware of the institution's use of diverse delivery modes and teaching methodologies when they enroll in courses such as Student Development 101 (Freshman Seminar), Student Development 141 (Improving College Performance and Study Skills) and Student Development 145 (Academic and Life success). These courses are useful for students who are new to the college. SD 101 is a course which "is dedicated to ensuring students' college success and motivating their journey toward lifelong learning" (pages 197-198 [Ref.IIA-1]. These types of courses make students aware of their own unique learning styles and help them to become aware of how instructors use multiple methods of instruction to address those learning styles in their classrooms, and how students can best benefit from this instruction. Likewise, the Glendale Community College Career Center allows students the opportunity to discover their learning styles through assessments such as Strong Interest Inventory and the Myers-Briggs Type Indicator [Ref.IIA-80].

## **Evaluation**

The college meets this standard. The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Achievement of this standard is evidenced in the college's performance on the Community College Survey of Student Engagement (CCSSEE) for 2007 and 2008 in which the college exceeded the average in every category [Ref.IIA-84].

While Glendale Community College provides robust offerings in a variety of delivery modes and for a diversity of learning styles, the college is consistently broadening its offerings by creating additional online courses and hybrid and online degree paths to meet demand. The

college also consistently evaluates its course offerings. The college is continually expanding its ability to support effective teaching methodologies and delivery modes to fit the needs of its students. The Quality in Distance Education Final Report, issued in May 2009, addresses recommendations such as expanding distance education offerings, providing comprehensive distance education training programs and providing development in pedagogical methods. These recommendations are being addressed by the appropriate governance committees and are intended for implementation in 2009-2010 [Ref.IIA-60].

## **Plan**

The college will continue to evaluate and revise methodologies and delivery methods to ensure student success.

The Academic Senate and Academic Affairs will review recommendations from the Quality in Distance Education Final Report for implementation.

### **IIA.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

## **Description**

Glendale Community College reviews courses and programs through a structured program review process. Each of the college's 62 instructional programs undergoes program review every six years. Student services and administrative programs also undergo program review every six years. Program review is managed by a faculty program review coordinator with released time and an instructional program manager, and the Program Review Committee, which meets twice monthly [Ref.IIA-58]. Instructional program review begins each year when division chairs are notified that their programs are scheduled to conduct program review. Division chairs are asked to identify study managers, faculty members who will coordinate and write the program review document for their programs. Program-level enrollment data, student achievement data, and data about progress on the student learning outcomes assessment cycles are compiled by Research and Planning, then incorporated into Word documents with questions and planning worksheets. The Word documents are sent electronically to the study managers, who work with other program faculty to analyze the data, respond to questions, identify resource needs, and develop three-year plans. Instructional program review documents are sent to study managers near the beginning of the fall semester and are due near the end of the fall semester. Once completed documents are submitted, they enter the validation phase of the process. Validation committees consisting of two faculty members and one classified staff member, validate all program review documents. The validation committees answer specific questions about how well the program has responded to trends and data as well as to the college's SLO timeline. They also assess the validity of the program's identified resource needs and three-year plan.

Program review directly addresses the achievement of learning outcomes and programs' future needs and plans. Section 2 of the program review document is devoted to student learning outcomes and assessment. Research and Planning supplies program-level

data about the number of courses at different stages of the student learning outcomes assessment cycle—SLOs written, assessments defined, assessments completed, assessments analyzed, and improvement plans developed. The document asks study managers to answer several questions about SLOACs, including whether the program has used assessment data to make changes at the course or program level. Study managers are also asked to identify future needs based on assessment of learning outcomes. Section 5 of the document is devoted to resource needs, and section 6 is devoted to the development of a three-year plan. Faculty have the option to update the three year plan at any time. Study managers are asked to identify needs based on student achievement data and assessments of learning outcomes. They are also asked to describe progress on their previous program plans and then to develop a program plan for the next three years, including activities to complete during each year.

Program review indirectly addresses relevance, appropriateness, and currency in section 4, which includes questions about faculty development activities and professional activities, such as grant writing, research, and publications. Relevance, appropriateness, and currency are also evaluated through two other processes. First, the six-year curriculum review process focuses on validation of prerequisites, corequisites, and advisories on recommended preparation. Faculty teaching courses decide whether requisite courses and skills are relevant and appropriate for those courses, or if requirements have changed due to articulation expectations, industry requirements, or other reasons. Second, ongoing curriculum review coordinated by the Curriculum and Instruction committee allows faculty and administrators to propose changes to courses and programs when necessary to keep them current, relevant, and appropriate.

Career and technical education (CTE) programs are required to meet additional requirements in order to assure relevance, appropriateness, and currency. Faculty members in these programs meet with advisory committees annually. Advisory committees include industry representatives and local business people who assess whether courses and programs meet employers' expectations of currency and relevance, as well as licensure and certification requirements. All California Community College Chancellor's Office (CCCCO) approved CTE certificate programs are required to have advisory committees to ensure rigor and relevance in CTE programs. These committees also recommend appropriate equipment, software and partnerships to address local training needs for entry level to professional degree level jobs. In 2008-2009, all CTE programs met with their advisory committees. The relevance, appropriateness, and currency of CTE programs are also monitored by the dean of instructional services, associate dean of instruction and workforce development, and division chairs when they attend workshops and conferences, including the biannual conference of the California Community College Association for Occupational Education (CCCAOE) [Ref.IIA-64].

## **Evaluation**

The college conducts ongoing review of courses and programs. Future needs and plans are an integral part of program review. The college considers the validation part of program review to be one of its strengths. Validation requires that the needs and plans identified by programs be assessed by an independent group of faculty and staff. Needs and plans must be justified by data or the validation committee will not sign off on the validation. This helps to ensure that program needs and plans are more than just "wish lists."



Student learning outcomes and assessments are also incorporated into program review. Currently, programs respond to progress they have made in identifying outcomes and assessments, conducting and analyzing assessments, and planning changes based on assessment results. Data about student achievement of identified learning outcomes are not provided to programs as part of the program review document because such data are not yet available in a centralized way. Rather, assessment data are analyzed and kept by individual programs, so study managers are asked to describe how they use assessment results to make improvements. The Program Review Committee intends to make more use of centralized student learning outcomes assessment data when it becomes available through the eLumen software system. Several programs began pilot testing eLumen for storing assessment results in fall 2009.

Faculty and staff are aware of the program review process. In the fall 2008 faculty/staff survey, 86 percent of respondents with an opinion indicated they were aware of program review, and 84 percent of full-time faculty members indicated that they had participated in the program review process [Ref.IIA-21].

Program review does not directly address relevance, appropriateness, or currency. The Program Review Committee, at its September 22, 2009 meeting, discussed potential changes to make to the program review document for 2010-2011. One suggested change was to add evaluations of relevance, appropriateness, and currency to the document, as well as evaluation of appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

The current six-year cycle for Program Review does not provide programs with timely data for resource planning in years 4 and 5 of the cycle. Although the programs or divisions may update the program review plan at any time, this is still an area of concern. The Program Review Committee is evaluating the current document and cycle in order to make recommendations to the Academic Senate for modification in the process and/or document.

## **Plan**

The Program Review Committee, in consultation with the Academic Senate, will assess, evaluate and implement changes for the 2010-2011 program review document/process to include relevance, appropriateness, and currency.

**IIA.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

### **Description**

The college has engaged in ongoing, systematic evaluation and integrated planning for many years. The primary means of evaluation is program review, described in detail in the section addressing Standard IIA.2.e. Program review directly addresses programs' progress on the student learning outcomes assessment cycle. The current document indirectly addresses course and program currency, in order to strengthen this component of the review process, the Program Review Committee is discussing changes to the 2010-2011 document [Ref.IIA-58].

Planning is multi-faceted at Glendale Community College. The overarching planning document is the Strategic Master Plan (SMP) [Ref.IIA-23]. The overarching planning process is the master planning process, which is the responsibility of the Master Planning Committee (also known as Team A), the Planning Resource Committee (also known as Team B), and the Institutional Planning Coordination Committee (IPCC). These committees meet regularly to ensure that the Strategic Master Plan and other plans are kept current and relevant. Team A is responsible for approving the Strategic Master Plan, prioritizing activities for implementing the strategies of the plan, prioritizing annual budget goals related to the plan and to requests associated with validated program review documents, and revising the plan on a six-year cycle. The last revision of the SMP, conducted between fall 2007 and fall 2008, strengthened the relationship between planning and the student learning outcomes assessment cycle. Goal 2 of the plan was strengthened from "Focus the educational program on core competencies throughout the curriculum" to "Develop and implement Student Learning Outcomes and Assessments at the course, program, and campus levels in order to help our students achieve success." Refer to Standard I for additional information on campus wide planning.

Along with college wide goals, the measurement of student learning outcomes is coordinated by the Student Learning Outcomes Assessment Cycle (SLOAC) committee, which is chaired by a faculty SLOAC coordinator with released time [Ref.IIA-19]. The SLOAC committee meets regularly. Additionally, the SLOAC coordinator holds frequent workshops for faculty and staff who are developing SLOs at the course, degree, and certificate levels.

The college continues to work on improving student learning outcomes and making assessment results available to appropriate constituencies. In 2007, the SLOAC coordinator and the SLOAC committee created a standardized form for reporting course-level assessment results and plans for improvement. Faculty assessing SLOs complete this form and submit it to the SLOAC coordinator and the Research and Planning office. All forms include information about the achievement of SLOs and the plans made to improve student learning at the course level. Assessment results and plans at the degree, certificate, and program level have not yet been collected in a standardized way.

Information about progress toward measuring student learning outcomes is provided to all college constituencies through the college Website. The SLO Website includes a campus wide inventory of courses with defined SLOs. Currently, information about student achievement of SLOs is compiled by faculty members and submitted to Research and Planning and the SLOAC coordinator, but this information is not disseminated to college constituencies.

## Evaluation

The college meets this standard. Results of the fall 2008 faculty/staff survey indicate that employees are aware of efforts to achieve Goal 2 of the Strategic Master Plan, which focuses on the development and implementation of SLOs at the college, program, and course levels. Of all survey respondents with an opinion, 94 percent said they were familiar with efforts to achieve SMP Goal 2. Of full-time faculty members with an opinion, 98 percent said they were familiar with efforts to achieve SMP Goal 2 [Ref.IIA-21].

Faculty and staff also indicated awareness of the SLO cycle. Of all respondents with an opinion, 82 percent agreed that "GCC has developed a Student Learning Outcomes/Assessment Cycle for all of its work areas in instruction and student services".

## Plan

The college will complete SLOACs at course, program and institutional levels by 2012.

**IIA.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

## Description

Common course examinations are used in the English, mathematics, and credit ESL divisions. The examinations were developed to ensure that students in sequential courses have met the needed competencies in these courses. They are not exit examinations, in the sense that passing the examination is required to pass the course; however, the results of the common examinations are incorporated into the student's final course grade.

In the English division, standard final examinations are used in three composition courses. English 189 is three levels below transfer-level English; English 191 is two levels below transfer-level English; and English 120 is one level below transfer-level English. Examinations are graded during day-long holistic grading sessions. Each exam is graded by multiple readers in order to ensure grading consistency. The English division's developmental composition committee assesses the exams for English 189 and 191 annually, while the division's English 120 committee assesses the exam for English 120. According to the division chair of English:

The committees themselves are of diverse makeup. They are also familiar with the needs of the students from an academic standpoint, and they are aware of and sensitive to the cultural, social, and economic nature of the group. This is to say that suggested prompts are examined in relation to learning outcomes but also in relation to that which a student will be able to address based on his or her experience, exposure, and knowledge. For instance, a prompt regarding dating was rejected

because it was thought to reinforce sexual stereotypes and also because the dating experience in traditional Armenian culture comes with an entirely different set of assumptions than that of other cultures. A prompt concerning family vacations was rejected because it was thought to assume a certain economic status.

In the mathematics division, common final examinations are used for elementary algebra and intermediate algebra. Grading using a rubric has evolved into right-wrong grading (i.e., no award of partial credit) carried out during group grading sessions. The division continues to refine its methods of grading and is satisfied that accurate and unbiased results are achieved.

The credit ESL division uses standardized final exams that have been developed by faculty. These exams are evaluated and changed every year. These exams include a standard grammar exam and a standard reading exam, both of which are graded according to an established rubric. The standard essay exam is graded during a day-long holistic grading session. According to the division chair of ESL:

When preparing the common final exams for the credit ESL division, the faculty strive to avoid gender bias and use sample names from different countries when composing the sentences or paragraphs that students are asked to read and/or correct. In addition, the faculty (both full-time and adjunct) have been conducting validity testing on each of the final exams as part of the SLO assessment cycle. As a result of this testing, some items in one of the common grammar finals will be changed and the changes will be assessed in the next cycle.

## **Evaluation**

The college meets this standard. Divisions validate the effectiveness of the common course examinations. Multiple readers in each division provide a reliability measure for each common exam.

## **Plan**

The college will continue to validate common exams in order to ensure effectiveness in measuring student learning and minimizing test biases

**IIA.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

## **Description**

Glendale Community College awards credit based on coherent and cohesive institutional policies that reflect accepted norms or equivalencies in higher education (page 75-79) [Ref.IIA-1].

The college has made great strides in identifying SLOs for courses, programs and certificates. A plan for full implementation of student learning outcomes by 2012 is in process. Glendale Community College has always awarded course credit based on course exit standards as

stated in the course outline of record. The SLOAC is designed to improve student performance and to inform the instructors and the programs of areas of weakness and strength. Plans for course and program level improvements are developed in response to the findings of the assessments. Plans for improvement and resource allocation are included in program review reports. The validation committees are responsible for ensuring that plans and resource allocations are based on data provided in the program review document.

## **Evaluation**

The college meets this standard. Glendale Community College awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Transfer data and articulation agreements with other institutions of higher education provide evidence that the college awards units on the basis of generally accepted norms or equivalencies in higher education (page 75-7) [Ref.IIA-1].

All new courses must have identified SLOs; in addition, 76.8 percent of credit courses and 96.8 percent of noncredit courses have SLOs. Twelve point five percent of credit courses have completed assessment cycles with plans for improvement developed for 11.8 percent. Twelve point one percent of noncredit courses have completed assessment cycles with plans for improvement developed for 12.1 percent. The Academic Senate has defined programs for the purpose of development and implementing outcomes [Ref.IIA-20].

Each division and department has developed methods of implementing and tracking SLOs while also correlating them to the institutional SLOs. The SLOACs vary from division to division. For example, social sciences has conducted studies that correlated course and program SLOs to core competencies and the cognitive domain [Ref.IIA-84]; the math division has four curriculum groups (Developmental, Pre-calculus and Business math, Statistics and Liberal Arts, Calculus) that meet at least once a month to monitor student success and to make programmatic updates, adjustments, and/or improvements [Ref.IIA-85].

Faculty members are to report SLOACs to Research and Planning for tracking. This is an area that is problematic. While faculty members are reporting SLOACs to their departments, there is a question as to the completeness of the information. With divisions monitoring cycles across courses and programs, many maintain the information and data regarding SLOs and SLOACs within the divisions. It is intended that "eLumen" software purchased by the college will improve tracking of SLOACs at the course, program, degree and certificate levels. Currently there is a group of faculty who are piloting the implementation of "eLumen."

## **Plan**

The college will complete SLOACs at course, program and institutional levels by 2012.

**IIA.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

**Description**

Glendale Community College awards degrees and certificates based on student achievement of a program's stated learning outcomes or exit standards. These learning outcomes or exit standards are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

As previously stated, the college has made great strides in identifying SLOs for courses, programs and certificates. A plan for full implementation of student learning outcomes by 2012 is in process. In 2006, the core competencies for institutional learning outcomes were approved by the Academic Senate. All faculty members were instructed to identify the appropriate competency that was being addressed by each course or program-based SLO. The core competencies are as follows: communication; mathematical competency/quantities reasoning; information competency; critical thinking; global awareness and appreciation; personal responsibility; application of knowledge [Ref.IIA-19, IIA-87]. These core competencies are listed in the college catalog in the general education requirements (page 10) [Ref.IIA-1].

Currently, the Academic Senate has a task forces assigned to review the college's graduation requirements. The task force will be evaluating the number of requirements, the currency of the requirements, and the correlation of the graduation requirements with the core competencies [Ref.IIA-86].

In addition to the SLOs and exit standards, Glendale Community College uses traditional methods to ensure that students are awarded degrees and certificates based on achievement. Glendale Community College has articulation agreements with a wide variety of public and private colleges and universities. The Glendale Community College Catalog and Website identify courses that 1) meet Intersegmental General Education Transfer Curriculum (IGETC) credits for transfer to a California State University (CSU) or a University of California (UC); 2) meet the Breadth requirement; 3) constitute lower division transfer courses (page 75-79) [Ref. IIA-1]. Students can also access ASSIST, a computerized student-transfer information system that reports how college credits earned at GCC can be applied when transferred to a California college or university [Ref.IIA-71]. The college also articulates with community colleges. Our articulation agreement with local community colleges illustrates the parity of course units awarded and the equivalency of courses at Glendale Community College to those at other schools in the area.

The college's articulation officer has primary responsibility for ensuring that the college's articulation agreements are current and up to date. The college also maintains articulation agreements with high quality private colleges and universities, including but not limited to the University of Southern California, Occidental College, Loyola Marymount University, and Pepperdine University.

The college maintains long-standing transfer agreements with many local and national public and private colleges and universities. Students may initially access the catalog for general information on transfer; however, counselors, particularly in the Transfer Center, maintain the most current information [Ref.IIA-72].

Graduation requirements, listed in the catalog and on the college's Website, have been approved by the college's Academic Senate, Academic Affairs, and the California Community College Chancellor's Office. Graduation requirements are reviewed regularly and may be revised after proceeding through the Academic Senate and the college's governance process. Courses are reviewed to ensure that standards are adhered to. This ensures the quality of course offerings, as well as their parity with courses from other institutions (refer to Self study Standard IIA.2).

The college's Academic Senate has established a task force to discuss and make recommendations regarding Glendale Community College's graduation requirements. The senate is also responsible for continuing discussion of program SLOs and core competencies (institutional SLOs) [Ref.IIA-19, IIA-87].

### **Evaluation**

The college meets this standard. The college has made great strides in identifying SLOs for courses, programs and certificates. A plan for full implementation of Student learning outcomes by 2012 is in process.

Glendale Community College made the choice to begin writing SLOs at the course level so that all faculty and staff could be involved from the beginning and the processes of changing the culture and addressing resistance could be undertaken. Once the course-level writing was underway, the college defined its seven core competencies as the institutional SLOs. Establishing the seven core competencies made it possible for all course-level SLOs to be linked to one or more of the seven so that we could assess the General Education outcomes via the course-level outcomes. Completing the program-level outcomes was the last phase of our SLOAC writing. In fall 2009, the Academic Senate defined "program" for the purposes of implementing SLOACs and ensuring consistency of language throughout the college. Student services faculty and staff at the college have been leaders in the writing of program level SLOs [Ref.IIA-22]. Information such as examples from other colleges, templates, tutorials, etc. has been collected and posted on the SLO Website to facilitate the writing of course and program level SLOs.

### **Plan**

The college will complete SLOACs at the course, program and institutional levels by 2012.

The Academic Senate will make recommendations based on the findings of the Graduation Requirements Task Force.

**IIA.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

### **Description**

The Academic Senate and representative faculty members from all disciplines are responsible for graduation requirements. The college has published its requirements for general education in the GCC College Catalog. A candidate for an associate degree must complete these requirements (determined by the Academic Senate) which include 18 units in a major or area of emphasis and 18 units of general education selected from four areas: natural science, social sciences, humanities, and language and rationality. In addition, students must complete local requirements in cultural diversity (3 units), as well as other local requirements not covered by state law: American institutions (2 units), state and local government (1 unit), health (3 units), physical education (2 units), and first aid (1 unit) (pages 59-73) [Ref.IIA-1].

The college's general education and specific area requirements are closely aligned with the CSU and UC requirements and meet the same objectives. SLOs and their assessment have been developed for most courses.

### **Evaluation**

The college meets this standard. Through the curriculum development process, the faculty select and recommend courses for inclusion in general education because they meet the objectives for inclusion in the area designated.

### **Plan**

The college will complete SLOACs at course, program and institutional levels by 2012.

The Academic Senate will make recommendations based on the findings of the Graduation Requirements Task Force.

**IIA.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

### **Description**

Students engaged in the general education curriculum have the opportunity to develop intellectual skills by taking courses in all of the standard areas of general education. Additionally, students are able to explore deeper understandings by taking in-depth and advanced courses in areas such as English composition, communication, and analytical thinking. Intellectual skills are also developed and strengthened through satisfying the required competencies in reading, writing, and mathematics/quantitative reasoning.



Students have the opportunity to develop information technology skills by selecting courses in business, computer applications, and library science.

Students who complete the 18 units of general education must select at least one course from natural sciences and social and behavioral sciences, and two courses from humanities and language and rationality. Students must also demonstrate competency in reading, written expression and mathematics (pages 59-79) [Ref.IIA-1].

To meet the reading competency requirement, students must either qualify for eligibility in a college-level reading course based on an approved English placement exam or complete a reading course to bring skills up to college level. To meet the writing competency requirement, students must complete English 101. The mathematics competency requirement is met by an approved placement test or by completing a course in Math 101 or above. Assessment and or placement tests must be approved by the California Community College Chancellor's Office (CCCCO).

Because the general education sequence offers a wide variety of choices for students, and all of the courses are developed using the rigorous standards of the Curriculum and Instruction committee, students are given exposure to a wide variety of subjects via an even larger variety of course topics. All new and newly modified courses are reviewed by faculty and administrators on the Curriculum and Instruction committee to ensure that courses meet the requirements and articulation standards for general education.

### **Evaluation**

The college meets this standard. The Curriculum and Instruction committee, in conjunction with the Academic Senate and Academic Affairs, is primarily responsible for the evaluation, selection, and review of courses that constitute the general education component. The Committee reviews and follows carefully the standards for course selection set forth in state law. The standards are provided to all members of the committee. Once Curriculum and Instruction approves the standards, the courses continue through the governance process and finally to the Board of Trustees.

### **Plan**

The college will continue to monitor and assess its curriculum process in order to ensure student success.

**IIA.3.b A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

### **Description**

General education at the college incorporates a pattern of courses designed for students earning associate degrees or transferring to four-year institutions. This pattern provides students with oral and written communication skills, information competency, computer

literacy, scientific and quantitative reasoning, critical analysis and logical thinking, and the ability to acquire knowledge through many means. The pattern was also used to develop the college's institutional SLO's. Graduation course content is specified in the college's philosophy of general education as a body of knowledge that introduces students to the natural sciences, social sciences, humanities and arts, written communication, and critical thinking. The intent is to cultivate in each student the skills necessary to think clearly, logically and ethically; to find information from a variety of sources and technologies; to examine information critically; to communicate effectively both orally and in writing; to develop effective and creative capabilities and social attitudes; to reason quantitatively; and to understand scientific principles and methods of inquiry [Ref.IIA-19, IIA-87].

The general education curriculum is comprised of 18 semester units that include at least one course in the natural sciences and social and behavioral sciences, and two courses in the humanities and language and rationality. Also required is a demonstrated competency in reading, written expression, and mathematics. In each course, a grade of C or better indicates that a student's skill level meets collegiate standards, a requirement that is published in the college's catalog (page 56) [Ref.IIA-1].

### **Evaluation**

The college meets this standard. College faculty are professional and skilled educators. The college is confident that instructor assessment is an effective measure of student skill. Further, faculty members share expectations with one another in various forums. The Curriculum and Instruction committee reviews courses and defines and helps faculty understand SLOs, including their role in students' futures. The college recognizes the hierarchy of outcomes at the top of which is success after attending the community college. GCCs ultimate concern is that students succeed after leaving the college. There are many informal dialogues among faculty about goals and expectations for student life-long learning, recognizing that these goals are different for different students. Some students plan to earn an associate degree and move into jobs, while others plan to transfer to a four-year college or university.

### **Plan**

The college will continue to increase and improve the quantity, quality, and variety of learning opportunities that promote student success.

**IIA.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

### **Description**

The college awards associate of arts and associate of science degrees. All degree requirements are published in the college catalog. In order to receive an associate degree, students must complete at least 18 units of general education. Degree requirements closely match the requirements established by the Intersegmental General Education Transfer Curriculum (IGETC) and the general education requirements of the California State University (page 59-79) [Ref.IIA-1]. The educational philosophy behind the general education requirements is defined in Board Policy 4025 [Ref.IIA-88], which says that

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction that those who receive degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better understanding [Ref.IIA-88].

The 18 units of general education required for a degree include the following:

- Humanities and Arts, Foreign Language, Literature, and Philosophy (six units)
- Natural Science (three units)
- Social Sciences (three units)
- Language and Rationality (six units)

Oral and written communication is included in the language and rationality category, which requires at least three units of English composition and three units in communication and analytical thinking. Information competency is not a specific general education requirement, but the college offers an introductory course in information competency, Library 191, through its Student Services division. Computer literacy is included in the communication and analytical thinking component of the general education requirement, as is quantitative reasoning. Scientific reasoning is included in the natural science component of general education. Critical analysis, logical thinking, and the ability to acquire knowledge through a variety of means are elements of courses throughout the general education requirements.

Ethics, citizenship, and social responsibility are also included in the associate degree requirements under American institutions, state and local government, and U. S. history. Cultural diversity is a separate graduation requirement that stipulates the completion of three units of a course marked as satisfying the cultural diversity requirement in the catalog.

In addition to the course requirements necessary for completion of an associate degree, the college approved core competencies as institutional student learning outcomes in 2006. The core competencies are as follows:

1. Communication
2. Mathematical Competency/Quantitative Reasoning
3. Information Competency
4. Critical Thinking
5. Global Awareness and Appreciation
6. Personal Responsibility
7. Application of Knowledge

These institutional SLOs cover oral and written communication (core competency 1), information competency (core competency 3), computer literacy (core competency 7, which includes computer skills), scientific reasoning (core competency 5, which includes scientific complexities), quantitative reasoning (core competency 2), critical analysis and logical thinking (core competency 4), and the ability to acquire knowledge through a variety of means (core competency 7), as well as throughout the other core competencies). The institutional SLOs also address lifelong learning (core competency 7), ethics and citizenship (core competencies 5 and 6), civility and interpersonal skills (core competencies 1 and 6), cultural diversity and historical and aesthetic sensitivity (core competency 5), and social responsibilities (core competency 5) [Ref.IIA-87, IIA-117].

The college supports extra curricular activities that promote student growth in the area included in this standard. The college Service Learning Center, the Associated Students of Glendale Community College, as well as numerous clubs and programs all support the ultimate development of the student as a human being. Refer to Standard IIB.3b for detailed information on these programs.

### **Evaluation**

The college meets this standard. The Academic Senate, Academic Affairs and the faculty recognize what it means to be an ethical human being and an effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. General education requirements are clearly stated and address the requirements listed in the standard. The faculty, through venue of the Academic Senate, has the primary responsibility for defining degree requirements.

### **Plan**

The college will continue to monitor and assess a curriculum that supports student development in personal and civic responsibilities.

**IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

**Description**

All associate of arts degree programs require at least 18 units in a major or area of emphasis. There are 16 major programs: biological science, business administration, choreographic studies and dance techniques, English, foreign language, health science, interdisciplinary humanities, mass communications, mathematics, music, physical education, physical science, social sciences, speech/communication, theatre arts, and visual arts. There are three areas of emphasis: arts and humanities, science and mathematics, and social and behavioral sciences. All degree requirements are listed in the college catalog [Ref.IIA-1].

All associate of science degree programs require at least 24 units in a specific occupational area. The college offers 41 associate of science programs, several of which include more than one option. Each program focuses on a specific area of inquiry.

**Evaluation**

The college meets this standard. All degree programs are focused on an area of inquiry related to an interdisciplinary core. Before 2009-2010, the college offered an associate of arts degree in general education transfer studies. Guidance from the Chancellor's Office of the California Community Colleges ended this general education degree, which resulted in the college establishing three areas of emphasis.

**Plan**

The college will continue to monitor and assess its curriculum processes order to ensure student success.

**IIA.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Description**

Students who complete vocational and occupational certificate and degree programs at Glendale Community College are required to demonstrate technical and professional competencies. Students' demonstration of these competencies ensures that students are qualified to meet employment standards, external licensure, and certification. Technical and professional competencies are identified as exit standards and SLOs and are listed in course syllabi [Ref.IIA-89]

The college adheres to a curriculum that draws on established quality standards expected for student course completion, licensure, or certification testing in a given field. To achieve this, course content is aligned with the regulations and content of the appropriate certification/licensing board and/or the accrediting agency. For example, courses in the college's nursing program comply with all regulations and content specified by the Board of Registered

Nursing (BRN) [Ref.IIA-90]. The college's Alcohol and Drug Educator program relies on guidelines from the California Association of Alcohol and Drug Educators (CAADE) [Ref.IIA-91]. In the same way, the college's Emergency Medical Technician program closely adheres to the Los Angeles Department of Health Services/California State Guidelines [Ref.IIA-92].

Faculty members of vocational and occupational degree programs meet at least once per year with advisory committees [Ref.IIA-17]. Advisory committee members may include, but are not limited to: industry members and local business people, representatives of the profession and community; individuals from comparable education programs, higher education programs or feeder education programs; and or liaisons from licensure or certification boards. These committees provide disciplinary input that faculty can then incorporate into curriculum planning and revision. For example, if the local health care agency representative to the Nursing Advisory Committee identifies a new standard of behavior expected of nurses in the community, the nursing faculty will determine if there is a need to change any component of the nursing curriculum to reflect the new standard.

In addition to the advisory committees, the college uses internal program review and external review bodies to evaluate its vocational and occupational programs. Career and technical programs at the college are measured annually through CTE Core Indicators, which provide data on program completion and industry employment [Ref.IIA-5].

Glendale Community College's Professional Development Center (PDC) delivers training to incumbent workers in the state of California. The PDC contracts with the Employment Training Panel to deliver to businesses customized workforce training programs that upgrade employees' skills and help keep businesses in California. Success indicators and outcomes are discussed and agreed upon after extensive company assessment and curriculum development. Glendale Community College PDC receives state funding after the trainees have met the training requirements specified in the contract and have remained employed for 90 days after training completion. This contract requirement by ETP allows the PDC to keep in contact with both students and employers even after training has occurred. PDC is audited after each contract to verify records and to ensure that all funds were accurately spent [Ref.IIA-53, IIA-96].

Glendale Community College requires reliable information about its students' ability to meet the requirements of vocational and occupational certificate and degree programs affiliated with external agencies. Students permit the external agencies to provide the college with success rates. These agencies then provide the college with documents that show students' success on licensure and certification. This information is tracked and trended. For example, the BRN Website posts annual licensure pass rates for all nursing programs [Ref.IIA-93]. Additionally, for quality and program accreditation, surveys and data are sought from employers and graduates, for example, the business division surveys employers as well as students; the Child Development Program in the social sciences division also collects data from its various consortia [Ref.IIA-94, IIA-95].

## **Evaluation**

The college meets this standard. Glendale Community College students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

The Glendale Community College PDC has earned several awards for contract education in the past few years, including the Exemplary Contract Sales Increase for 2006-2007 and Contract Sales Performance Recognition for 2007-2008 [Ref.IIA-53] [Ref.IIA-96]. In addition, Glendale Community College is recognized by the Employment Training Panel as being one of the most successful contractors for ETP-funded workforce training, earning more than \$38M in performance-based contracting throughout its twenty-five year history.

## Plan

The college seeks to increase and improve the quantity, quality, and variety of learning opportunities that promote student success.

**IIA.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

## Description

Clear and accurate information about courses and degree and certificate programs are included in the college catalog which is accessible online on the college's Website. All catalog information will be more readily available for student use when PeopleSoft is fully implemented. The catalog is published annually [Ref.IIA-97]. For additional discussion regarding the catalog and the process associated with its development, refer to Standard IIB.2b.

The catalog contains descriptions of degrees and certificates that include program purpose and content, as well as required courses. Expected student learning outcomes for degree and certificate programs are not published in the catalog but are available online via the Course Outlines Web page [Ref.IIA-89].

Transfer policies are included in the college catalog and can be found on the GCC Transfer Center Website [Ref.IIA-1, IIA-72]. The catalog states that "external credit units and cumulative grade points will be posted on the student's Glendale College transcript. Transfers with acceptable grades will be granted advanced standing in-so-far as the work completely corresponds with that of Glendale Community College." Transfer policies regarding student transfer to other institutions are also included in the catalog. The transfer status of transferable courses is clearly indicated in the course listings. Information about general education requirements defined by the Intersegmental General Education Transfer Curriculum (IGETC) for transfer to the University of California or the California State University, general education requirements for the California State University, general education requirements for the University of Southern California, and information about the college's transfer programs are all included in the catalog section titled "University Requirements."

The Academic Senate policy on class overviews requires that students must receive class overviews, also known as syllabi on or before the second day of class. Overviews

must include the course, rationale, prerequisites, course objectives, and student learning outcomes, as well as other information about the class, including attendance policies and grading methods [Ref.IIA-69]. Division chairs keep a file of class overviews and verify that they contain the current SLOs for the course. Division chairs, faculty peers, and administrators verify that the course objectives and learning outcomes are adhered to through the faculty evaluation process.

The college is in the process of ensuring that all course outlines are available to students and the community via the college Website. Course outlines have been modified to include a section on SLOs, allowing all to see the students learning outcomes defined for each course. The college is discussing the best way to publish SLOs for programs, certificate and degrees.

### **Evaluation**

The college meets this standard. Course outlines, including section 8 containing SLOs are published on the college Website [Ref.IIA-89]. Transfer policies are described clearly and accurately in the catalog and on the Website [Ref.IIA-1, IIA-72]. In addition to meeting with a counselor, students can access ASSIST [Ref.IIA-71] for additional information.

### **Plan**

The college will complete SLOACs at course, program and institutional levels by 2012.

The college will develop a plan for how the SLOs for programs, certificates, and degrees are published.

The college will make catalog information more accessible when PeopleSoft is completely implemented.

**IIA.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

### **Description**

Transfer-of-credit policies are clearly and accurately stated in the college catalog. Glendale Community College accepts transfer credits from other colleges and universities and applies them toward degree requirements. As the catalog states, "transfers with acceptable grades will be granted advanced standing in-so-far as the work completely corresponds with that of Glendale Community College." Courses from other institutions are evaluated in Admissions and Records, in consultation with the articulation officer and discipline faculty, to determine credit for degree requirements. Admissions and Records maintains a list of previously approved course equivalencies [Ref.IIA-98]. In the event that a course has not previously been evaluated, the admissions staff refers the matter to the division chair of the discipline or to the articulation officer for course equivalency.



Course credit is also granted for Advanced Placement examination scores, the College Level Examination Program (CLEP), and military training through the United States Armed Forces Institute (page 50-53) [Ref.IIA-1]. Students may also earn credit for selected courses through the college's credit by examination policy. These policies are clearly stated in the college catalog and are also available in the Admissions and Records office and the academic counseling offices.

Articulation with other institutions is included in Board Policy 4050, Course and Program Articulation, which states that courses and programs are articulated with four-year colleges, high schools, and community colleges [Ref.IIA-70]. The college catalog and the schedule of classes list whether a class is transferable to the University of California (UC), the California State University (CSU), and the University of Southern California (USC), Glendale's largest private transfer location. The college articulation officer is responsible for maintaining the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU General Education Pattern. These two transfer general education patterns are updated on a yearly basis and can be found in the catalog (pages 76-79) [Ref.IIA-1], in class schedules (pages 101-106) [Ref.IIA-99], on the college Website, and in hard copies in the counseling and the transfer centers. The articulation officer also maintains for currency all course-to-course and major preparation for the public colleges and universities in California. All official articulation can be found in ASSIST [Ref.IIA-71], the official repository of articulation for California's colleges and universities. All articulation with private colleges and universities is also maintained by the articulation officer and can be found online and in hard copy in the academic counseling offices and the Transfer Center [Ref.IIA-1, IIA-72].

Courses are articulated with four-year institutions through the curriculum development process. When a new course is brought through the curriculum development process, it is forwarded to the four-year institutions for articulation and evaluated by the four-year institutions for equivalency. If there is an equivalent course at the four-year institution, the institution will enter into an articulation agreement with the college and send the agreement back to the college (pages 49-56) [Ref.IIA-6].

Courses are articulated with area high schools as well. The college has established partnerships with high schools in the Glendale, Burbank, and Los Angeles school districts to improve articulation and the academic preparation of incoming students. Examples of partnerships are the collaborative programs in mathematics, English, and ESL. In the mathematics collaborative, the college's mathematics faculty work with mathematics faculty at area high schools and give them feedback about the placement and success of students entering the college directly from high school. In the English collaborative, high school faculty have agreed to use exit expectations for the college's English 120 course, one level below transfer-level freshman English, for the equivalent high school course. This practice has expedited the mobility of many students from high school English to college English.

Articulation agreements also occur with high school Regional Occupational Programs (ROP) and Glendale Community College Career and Technical Education (CTE) courses as pathway programs of study [Ref.IIA-100]. These programs are reviewed every two years.

## Evaluation

The college meets this standard. Transfer-of-credit policies are clearly stated and available to students. The process of accepting credits from other institutions is clearly defined. Articulation agreements are in place with near by four-year public and private institutions. The articulation officer works with representatives of four-year institutions to ensure that Glendale Community College's articulation agreements are current and effective. He also regularly attends regional and statewide meetings.

The Academic Senate will be discussing recommendations by the Statewide Academic Senate to standardize the awarding of credit units for specific achievement scores on the Advanced Placement Exam.

## Plan

The college will continue to monitor and assess its articulation process.

The Academic Senate will make recommendations on the awarding of unit credits for advanced placement exam scores based on the findings of the discussions.

**IIA.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## Description

In response to the experience of program discontinuance in 2005<sup>2</sup>, the Glendale Community College Academic Senate produced a policy in October 2005 entitled the "Program Enhancement/Sunset Policy" [Ref.IIA-101]. The policy defines a process where by a program would be considered for discontinuance. Criteria used to determine the need for evaluation include:

1. low or declining enrollment
2. decreasing demand for service
3. clear obsolescence
4. or other factors including, but not limited to:
  - a. poor rate of student achievement of goals
  - b. program without a full time faculty member
  - c. Impending retirement of all full time faculty in the program.

A task force is assigned to evaluate the needs of the community, validity of the program, fiscal stability and to make recommendations for program improvement or discontinuance.

## Evaluation

The college meets this standard. The college has a process for discontinuing or enhancing programs which face difficulty and includes provisions for affected students.

Since its inception, the policy has been used to examine the following programs with histories of declining enrollment:

Date	Program	Reason for review	Outcome
2006	Computer Science/Information Systems	Dropping enrollment	Program kept and enhanced
2007	Electronic Computer Technology	Dropping enrollment	Program redefined and upgraded from engineering to robotics and computer lab. Unfortunately the lead instructor died and the program is on hiatus.
2007	Alcohol and Drug Studies	One full-time faculty member retiring	Program kept and enhanced. In partnership with VWIB under ARRA funding.
2009	Aviation Pilot Training	One full-time faculty member moving to Administration of Justice Program	Report to continue the program sent to Academic Senate in July 2009 ; Report approved by the Academic Senate in November 2009
2009	Computer Assisted Business Office Technology	Three of four full-time faculty members retired	Renamed and refocused on software training requested by business and industry.

When a program or specific courses or certificates are phased out or modified, the involved faculty members contact other local colleges to find out about similar programs in order to assist students in completing coursework. In the words of the policy, in the event of discontinuance, the college “will attend to the needs of the students affected by the discontinuance.”

While the current policy does not delineate what arrangements are made to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption, past practice has demonstrated the college’s commitment to the students. The only program discontinued in recent memory was the Aviation Maintenance Program. In March 2005 the Board of Trustees passed Resolution 20 to discontinue the Aviation Maintenance program. Eight students were enrolled in the program and unable to complete the program at Glendale Community College. All of the eight students were assisted by faculty and staff to be admitted to other programs in the area [Ref.IIA-102].

### Plan

The college will review and revise the Enhancement/Sunset policy to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption.

**IIA.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

### **Description**

Clear, accurate, and consistent information is presented to the public in the college catalog, class schedule, other publications, and on the college Website. The catalog is published annually. Divisions and departments review the relevant course descriptions and degree and certificate requirements before the catalog is published [Ref.IIA-97]. Administrative offices review the catalog for changes in college policies. The Student Activities office reviews the catalog sections covering student conduct and student activities. All college departments are notified in advance of the due date for changes to the catalog. Refer to Standard IIB.2 for further discussion of the college catalog and other publications.

The class schedule is published four times every year, before the registration period for the summer, fall, winter, and spring terms. The class schedule includes information about policies and procedures from the college catalog [Ref.IIA-99]. The schedule boilerplate is sent to the appropriate departments and divisions to review, update and edit their sections.

Other publications are regularly reviewed as well. Printed brochures describing individual programs are created and updated by the instructional divisions. Major sheets describing degree and certificate requirements are also revised when changes occur.

In fall 2009, the college Website [Ref.IIA-103] was migrated to an integrated content management system (CMS), which structures Web pages through a database system. Previously, departments and individuals made changes to their Web pages on an irregular basis. The new CMS includes an approval system whereby Web page updates may require approval.

The implementation of PeopleSoft student module will allow students and faculty easier access to the catalog and course information.

Beginning in 2007, the college began a comprehensive review and update of all of its board policies in order to assure currency and integrity. As of fall 2009, over 100 board policies have been updated.

### **Evaluation**

The college meets this standard and ensures that college publications are regularly reviewed and kept up-to-date.

Most students are satisfied with college publications. In the 2009 student survey, 79 percent of credit students rated the catalog excellent or good, 70 percent rated the Student Handbook excellent or good, and 68 percent rated the class schedule excellent or good. Additionally, 87 percent agreed that information in the Glendale Community College Catalog is accurate. When asked about finding information, 83 percent of credit students and 92 percent of noncredit students agreed that it is easy to find information about classes (pages 27, 28, 44, 64) [Ref.IIA-16].

## Plan

The college will continue to ensure that college publications are up to date.

**IIA.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.**

## Description

Board Policy 4030, Academic Freedom, includes policies on academic freedom and academic responsibility [Ref.IIA-104]. The board policy was last reviewed in March 2008. The section on academic freedom states that “faculty members are entitled to full freedom in research and in the publication of the results.” The section on academic responsibility states that

Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus.

The policy on academic freedom is available on the college Website and in the Faculty Handbook. In addition, academic freedom, rights and responsibilities are included in the Glendale Community College Guild contract: Article III; sections 1-3 (pages III-1, III-2) [Ref.IIA-105].

Policies for student academic honesty are included in Board Policy 5500, Standards of Student Conduct [Ref.IIA-106], and Administrative Regulation 5420 [Ref.IIA-107]. The policy on academic honesty, including definitions of violations of academic honesty, is available on the college Website and is printed in the college catalog (page 55) [Ref.IIA-1] and the class schedule (page 97) [Ref.IIA-99]. The board policy was last reviewed and revised in June 2008.

Glendale Community College does not espouse or instill specific beliefs or world views.

## Evaluation

The college meets this standard. The college has policies covering academic freedom and responsibility and student academic honesty. The policies make clear the college’s commitment to the free pursuit and dissemination of knowledge. For example, the academic freedom policy states that “the common good depends upon the free search for truth and its exposition” and “students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the faculty-students relationship.”

## Plan

The college will continue review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.

**IIA.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Description**

The college's academic freedom policy states that academic freedom "carries with it duties correlative with rights." Faculty are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." Further, faculty "should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others..." [Ref.IIA-104, IIA-105].

In addition to the Board Policy on academic freedom, the Academic Senate approved a faculty ethics statement in April 1996. This policy states that faculty members' "primary responsibility to their subject is to seek and to state the truth as they see it." It also states that "faculty members encourage the free pursuit of learning in their students. They hold before their students the best scholarly and ethical standards of their disciplines" [Ref.IIA-108].

The student evaluation form for instructional faculty includes items related to the fair presentation of information. As part of the evaluation process, students are asked whether they agree with a series of statements, including the following:

- The instructor encourages me to think for myself.
- The instructor makes me feel free to ask questions and express my opinion.
- The instructor respects my individual opinions and ideals.
- The instructor promotes an atmosphere of mutual respect among students [Ref.IIA-57].

**Evaluation**

The college meets this standard. The policy on academic freedom and academic responsibility includes the expectation that data and information be presented fairly and objectively. The Academic Senate's faculty ethics statement includes a similar expectation.

In the spring 2009 student survey, 83 percent of credit students and 92 percent of noncredit students agreed that Glendale Community College instructors encourage students to examine different points of view (page 41, 64) [Ref.IIA-16].

**Plan**

The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty, and the teaching-learning process.

**IIA.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

Board Policy 5500 [Ref.IIA-106] defines standards of student conduct and Board Policy 6133 [Ref.IIA-109] specifically addresses student academic honesty. Administrative Regulation 5420 [Ref.IIA-107] details procedures for disciplinary actions and appeals in response to violations of standards of student conduct. Violations of academic honesty are a subset of violations of standards of student conduct. Specific definitions of academic honesty violations, taken from Board Policy 6133, are included in the college catalog and in the class schedule every term. Academic Senate policy requires that instructors' class overviews must reference the academic honesty policy and indicate where the full policy can be found.

The following seven items identify student violations of academic honesty, as defined by Board Policy 6133 and published in the 2009-2010 college catalog (page 55) [Ref.IIA-1].

1. The student takes or copies answers from another student or source or uses unauthorized materials during a test.
2. The student turns in an assignment (labs, art projects, homework, prewritten or purchased papers, or work downloaded from the Internet) which is not his/her own.
3. The student uses words or ideas which are not his/her own without acknowledgment of the source (plagiarism).
4. The student knowingly deceives an instructor with the intent to improve his/her standing in the class.
5. The student submits the same paper or project previously submitted in another class without the permission of the current instructor.
6. The student depends upon tools or assistance prohibited by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
7. The student acquires, without permission, tests or other academic materials belonging to a member of the Glendale Community College faculty or staff.

If a student violates the policy, the instructor has the option of requiring the student to see a counselor or assigning a lower or failing grade in the course. Additionally, the violation is reported to the Vice President of Instruction, unless the instructor finds compelling reasons not to report the violation. Administrative Regulation 5420 describes further sanctions, including reprimand, suspension, and expulsion. The regulation also describes students' rights and appeals procedures.

**Evaluation**

The college meets this standard. Policies on academic honesty are well established and widely disseminated.

**Plan**

The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.

**IIA.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

### **Description**

Glendale Community College has established codes of ethics and conduct for employees. Board Policy 3050 [Ref.IIA-110] and its corresponding Administrative Regulation 3050 [Ref.IIA-111] delineate the code of conduct for all employees and define conflict of interest. Members of the Board of Trustees are expected to adhere to Board Policy 2715, Ethical Responsibilities of the Board of Trustees [Ref.IIA-112]. This policy includes 11 components of ethical behavior, as well as a policy for handling violations of the code of ethics. Board members are given clear prior notice of this policy. Refer to Standard IV.B1h for a detailed discussion of the Board of Trustees' ethics policy.

Additionally, faculty members are expected to adhere to the faculty ethics statement, approved by the Academic Senate in 1996 [Ref.IIA-108]. The faculty ethics statement is included in the Faculty Handbook.

Students are expected to adhere to codes of student conduct, as established in Board Policy 5500 [Ref.IIA-106] and Administrative Regulation 5420 [Ref.IIA-107], as well as to the academic honesty policy published in the college catalog and class schedule.

Glendale Community College does not seek to instill specific beliefs or world views.

### **Evaluation**

The college meets this standard. Information about codes of conduct for faculty members and students are published in the college catalog and the Faculty Handbook [Ref.IIA-113]. Information about the Board of Trustees' code of ethics is included in Board Policy.

### **Plan**

The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.



**IIA.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

**Description**

Glendale Community College does not offer curricula in foreign locations to students other than U.S. nationals. The college offers courses at its Baja California, Mexico field station and at other foreign locations through its Study Abroad program, but these courses are offered only to U.S. nationals.

**Evaluation**

This standard does not apply to Glendale Community College.

**Plan**

None.

**EVIDENCE FOR STANDARD IIA**

- Ref. IIA-1 GCC Catalog:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2748>
- Ref.IIA-2 Program Review Website: <http://www.glendale.edu/index.aspx?page=1824>
- Ref.IIA-3 California Accountability Reporting for the Community Colleges (ARCC):  
[http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc\\_2009\\_final.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf)
- Ref.IIA-4 California Community College Chancellor’s Office Report on Transfer rates:  
[http://www.cccco.edu/Portals/4/TRIS/research/reports/peer\\_groups.xls](http://www.cccco.edu/Portals/4/TRIS/research/reports/peer_groups.xls)
- Ref.IIA-5 California Community College Chancellor’s Office Core Indicators:  
<http://www.glendale.edu/accreditation/Standard%20IIA/GCC%20Core%20Indicators%20for%202009-2010.pdf>
- Ref.IIA-6 GCC Curriculum Handbook:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5189>
- Ref.IIA-7 Blue List—Governance Committees:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084>
- Ref.IIA-8 GCC Mission Statement: <http://www.glendale.edu/index.aspx?page=90>
- Ref.IIA-9 Placement Test Results:  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IA-5%20Entering%20Student%20Placement%20Report.pdf>
- Ref.IIA-10 Community Profile 2008: <http://research.glendale.edu/downloads/cp-2008.pdf>
- Ref.IIA-11 Community Profile 2009: <http://research.glendale.edu/downloads/cp-2009.pdf>
- Ref.IIA-12 GCC Membership List:  
<http://www.glendale.edu/accreditation/Standard%20IIA/Board%20Report%20July%202020,%202009%20-%20%20Memberships%202009-2010.doc>  
<http://www.glendale.edu/accreditation/Standard%20IIA/GCC%20Memberships%20List%202009-2010.xls>

- Ref.IIA-13 Los Angeles Orange County Workforce Development Leaders (LOWDL):  
<http://laocrc.com/apps/comm.asp?Q=6&menutab=6>
- Ref.IIA-14 California Community College Chancellor's Office Program Inventory Website:  
<https://misweb.cccco.edu/webproginv/prod/invmenu.htm>
- Ref.IIA-15 GCC Student Views 2008:  
<http://research.glendale.edu/downloads/student-views-2008.pdf>
- Ref.IIA-16 GCC Student Views 2009:  
<http://research.glendale.edu/downloads/student-views-2009.pdf>
- Ref.IIA-17 GCC Career and Technical Education Division Minutes for Business, Health Sciences, Technology and Aviation and Visual and Performing Arts:  
<http://www.glendale.edu/accreditation/evidence/minutes/index.htm>
- Ref.IIA-18 Grammar Guides: (hard copy only) (CD)
- Ref.IIA-19 GCC Student Learning Outcomes and Assessment Cycle (SLOAC) Website:  
<http://www.glendale.edu/index.aspx?page=3294>
- Ref.IIA-20 Research and Planning Report on Course/Program SLOAC Status, November 12, 2009 (hard copy)
- Ref.IIA-21 GCC 2008 Faculty/Staff Survey:  
<http://research.glendale.edu/downloads/campus-views-2008.pdf>
- Ref.IIA-22 California Community College Network for Student Learning Outcomes Assessment Website: <http://sloassessment.com/>
- Ref.IIA-23 Master Planning: <http://www.glendale.edu/index.aspx?page=1823>
- Ref.IIA-24 GCC Supplemental Instruction:  
<http://www.glendale.edu/index.aspx?page=3746>
- Ref.IIA-25 GCC Center for Student Involvement:  
<http://www.glendale.edu/index.aspx?page=1821>
- Ref.IIA-26 Study Abroad: <http://www.glendale.edu/index.aspx?page=231>
- Ref.IIA-27 Baja Program: <http://www.glendale.edu/index.aspx?page=226>
- Ref.IIA-28 Cooperative Education: <http://www.glendale.edu/index.aspx?page=194>
- Ref.IIA-29 Online Classes: <http://vision.glendale.edu/index.aspx?page=269>
- Ref.IIA-30 Web Enhanced:  
<http://bb.glendale.edu/webct/urw/lc2044122001.tp0/displayPublicCategories.do?webct?JSESSIONIDVISTA=rjMBKkJSp4MTwzGshZy9S9KG7FnVZ6HZTxQ5p19pwwRjnTPTkbln!-1893558702!bb.glendale.edu!80!443&insId=2044122001>
- Ref.IIA-31 Hybrid:  
[http://secure.glendale.edu/schedules/online/gcc\\_online\\_available\\_hybrid.asp](http://secure.glendale.edu/schedules/online/gcc_online_available_hybrid.asp)
- Ref.IIA-32 Online:  
[http://secure.glendale.edu/schedules/online/gcc\\_online\\_available\\_online.asp](http://secure.glendale.edu/schedules/online/gcc_online_available_online.asp)
- Ref.IIA-34 Blackboard: <http://www.glendale.edu/index.aspx?page=2265>
- Ref.IIA-35 Turnitin: <http://netra.glendale.edu/intranet/turnitin.html>
- Ref.IIA-36 Respondus: <http://netra.glendale.edu/intranet/respondus/index.html>
- Ref.IIA-37 GCC iTunes: <http://www.glendale.edu/index.aspx?page=2155>
- Ref.IIA-38 Program for Adult College Education (PACE):  
<http://www.glendale.edu/index.aspx?page=230>
- Ref.IIA-39 Achieving College Excellence (ACE):  
<http://www.glendale.edu/index.aspx?page=224>
- Ref.IIA-40 Scholars: <http://www.glendale.edu/index.aspx?page=232>
- Ref.IIA-41 Centers for Students with Disabilities (DSPS):  
<http://www.glendale.edu/index.aspx?page=1970>

- Ref.IIA-42 Technology Mediated Instruction Committee:  
<http://www.glendale.edu/index.aspx?page=381>
- Ref.IIA-43 Substantive Change Report ACCJC:  
 a. Proposed Substantive Change-Distance Education:  
<http://www.glendale.edu/accreditation/Standard%20IIA/Proposed%20Substantive%20Change%20Notification%20IIA.docx>  
 b. Updated Substantive Change-Distance Education:  
<http://www.glendale.edu/accreditation/Standard%20IIA/Substantive%20Change.Distance%20Ed%202.doc>  
 c. Certificate Programs-Distance Education:  
<http://www.glendale.edu/accreditation/Standard%20IIA/Certificate%20Programs.Distance%20Ed.%20%20IIA2.xls>
- Ref.IIA-44 Greentech Environmental Program:  
<http://www.glendale.edu/index.aspx?page=2530>
- Ref.IIA-45 Definitions of Classroom Technology Levels (hard copy)
- Ref.IIA-46 Academic Senate SLO Task Force Report:  
<http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4947>
- Ref.IIA-47 Academic Senate Minutes Website:  
<http://www.glendale.edu/index.aspx?page=3654>
- Ref.IIA-48 SLOAC Training Workshops: <http://www.glendale.edu/index.aspx?page=3677>
- Ref.IIA-49 Staff Development Calendar: <http://www.glendale.edu/index.aspx?page=1935>
- Ref.IIA-50 Chaparral: <http://www.glendale.edu/chaparral/>
- Ref.IIA-51 Garfield Continuing Education: <http://www.glendale.edu/index.aspx?page=167>
- Ref.IIA-52 Community Service Education: <http://netra.glendale.edu/cse/>
- Ref.IIA-53 Professional Development Center:  
<http://www.professionaldevelopmentcenter.com/>
- Ref.IIA-54 Curriculum and Instruction Committee:  
<http://www.glendale.edu/index.aspx?page=2245>
- Ref.IIA-55 Academic Affairs: <http://www.glendale.edu/index.aspx?page=356>
- Ref.IIA-56 Campus Executive: <http://www.glendale.edu/index.aspx?page=355>
- Ref.IIA-57 Evaluation Forms: <http://www.glendale.edu/index.aspx?page=1249>
- Ref.IIA-58 Program Review: <http://www.glendale.edu/index.aspx?page=1824>
- Ref.IIA-59 Foundational Skills (aka Basic Skills):  
<http://www.glendale.edu/index.aspx?page=377>
- Ref.IIA-60 Quality in Distance Education Final Report 5/15/2009:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5456>
- Ref.IIA-61 International Students: <http://www.glendale.edu/index.aspx?page=137>
- Ref.IIA-62 International Students Committee:  
<http://www.glendale.edu/index.aspx?page=383>
- Ref.IIA-63 GCC Minimum Qualifications List:  
<http://www.glendale.edu/index.aspx?page=1252>
- Ref.IIA-64 California Community College Association for Occupational Education:  
<http://cccae.org/>
- Ref.IIA-65 GCC Staff Development: <http://www.glendale.edu/index.aspx?page=120>
- Ref.IIA-66 Instructional Division Minutes for Biology, ESL, English, Health/P.E., Language Arts, Math, Physical Sciences and Social Sciences:  
<http://www.glendale.edu/accreditation/evidence/minutes/index.htm>

- Ref.IIA-67 Noncredit Division Minutes for Business, ESL and Life Skills:  
<http://www.glendale.edu/accreditation/evidence/minutes/index.htm>
- Ref.IIA-68 GCC Division Chair Minutes:  
<http://www.glendale.edu/accreditation/evidence/minutes/index.htm>
- Ref.IIA-69 GCC Course Syllabus:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5148>
- Ref.IIA-70 GCC Board Policy 4050 – Course and Program Articulation:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2584>
- Ref.IIA-71 ASSIST: [www.assist.org](http://www.assist.org)
- Ref.IIA-72 GCC Transfer Center: <http://www.glendale.edu/index.aspx?page=150>
- Ref.IIA-73 Campus Profile 2009:  
<http://www.research.glendale.edu/downloads/cp-2009.pdf>
- Ref.IIA-74 Communities of Practice Pooling Educational Resources (COPPER):  
<http://www.middlesex.mass.edu/carnegie/default.htm>
- Ref.IIA-75 Strengthening Pre-collegiate Education in Community Colleges (SPECC) grants:  
<http://www.glendale.edu/accreditation/Standard%20IIA/SPECC%20Followup%20Engl120.191.pdf>
- Ref.IIA-76 Writing Across the Curriculum (WAC):  
<http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/Ref%20IB-3%20Writing%20Across%20the%20Curriculum.pdf>
- Ref.IIA-77 Research Across the Curriculum (RAC):  
<http://www.glendale.edu/index.aspx?page=2470>
- Ref.IIA-78 Faculty Inquiry Network (FIN): <http://fincommons.net/>
- Ref.IIA-79 Faculty Teaching and Learning Resource Center:  
<http://www.glendale.edu/index.aspx?page=2349>
- Ref.IIA-80 GCC Career Center: <http://www.glendale.edu/index.aspx?page=1294>
- Ref.IIA-81 GCC Distance Education Guide:  
<http://www.glendale.edu/index.aspx?page=2219>
- Ref.IIA-82 CCCCO Distance Education Faculty and Student Satisfaction Surveys:  
[http://www.cccco.edu/Portals/4/AA/Distance%20Education/7-07-DE\\_Report\\_web.pdf](http://www.cccco.edu/Portals/4/AA/Distance%20Education/7-07-DE_Report_web.pdf)
- Ref.IIA-83 GCC Research and Planning Success and Retention Rates for Hybrid and Online Courses: <http://www.glendale.edu/accreditation/evidence/Standard%20I%20Evidence/GCC%20Distance%20Ed.%20Data.pdf>
- Ref.IIA-84 Social Sciences' Survey: Connecting Core Competencies to Student Learning Outcomes, 2009 (hard copy)
- Ref.IIA-85 Mathematics Program Information Packet (hard copy)
- Ref.IIA-86 Academic Senate: <http://www.glendale.edu/index.aspx?page=1509>
- Ref.IIA-87 GCC Core Competencies:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5149>
- Ref.IIA-88 Board Policy 4025-Philosophy and Criteria for Associate Degree and General Education:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2587>
- Ref.IIA-89 GCC Course Outlines: <http://www.glendale.edu/courseoutlines/>
- Ref.IIA-90 California Board of Registered Nursing Schools:  
<http://www.rn.ca.gov/schools/index.shtml>
- Ref.IIA-91 California Association for Alcohol/Drug Educators (CAADE) Accredited Colleges: <http://www.caade.org/colleges.htm>

- Ref.IIA-92 Los Angeles Department of Health Services Approved EMT Programs:  
<http://ems.dhs.lacounty.gov/certification/ApprovedEMTPrograms.pdf>
- Ref.IIA-93 NCLEX Pass Rates: <http://www.rn.ca.gov/schools/passrates.shtml>
- Ref.IIA-94 Business Division Surveys (hard copy)
- Ref.IIA-95 Child Development Surveys: <http://www.glendale.edu/accreditation/Standard%20IIA/CDC%20Program%20Review%20Student%20Survey.xls>
- Ref.IIA-96 Professional Development Center Awards and other documents (hard copy)
- Ref.IIA-97 GCC Annual Catalogs: <http://www.glendale.edu/index.aspx?page=564>
- Ref.IIA-98 GCC Admissions and Records Spreadsheet on Course Equivalencies (hard copy)
- Ref.IIA-99 GCC Fall 2009 Class Schedule (hard copy only)
- Ref.IIA-100 Career and Technical Programs—Career and Educations Pathways Guides (hard copy)
- Ref.IIA-101 Enhancement / Sunset Program Policy:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5147>
- Ref.IIA-102 GCC Board of Trustees Resolution 20-Discontinuance of the Aviation Maintenance Program: <http://www.glendale.edu/accreditation/evidence/IIA-102%20BOT%20Resolution%2020%20%20Mar.%202005.pdf>
- Ref.IIA-103 Glendale Community College Home page: <http://www.glendale.edu/>
- Ref.IIA-104 GCC Board Policy 4030—Academic Freedom:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2585>
- Ref.IIA-105 GCC Guild (Faculty) Collective Bargaining Agreement:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186>
- Ref.IIA-106 GCC Board Policy 5500—Standards of Student Conduct:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2638>
- Ref.IIA-107 GCC Administrative Regulation 5420—Code of Student Conduct:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR5420.htm>
- Ref.IIA-108 GCC Academic Senate Ethics Policy:  
<http://www.glendale.edu/index.aspx?page=3769>
- Ref.IIA-109 GCC Board Policy 6133—Policy on Academic Honesty:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP6133.htm>
- Ref.IIA-110 GCC Board Policy 3050—Employee Conduct and Conflict of Interest:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2567>
- Ref.IIA-111 GCC Administrative Regulation 3050—Conflict of Interest:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2480>
- Ref.IIA-112 GCC Board Policy 2715—Ethical Responsibilities of the Board of Trustees:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2544>
- Ref.IIA-113 GCC Faculty Handbook: <http://www.glendale.edu/index.aspx?page=1254>
- Ref.IIA-114 GCC Mutual Gains Document:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5167>
- Ref.IIA-115 External Scan and planning materials from KH Consulting (hard copy only)
- Ref.IIA-116 CCC Confer <http://www.cccconfer.org/index2.aspx>
- Ref.IIA-117 Graduation Requirement and Core Competencies Table (hard copy)

## (Endnotes)

<sup>1</sup> These activities have included nearly 200 full- and part-time faculty members in both credit and non-credit programs including a presentation on information competency at the Educational Technology Mini-Conference (Aug. 30, 2007), workshops on information competency (October 4, 2007, October 30, 2007), presentation at the new faculty orientation (October 11, 2007), RAC faculty colloquium (Spring 2008, a workshop presented by Pat Wolfe on current brain research and its application to the teaching/learning process (April 4, 2008), joint WAC/RAC/IT workshop on plagiarism (April 25, 2008), and information competency workshops presented for faculty (October-November 2008).

<sup>2</sup> The issue of program discontinuance was raised in 2006 when the college eliminated, due to persistent low enrollment, the Aviation Maintenance Program (AMP), which had been in existence since about 1940. The program experienced continued enrollment declines beginning in 2001. Low enrollment persisted into 2002-2003 with instructional management warning program staff of the need to increase recruitment efforts in order to maintain a minimum enrollment of 25 students. The Public Information/Marketing office also launched a massive advertising campaign for the program through brochures, Cable TV, and local and regional trade publications. This was a period of financial crisis for the college, ultimately leading to massive budget cuts, class reductions, pay cuts and layoffs of classified and management personnel. The program faculty met with the president at the end of 2003 and received an extension of time to convert the program into a night program to better meet the needs of students. One year was granted to the program. Instructional Services management worked with faculty to revise the curricula to meet FAA regulations and to fit into a year-round evening format. All efforts resulted in fourteen students in the program for fall 2004. By spring 2005, only eight students had enrolled in the program. In March 2005, the Board of Trustees passed Resolution 20 to discontinue the Aviation Maintenance program. All of the eight students were assisted by faculty and staff to be admitted to other programs in the area [Ref. IIA-x, y].

**The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

**Description**

Consistent with the Glendale Community College Mission Statement and the Student Services Mission Policy, GCC recruits and admits students of diverse backgrounds and provides learning activities designed to improve the economic condition and quality of life of the students. The college has an open door/open access policy which supports access and success, with both face-to-face and online programs and services. High school graduates are eligible for admission to the college and enrollment in any course for which they are qualified. Non high school graduates who are eighteen years of age or older may be admitted to the college [Ref.IIB-1].

The college provides a comprehensive Student Services program that supports student learning and addresses the many needs of students. An extensive array of services is offered to assist students in all aspects of their college experience at both the GCC and Garfield campuses.

SERVICE AREA	SERVICES PROVIDED TO ENHANCE THE LEARNING ENVIRONMENT
<b>Admissions and Assessment</b>	<ul style="list-style-type: none"> <li>• Online application</li> <li>• Online registration</li> <li>• Student portal (MyGCC)</li> <li>• Online catalog</li> <li>• Saturday assessment at peak times</li> <li>• Computer-administered assessments</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Full range of intercollegiate sports for both men and women</li> </ul>
<b>Bookstore</b>	<ul style="list-style-type: none"> <li>• Bookstores on both campuses make it easy to purchase books</li> <li>• Books also available for purchase online</li> </ul>

<p><b>CalWORKs</b></p>	<ul style="list-style-type: none"> <li>• Offices on the main campus and Garfield Campus</li> <li>• Off-campus work study agreement with Los Angeles Department of Social Services and South Bay Work Force Investment Bureau</li> <li>• Temporary Assistance for Needy Families (TANF)-CDC grant for students majoring in Child Development</li> <li>• Free child care for eligible students at Garfield Campus and free evening care for school age children at the main campus for eligible students</li> </ul>
<p><b>Career Center</b></p>	<ul style="list-style-type: none"> <li>• Career centers on both campuses provide career exploration and job preparation through classes, workshops, and individual counseling</li> <li>• Career counselors deliver in-class presentations about support services in foundational skills classes</li> <li>• Career counselors make in-class presentations on careers and career center services</li> </ul>
<p><b>Center for Student Involvement</b></p>	<ul style="list-style-type: none"> <li>• CSI integrates community services with academic study promoting civic responsibility</li> </ul>
<p><b>Child Care</b></p>	<ul style="list-style-type: none"> <li>• Child care is available at the Garfield Campus Monday–Friday for eligible students</li> <li>• Evening child care is available on the main campus for students enrolled in evening classes</li> </ul>
<p><b>Counseling Programs</b></p>	<ul style="list-style-type: none"> <li>• Credit online orientation in four languages and accessible for students with disabilities</li> <li>• Student development classes taught in feeder high schools</li> <li>• Saturday counseling available at peak times</li> <li>• Automated telephone service (SARS.CALL) notifies students of counseling appointments</li> <li>• The Elementary Algebra Project puts counselors in foundational skills math classes where they assist students in the completion of student educational plans</li> <li>• Counselors sponsor clubs for Filipino, Persian and Latino students</li> <li>• Credit and noncredit matriculation collaboration</li> <li>• Successful bridge with noncredit programs including class visitations, tours, assessment workshops and orientation classes</li> <li>• Student development classes paired with noncredit ESL classes and English 120 classes</li> </ul>
<p><b>DSP&amp;S (Center for Students with Disabilities - CSD)</b></p>	<ul style="list-style-type: none"> <li>• Award winning program and services</li> <li>• Workability 3 Program</li> <li>• Travel program for students with disabilities</li> <li>• CSD specialists collaborate with foundational skills faculty</li> <li>• CSD specialists collaborate with instructional faculty to implement universal learning design</li> </ul>



<b>Financial Aid</b>	<ul style="list-style-type: none"> <li>• High school financial aid presentations</li> <li>• Outreach workshops to local high schools and Garfield Campus</li> </ul>
<b>Health Service</b>	<ul style="list-style-type: none"> <li>• Registered Nurses for walk-in</li> <li>• Physicians, mental health counselors/interns and dietary interns for appointments</li> <li>• Expanded hours of operation</li> <li>• First aid, health counseling/education, vaccines, tuberculosis skin testing</li> <li>• Online health magazine</li> </ul>
<b>International Student Program</b>	<ul style="list-style-type: none"> <li>• Student club and activities</li> <li>• Campus-sponsored excursions</li> <li>• Two full-time counselors provide academic and immigration advising</li> </ul>
<b>Jump Start</b>	<ul style="list-style-type: none"> <li>• Counseling and registration assistance to over 500 high school students enrolled in classes</li> </ul>
<b>Learning Center</b>	<ul style="list-style-type: none"> <li>• English workshops</li> <li>• Online referral form</li> <li>• Online class for student tutors</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Supports student and faculty research</li> <li>• Provides information competency workshops and classes</li> </ul>
<b>Mental Health Services</b>	<ul style="list-style-type: none"> <li>• Provided at both the main campus and Garfield Campus</li> </ul>
<b>Office of the Vice President Student Services</b>	<ul style="list-style-type: none"> <li>• Student Services Strategic Plan</li> <li>• Student Services program learning outcomes</li> <li>• Special services to students listed on Website</li> </ul>
<b>Scholarships</b>	<ul style="list-style-type: none"> <li>• Provides \$300,000 annually in scholarships to students on both the main campus and Garfield Campus who meet defined criteria</li> </ul>
<b>Student Activities</b>	<ul style="list-style-type: none"> <li>• Provides extracurricular opportunities for students</li> <li>• Over 50 active clubs</li> </ul>
<b>Student Employment</b>	<ul style="list-style-type: none"> <li>• Computer work stations for job search</li> <li>• Student jobs at Caltech and JPL</li> <li>• Provides internships to over 70 students each semester</li> <li>• Off-campus assignments through CalWORKs</li> </ul>
<b>Student Outreach Services (SOS)</b>	<ul style="list-style-type: none"> <li>• Weekly on-site advising visits to high schools</li> <li>• Shadow Days program for high school students</li> <li>• GCC Bound program for high school students</li> <li>• Campus Visits program for high schools</li> <li>• Outreach presentations at college fairs, high school classes, college planning workshops</li> </ul>

<p><b>Transfer Center</b></p>	<ul style="list-style-type: none"> <li>• Assists students who want to transfer to a four year university</li> <li>• Counselors provide in-class presentations about transfer opportunities</li> <li>• Counselors present workshops on a variety of transfer related topics</li> <li>• Provides students access to college representatives from private and public four year institutions</li> </ul>
<p><b>Writing Center</b></p>	<ul style="list-style-type: none"> <li>• Provides peer tutoring for students who need help with writing–related assignments</li> </ul>

The Student Services Mission Statement was revised in 2007 and is Board Policy 5010. The mission statement defines the college’s approach to providing services to students:

Glendale Community College recognizes that there are many activities and programs outside of the classroom that enhance the learning process. Student Services provides advocacy and access for all persons who wish to attend the college: physical access to facilities on the campus, access to programs and services, and access to required courses. Consequently, numerous student programs have been established to serve the needs of a diverse population and move students toward the attainment of their goals.

The programs offered by Student Services are designed to help students develop skills in order to identify, clarify, and achieve personal, career, and educational goals. These changes are viewed as interrelated factors that determine the present and future quality of each individual’s life experience.

Major Student Services:

*Enrollment Services* include the areas of outreach and recruitment, admissions, orientation, assessment, counseling, educational planning, and registration.

*Support Services* include counseling and advisement, (academic, career, mental health and transfer), library and learning resources, (writing lab, learning center, and tutoring center), health care, and access to educational materials.

*Specialized Programs and Services* are services for veterans, students with disabilities, low income and academically under-prepared students, single parents, and returning adults.

*Financial Services* assist students with financial aid, student employment, and scholarships.

*Co-curricular Services* are integral to the college experience, providing intercollegiate athletics, student clubs, student government, service learning, and internships [Ref.IIB-2].

### ***Enrollment Services: Outreach, Recruitment, and Admissions***

Like all California community colleges, the GCC main campus adheres to the admission standards as specified in Title 5 of the California Code of Regulations and the California Educational Code. The college is committed to an admission process that does not discriminate on the basis of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition or disability. Campus Profile 2009 shows that 49 percent of our student population defines itself as Caucasian (which includes 34 percent who are Armenian), 23 percent Latino, 10 percent Asian, 5 percent Filipino, 3 percent Black/African American, and 9 percent other or unknown [Ref.IIB-3].

Student Outreach Services (SOS) facilitates access to the college and its educational programs by providing pre-admission support services to the community, local school districts, and to the Garfield Campus, focusing on the recruitment of populations that reflect the diversity of the surrounding area [Ref.IIB.4]. Since the 2004 accreditation report, the college has greatly expanded the scope of the SOS operation by increasing staffing from 2.0 Full time Equivalent (FTE) to 4.5 FTE. The new positions include a program manager and two classified positions, one of which is funded by the financial aid office to provide financial aid outreach services. Student Outreach Services provides a comprehensive program including high school visits, classroom and community presentations, campus tours; it jointly sponsors the High School Counselor and Middle School Counselor Days with the counseling program. In April 2009, SOS, with Instruction and Student Services, co-sponsored the first Middle School Student and Parent Night, which was attended by more than 100 students and their parents from Glendale and Burbank Unified School Districts.

Although SOS is the primary program responsible for outreach, Center for Students with Disabilities (CSD), Extended Opportunity Programs & Services (EOP&S), Financial Aid, and, General Counseling are also intricately involved in outreach and/or recruitment. In addition to Student Services, many Career and Technical Education faculty participate in a variety of recruitment and outreach activities.

Garfield Campus faculty and staff participate in outreach activities targeted to the student population. Staff regularly attend a collaborative meeting sponsored by the Employment Development Department and City of Glendale with representatives from Glendale Unified School District, Burbank Adult School, Path Achieve (homeless shelter), Glendale Library at Adams Square, the Department of Rehabilitation, the Department of Public Social Services, and the Verdugo Workforce Investment Board. Additional outreach is also done with social service agencies, churches, and other nonprofit organizations in the greater Glendale area.

In accordance with the California Master Plan for Education and California Education Code, Glendale Community College's Board Policy and Administrative Regulations reflect a broad view of students who can benefit from the institution's programs. The institution admits all California residents, and any nonresident, possessing a high school diploma. In addition, the college admits any person over the age of 18 who is deemed to be capable of benefiting from instruction. The college's Jump Start program allows any student whose age or class level is equal to grades nine through twelve to attend as a special part-time student for advanced scholastic or vocational courses as part of the Jump Start program [Ref.IIB-5]. Students younger than ninth grade may be admitted and may take credit courses through a special admission which is administered through the Admissions and Records office.

Additionally, the college has a large number of students who enroll through the AB 540 program. This is a program for students who have graduated from a California high school or have attained the equivalent thereof, such as a High School Equivalency Certificate, issued by the California State GED office, or a Certificate of Proficiency, resulting from the California High School Proficiency Examination, and who attended high school in California for three or more years [Ref.IIB-70].

All new students are encouraged to submit an online application to the credit or noncredit program [Ref.IIB-6, IIB-7]. However, over 50 percent of credit students applying to the college still prefer to submit their application in person, according to Admissions and Records. Questions on the credit application inquire as to the type of support services the applicant believes he/she needs in order to be successful, while questions on the noncredit application request supplemental information specific to the appropriate program. The college will begin using the California Community College Application (CCCApply) in March 2010 with the implementation of PeopleSoft.

### ***Assessment and Orientation***

Admitted students in the credit program are assessed for recommended placement in courses that have prerequisites if the student has not met the prerequisite through successful completion of previous coursework. According to Glendale Community College Administrative Regulation 5600 E.3 for credit students, "all new non-exempt students are required to be assessed in English or English as a Second Language (ESL) and mathematics upon application to the college and before the student enrolls in their first semester" [Ref.IIB-8] [Ref.IIB-9]. During the fall and spring semesters of 2009-2010, the policies and procedures for assessment are being reevaluated as a result of the relief of mandates recently received from the chancellor's office. The relief of mandates removes the colleges/districts from the responsibility of adhering to the regulations that were organized around the components of matriculation. Consequently, these regulations will not be enforced, and colleges are free to provide services to students without regard to prior implementation practices. For example, colleges will no longer be required to test students only with assessment instruments that have been approved by the chancellor's office, nor must a student be provided with a Student Educational Plan when seeing a counselor, (though this provision may still be in place for categorical programs outside matriculation). Glendale Community College has made no changes to its assessment practice as of November 2009. If any changes are made, they will go through the proper governance channels.

Following assessment, credit students are advised to view the online orientation prior to going to counseling [Ref.IIB-10]. To meet the ethnic and cultural diversity needs of our community, the credit online orientation is available in Armenian, English, Korean and Spanish, and for those with physical disabilities the online orientation has both narrated and closed-caption features.

Noncredit English as a Second Language (ESL) assessment is available at both campuses. Noncredit ESL classes are taught at both sites and in various locations in the community in order to make ESL accessible to all who can benefit. Once the student is assessed at either location, he/she is referred to one of the noncredit offices located at either the main campus or Garfield Campus for placement and registration assistance. The noncredit program is in the process of developing an online orientation to use in conjunction with assessment. Both campuses had developed a student handbook, (hardcopies only), which was given to new

students with information specific to credit and noncredit programs as part of the admission process [Ref.IIB-11, IIB-12]. The handbook had information about important dates, student services, office hours, academic calendar information, and standards of student conduct. Unfortunately, as a result of the budget cuts, the handbooks have been suspended at this time.

### ***Education Planning/Counseling***

Educational planning/counseling is available in various service areas at the main campus; general counseling offers academic, career, transfer, and personal counseling to all students. Additionally, there are counselors who specialize in working with pre-nursing and nursing, and with athletes. Counselors in the international student office specialize in advising F-1 Visa students. Extended Opportunity Programs & Services (EOP&S) counselors provide services for students who meet specific eligibility requirements; the Center for Students with Disabilities (CSD) advises students with verified disabilities. An admissions counselor advises scholars, veterans, and students on dismissal. A counselor in Achieving College Excellence (ACE) is responsible for providing counseling to students in this Title 5 Grant funded program.

Two academic counselors are available at the Garfield Campus to provide career, academic, and personal counseling to noncredit students. The counselors work with high school diploma and GED students, State Department of Rehabilitation students, ESL students, and claimants of California Training Benefits and the Employment Development Department.

### ***Registration***

Registration for the credit and noncredit programs is available by a variety of methods. Priority registration for credit students is available by telephone with Student Telephone and Registration System (STARS) and online through WebReg, located on the college home page [Ref.IIB-13]. A telephone Help Line is open Monday through Friday, from 8:00 a.m. to 1:00 p.m., to answer registration questions. The student interactive kiosks provide students with a variety of information including registration date and time, a copy of students' printed schedules, and up to date financial aid information. With the implementation of PeopleSoft, registration will be online for all students in March 2010. To better serve students, GCC adopted a policy to provide priority registration to athletes, F-1 Visa students, and scholars, in addition to students with disabilities, EOP&S students, and veterans of the armed services as mandated in Ed Code [Ref.IIB-14].

Noncredit students may register for classes using the online application and registration process or, if space is available, a student may enroll in person at the class. Most noncredit classes enroll students at any time during the semester if space is available.

Both campuses enhance student learning by providing comprehensive Student Services to all credit and noncredit students. A supportive learning environment is further enhanced by addressing the diverse needs of special populations; veterans, low income and academically under-prepared, single parents, returning adults, students with disabilities, and international students are all provided support services through programs designed for these special populations. Counselors located at the Garfield Campus coordinate with Center for Students with Disabilities (CSD) to provide services for eligible students, and materials are available in alternate format if requested. The college employs bilingual staff to assist students

who speak the various languages reflected in the community and the student population. American Sign Language, Armenian, Cantonese, Farsi, French, Italian, Japanese, Korean, Mandarin, Russian, Spanish, Tagalog, and Vietnamese are all languages represented by the faculty and staff in Student Services. The GCC telephone and email directory lists faculty and staff who have volunteered to serve as translators to further assist faculty and staff working with students who speak languages other than English [Ref.IIB-20].

### ***Institutional Assessment***

The institution systematically assesses Student Services using a variety of assessment methods to evaluate the success of programs and services and the students' ability to benefit. Institutional outcomes are measured by time-to-goal completion, degrees and certificates awarded, transfer rates, final grade awarded, program persistence, knowledge of and/or participation in various programs and services, along with other statewide accountability measures [Ref.IIB-15]. Goals, objectives, and strategies are set forth in the 2008-2014 Strategic Master Plan; the offices responsible for these strategies are specified, as are timelines for completion [Ref.IIB-16].

Student Services has developed Student Learning Outcomes (SLOs) for all classes in the division and Service Area Outcomes (SAOs) for nearly all program areas on both campuses as a means of determining effectiveness. The SLOs and SAOs for Student Services are summarized and reported on the Student Learning Outcomes home page [Ref.IIB-17]. The results of the SLOs are discussed at unit meetings, division meetings, advisory committee meetings, round table discussions, and SLO meetings. Faculty teaching the same course have ongoing meetings to discuss measurement instruments, course techniques, and methods of instruction to increase effectiveness. These discussions have resulted in the updating of curriculum, elimination of curriculum, and new course development, as evidenced in the division minutes and the Curriculum and Instruction minutes [IIB-18, Ref.IIB-71].

The assessment and evaluation of Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) are incorporated into the program review documents. All Student Services programs participate in the six year program review cycle which is integrated with the SLOs and SAOs process and budget and planning processes. All budget requests for additional funds require the manager to tie the request to the college's Strategic Master Plan and program review.

The Categorical Site Review document was completed in November 2007 and the site visit by the chancellor's office was made in spring of 2008 [Ref.IIB-19]. Matriculation, noncredit matriculation, EOP&S/CARE, DSP&S/CSD, CalWORKs/TANF (Temporary Assistance to Needy Families) all reported on college-wide Student Services integration and coordination. Each program performed self-evaluations that included analyses of Management Information Systems (MIS) data reporting, access, progress, success, SLOs/ SAOs, and compliance.

Research and Planning conducts a student survey each spring semester. Every three years, the survey includes items evaluating students' perceptions of Student Services. (The last survey to include questions about Student Services was conducted in 2007; the next will take place in 2010). The survey results, published in *Student Views*, show student recognition, use, and satisfaction with various Student Services [Ref.IIB-15]. Additionally, the key performance indicators from the 2003-2009 Strategic Master Plan are measured and reported in this same publication.

**Student Views** is distributed widely on campus and the results are discussed in unit meetings, division meetings, managers' meetings, and governance committees, amongst others. Student Views is just one of the evaluative measures used to change processes and procedures on campus. It is also used to identify the effectiveness of programs, as well as identifying where change is needed.

Discussions about student access, progress, learning and success are consistently held throughout Glendale Community College's extensive governance structure and within the various Instructional and Student Services meetings. One of the core committees is Student Affairs, chaired by the vice president of student services, with representation from administrators, faculty, staff and students [Ref.IIB-21].

A Student Services convocation is held each semester to update faculty and staff about ongoing campus specific and statewide issues. These meetings provide a forum for department updates from Student Services, Academic Services, and Administrative Services [Ref.IIB-22].

In order to facilitate interdepartmental communications, there is also a Student Services cabinet comprising managers from each department, a representative from the Garfield Campus, and the chair of the Student Services division. The cabinet meets weekly on items pertaining to student access and success, and provides updates about their respective areas' challenges, successes, programs, and activities [Ref.IIB-23].

Representatives from Student Services participate in the Strategic Master Planning team that develops, implements, and assesses the college's strategic goals. The Student Services Strategic Plan 08-09 is a comprehensive planning document addressing the strategies to accomplish goals 1-5 of the Strategic Master Plan [Ref. IIB-24]. It identifies the measurement tools to be used, the person or office responsible for completion of the strategy, and a timeline. Listed below are the five goals primarily assigned to Student Services.

Goal 1: Provide access for students, including underrepresented groups in the communities that Glendale Community College serves, who can benefit from any one of the several instructional paths the college offers, (transfer, degrees, certificates, academic career, technical education noncredit, and personal development).

Goal 2: Develop and implement Student Learning Outcomes and Assessments at the course, program, and campus levels in order to help our students achieve success.

Goal 3: Increase and improve the quantity and variety of learning opportunities that promote successful Student Learning Outcomes.

Goal 4: Increase student retention and success by strengthening student connections with the college and responding to student needs.

Goal 5: Streamline and enhance the delivery of student services by focusing on proactive services.

In addition to the discussions listed above, the faculty and staff in Student Services participate in a variety of collaborative programs and campus-wide discussions that demonstrate how student access, progress, learning, and success are consistently supported.

- Technology Mediated Services is a campus committee that develops policies on the roles of technology in student services [Ref.IIB-25].
- Enrollment Management ad-hoc committee is a partnership of Student Services and Instructional Services addressing all aspects of enrollment [Ref.IIB-26].
- Student Services counselors attend monthly instructional division meetings, send reports to all division members, and send a summary of the meeting to colleagues.
- The division chair of Student Services represents the division at division chair meetings, Academic Affairs, and Curriculum and Instruction.
- Monthly academic information meetings are held for counselors at which faculty from other instructional divisions present new programs and/or changes in policy.
- Student Services faculty, staff and administrators are well represented on governance committees [Ref.IIB-27].
- Faculty, staff and community members exchange ideas at EOP&S and DSP&S advisory committee meetings

## **Evaluation**

The college meets this standard. GCC recruits and admits students from various backgrounds and skill levels who are able to benefit from the college's programs. Students' needs are identified and met through a supportive learning environment. Quality support services are available throughout students' college experience, from the first contact to completion of their educational goal.

Programs assess services through program review, periodic student and faculty surveys, and the governance process. The Student Learning Outcome/ Service Area Outcome processes provide the Student Services programs and courses with systematic evaluative data to improve the effectiveness of these services continuously. The college demonstrates that it provides a comprehensive Student Services program which enhances student learning through the entire institutional experience and is characterized by a campus concern for student access, progress, learning, and success. Furthermore, the programs are systematically assessed as evidenced above.

## **Plan**

The college will establish an interim one-stop student services area, to better serve students while completing the new Classroom/Lab/College Services building.

The college will implement PeopleSoft.

The college will complete the Educational Master Plan, which will address student needs at the Garfield Campus.



**IIB.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

**Description**

The college continues to make significant progress to ensure that its services are available to, and used by, its regular daytime, evening, weekend, off-campus, and online students. It has increased its use of electronic media to provide information and services to students. Student Services assures the quality of student support services with the analysis of both quantitative and qualitative data through program review, various planning studies and institutional reports conducted by the Institutional Research and Planning office, the categorical site review conducted by the chancellor's office, and the college governance committees. The information gathered and reported in the *Campus Profile*, *Student Views*, *Community Profile* and the statewide Accountability Reporting for Community Colleges (ARCC), along with other matriculation reports accessible from the research Website, is used to develop the Student Services Strategic Master Plan to support student learning [Ref.IIB-15].

Each program is reviewed on a rotating six year cycle. The program review process assesses program quality with the data provided by the Institutional Research and Planning office and Student Learning Outcomes Assessment Cycle (SLOAC). In addition, information from student surveys, student evaluations, and institutional reports is used to assess program quality and effectiveness. All programs in Student Services have completed at least one program review cycle and many have completed two. Categorical programs also completed a self-evaluation study in 2007-2008, with the recommendations taken to the appropriate unit meeting or governance committee for action, if required [Ref.IIB-19].

Research and Planning has completed a number of specialized studies which are utilized by Student Services to enhance achievement.

- In 2005, Institutional Research and Planning conducted a study to compare the educational outcomes of students who received matriculation services with the outcomes of students who did not receive the services. The analysis revealed that students who received matriculation services were more successful—by a variety of measures including GPA, units completed, course success, and completion of transfer level English and math—than students who did not receive matriculation services [Ref.IIB-15]. Matriculation Study.
- Student Enrollments: Where They Come From, Who They Are was a study presented to the board of trustees in 2007 identifying student enrollment information. This information was used by our Student Outreach Services office and Career and Technical Education departments to identify potential outreach sites [Ref.IIB-15].
- A Profile of Our Students, presented to the Strategic Planning Committee in May 2008, is being used by the various governance committees on campus to identify the needs of future students [Ref.IIB-15].
- The annual spring student survey includes items evaluating students' perceptions of Student Services every three years. The last survey to include Student Services items was in 2007; the next one will take place in 2010. The survey results, published in *Student Views*, show student recognition, use, and satisfaction with various Student Services [Ref.IIB-15].

Listed below is the satisfaction with Glendale campus support services from the 2007 survey, along with the most recent student satisfaction for the Garfield Campus, from spring 2009 [Ref.IIB-15].

**Figure 48. Satisfaction with Student Services Survey Fall Student View Survey**

<b>Satisfaction</b>	<b>Spring 1995</b>	<b>Spring 1998</b>	<b>Spring 2001</b>	<b>Spring 2004</b>	<b>Spring 2007</b>
Academic Counseling	71%	73%	68%	73%	76%
Admissions & Records	81%	88%	86%	84%	87%
Assessment Center/Testing	79%	80%	80%	81%	81%
Bookstore	--	--	--	88%	86%
CalWORKs	--	--	--	74%	73%
Career Center	76%	80%	78%	76%	75%
Center for Students with Disabilities	72%	80%	74%	74%	76%
EOP&S Office	81%	85%	83%	79%	78%
Financial Aid Office	77%	81%	79%	82%	80%
Health Center	81%	91%	87%	85%	84%
High Tech Center	--	--	--	--	66%
Information Counter (AD Building)	--	89%	90%	85%	86%
Instructional Assistance Center	--	--	--	69%	72%
Job Placement Center	62%	80%	76%	66%	70%
myGCC (web services)	--	--	--	91%	91%
Scholarship Office	--	71%	67%	65%	66%
Service Learning Center	--	84%	77%	81%	79%
Student Activities Office	--	80%	69%	67%	69%
Transfer Center	74%	81%	74%	77%	81%

**Figure 113. Recognition, Use, and Satisfaction for Garfield Campus Student Services**

<b>Service</b>	<b>Recognition</b>	<b>Use</b>	<b>Satisfaction</b>
Citizenship Center	62%	15%	80%
CalWORKs	69%	25%	84%
Career Center	59%	17%	62%
Parent Support Center (child care)	71%	10%	64%
Counseling	70%	22%	77%
Mental Health Counseling	47%	6%	63%

The programs offered by Student Services are designed to help students develop skills to identify, clarify, and achieve personal, career, and educational goals, thus supporting student learning. These skills are viewed as interrelated competencies that determine the quality of each individual's college experience. Services may be provided on a one-to-one or group basis, or through the use of interactive technology. EOP&S provides group counseling and workshops in English, Armenian, and Spanish to serve the diverse student population.

All Student Services programs work collaboratively to ensure students have resources for success. Collaboration is designed to ensure communication, planning, follow through, and evaluation within Student Services. Glendale Community College has a comprehensive array of student services that facilitates students' transition into college and increases students' success through a well-developed matriculation process.

Student Services faculty and staff participate in opportunities to develop and expand their skill sets by conducting and attending on-campus staff development activities, conferences, workshops, and presentations. Student Service programs have regular meetings and annual retreats. Faculty actively participate in professional organizations such as National Association of Student Personnel Administrators, American Counseling Association, National Association of Foreign Student Advisors, California Community College Counselors/Advisors Academic Association for Athletics, National Career Development Association, and the American Psychological Association. Monthly academic information meetings are designed to share information across academic and student service programs. Counselors attend monthly instructional division meetings and circulate their reports to the entire counseling faculty, thereby assisting all counselors to remain informed about programs and/or services in the various instructional departments. A counseling reference manual is available, both in hard copy format and online, to address counseling issues [Ref.IIB-28].

## **Evaluation**

The college meets this standard. GCC assures the quality of services provided to students and demonstrates that these services lead to achievement of the college mission regardless of location. Based on data provided by Research and Planning, decisions are made about the types of interventions, program procedures, and kinds of additional "over & above" services offered to students, as well as the evaluation of current projects and needs for staff development. Additionally, programs participate in the program review process that includes integrated Student Learning Outcomes and Service Area Outcomes. A comprehensive chart which details the Student Learning Outcomes and Service Area Outcomes and assessment process is available online from the Student Learning Outcomes home page [Ref.IIB-17].

## **Plan**

The college will continue to monitor its effectiveness in providing student support services, which enhance and support student learning, regardless of location.

The college will complete the Educational Master Plan, which will address student needs at the Garfield Campus.

**IIB.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

**a. General Information**

**Official Name, Address(es), Telephone Number(s), and Website Address of the Institution**

**Educational Mission**

**Course, Program, and Degree Offerings**

**Academic Calendar and Program Length**

**Academic Freedom Statement**

**Available Student Financial Aid**

**Available Learning Resources**

**Names and Degrees of Administrators and Faculty**

**Names of Governing Board Members**

**b. Requirements**

**Admissions**

**Student Fees and Other Financial Obligations**

**Degree, Certificates, Graduation and Transfer**

**Description**

The institution publishes an annual catalog, which may be purchased in the Admissions office, college bookstore, or may be accessed online for free [Ref.IIB-30]. The online catalog is reviewed annually for accessibility by Center for Students with Disabilities. All pages listed below refer to the 2009-2010 Glendale Community College catalog. Credit and noncredit programs, services, and courses are included in the catalog information. The official name, addresses, telephone numbers and Website address of the institution are listed on the home page.

## Glendale Community College 2009-2010 Catalog Information

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Credit Course, Program, and Degree	Pages 81-202
Credit Programs	Pages 9-18
Credit Degree Offerings	Pages 59-73
Academic Calendar and Program Length	Pages 5-8
Academic Freedom Statement	Not in 2009-2010 catalog but available online
Available Student Financial Aid	Pages 21-24
Available Learning Resources	Pages 10-17
Names and Degrees of Administrators and Faculty	Pages 3-4, 219-249
Names of Governing Board Members	Front Page ii
Admissions	Pages 43-47
Student Fees and Other Financial Obligations	Pages 44-46
Degrees, Certificates, Graduation and Transfer	Pages 61-79
Academic Regulation, including Academic Honesty	Pages 57-58
Nondiscrimination	Page 16
Acceptance of Transfers	Page 81
Grievance and Complaint Procedures	Pages 54-55
Sexual Harassment	Page 58
Refund of Fees	Page 45
CalWORKs office at Garfield	Page 204
Career Resource Center at Garfield	Page 204
Counseling at Garfield	Page 204
Noncredit Continuing Education Certificates	Pages 204-205
High School Diploma and Competency Requirements	Page 206
Noncredit courses	Pages 207-217

The catalog is reviewed for accuracy and currency by the specific division and/or department that oversees that particular subject. For example, course descriptions and associate degree majors are reviewed by the divisions responsible for each particular subject/major. Changes in school policies are reviewed by the administrative office responsible for the policies. Student conduct/activities are reviewed by the Student Activities office. School records (grades, registration, etc.) are reviewed by the Admissions office, and matriculation issues are reviewed by Student Services. All departments on campus are notified in advance of the due date for changes to the catalog. Administrative regulations which are not included in the catalog can be found on the web.

Prior to 2009-2010, GCC published student handbooks which were distributed free of charge to students at both campuses. These publications contained important policies and procedures, an academic calendar, and important dates. They were small, convenient for student use, and reviewed annually for accuracy. Unfortunately, due to budget cuts, the handbooks have been suspended for 2009-2010 [Ref.IIB-11, IIB-12].

Student Outreach Services supplies additional catalogs to counselors at the feeder high schools. A new "welcome packet," available in Armenian, English, and Spanish, is currently being prepared for all new noncredit students and will be distributed to all new and current students beginning in fall 2009 [Ref.IIB-32].

Board policies and administrative regulations are posted on the website [Ref.IIB-70]. Most of the board policies have recently been revised following the Community College League of California (CCLC) guidelines, and administrative regulations will be revised in the next phase. The Judicial Board (J-Board) chair has the records of student grievances that have gone to the Judicial Board under Board Policy 5530 and Administrative Regulation 5101. However, there are complaints/grievances that do not reach the J-Board. These complaints/grievances are handled administratively under the regulations, by the appropriate vice president, manager, division chair, etc. (This depends on whom the grievance is against, and the type of grievance, for example: a grade appeal) [Ref.IIB-31].

Grade appeals are the most common type of student grievance. In addition to the Judicial Board, Admissions and Records keeps a file of grade appeal petitions. Also, the instructional dean may get involved in an appeal before it goes to the Judicial Board, so instructional deans have records of these cases. Grade appeals are retained for five years in Admissions and Records. Student complaints that come through the web are received by staff in Instructional Technology and sent to the appropriate manager who is then responsible for following up on the complaint.

## **Evaluation**

The college meets this standard. While the catalog is comprehensive and available to its constituencies, its thoroughness makes the document difficult to navigate.

## Plan

The college will continue to monitor and assess the catalog to ensure accuracy and ease of use for students and to form a catalog taskforce which includes students to review the catalog and report back to Student Affairs.

The college will investigate the possibility of having the handbooks online for all students.

### **IIB.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

#### **Description**

The institution researches and identifies the support needs of its student population by using a cadre of qualitative and quantitative research publications including, but not limited to, *Student Views*, Campus Profile, and Community Profile. The Student Equity Plan, program review, Student Learning Outcomes and Service Area Outcomes, student evaluations, department meetings, division meetings, and annual reports are all used to determine and respond to the learning support needs of our student population. The information obtained from these publications, surveys, and meetings allows the college to address both specific and broad student learning support needs more effectively. Self-reported student need information is also collected on the application through a series of questions relevant to the credit and noncredit programs [Ref.IIB-6, IIB-7].

**The Community Profile** provides a broad view of the population, demographics, employment information, labor market information, and K-12 trends within the boundaries of the service area for Glendale Community College. This information is utilized as a resource for strategic planning to respond to the support needs of the community in general, and the students specifically [Ref.IIB-15].

**Student Views** provides data from student surveys to give a more personal view of student backgrounds, and specifically to the student support needs. This report presents the results of GCC's student survey. Each spring semester, Research and Planning conducts a survey of credit students to collect demographic data and student views of the college. In 2008, responses were received from 2,948 students in 179 class sections selected as detailed in the Student Views report. In 2009, the representative classes were selected at random [Ref.IIB-15].

**Campus Profile** provides a more comprehensive view of internal data about GCC to be used as a tool for evaluation and planning. As part of this survey, GCC administers the nationally normed Community College Survey of Student Engagement (CCSSE) to approximately 1,200 students in the spring of each year [Ref.IIB-15].

The learning support needs, and services provided to address these needs, are identified utilizing the information collected from program review, student surveys, Student Learning Outcomes Assessment Cycles (SLOAC), student evaluations, matriculation research studies, and the Accountability Reporting for Community Colleges (ARCC). The results from these various assessment tools are discussed at department meetings, managers' meetings, division meetings, Student Services convocations, Student Services round table meetings,

and at various governance committees, including Strategic Master Plan meetings, in a continuous effort to understand and address student needs at the program level.

Both campuses provide a wide range of services and programs to address student needs. On the main campus, each new student is assigned a counselor in order to give the student a person to contact; however, the student may see other counselors. The counselor's name is also listed on class rosters giving faculty a contact person; many faculty report that they like having this contact information.

The main campus has an automated early alert system that allows faculty to notify the student that he/she is in danger of not passing the class for a variety of reasons. The faculty can encourage the student to see his/her counselor in addition to referring the student to one of the many learning resources on campus.

Students who self-report an educational goal of "other/unknown" on their application are notified about the services of the Career Center and are encouraged to make an appointment to explore career goals.

Counselors make presentations in Foundational Skills classes to provide students with information about student development classes and learning resources available on campus.

Counselors and college experts work with the math department, English department, and the Achieving College Excellence program to provide intervention services to students struggling with success in English and math.

In summer 2009, as part of the Foundational Skills Grant, a learning specialist worked with students in the Assessment Center and made course recommendations based on placement results.

## **Evaluation**

The college meets this standard. The college does an excellent job of identifying the learning support needs of its students through a comprehensive system involving the student population, the campus, and the community. The college is dedicated to identifying student needs and providing the appropriate student learning support to meet them. Data from all the assessment and planning tools mentioned above, along with continual campus discussions, allow program content to be modified and improved for the following year, as evidenced in the update of the Strategic Master Plan and the Student Services Strategic Plan.

## **Plan**

The college will continue to monitor and assess the learning support needs of its students as addressed in the Strategic Master Plan

The college will complete the Educational Master Plan, which will address student needs at the Garfield Campus.



**IIB.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**Description**

Glendale Community College provides equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Students give Glendale Community College high marks in providing instructional and student services to meet their needs. According to Student Views 2009 for continuing education students, 88 percent of students responding answered “yes” when asked if GCC offers enough instructional programs and certificates to meet their educational needs, and 91 percent of those responding answered “yes” that GCC offers enough student services to meet their needs. For credit students, 89 percent of students responding answered “yes” when asked if GCC offers enough instructional programs and certificates to meet their educational needs, and 93 percent responding answered “yes” that GCC offers enough student services to meet their needs.

When students were asked about computer and Internet access, 81 percent of the continuing education students, compared to 97 percent of the credit students, responded that they had a computer at home [Ref.IIB-15]. With the increase in student access, there is an increased need for online services at both campuses and the college has responded accordingly. Glendale Community College is committed to providing equal access to all of its support services, and credit students have access to the various services through a range of means, including email, Internet, telephone, personal inquiry, kiosks located throughout the main campus, as well as a student portal called MyGCC which can be accessed from the GCC home page [Ref.IIB-33]. In 2009, 84 percent of the students surveyed in Student Views indicated they felt “excellent or good” about MyGCC services on the web. Through MyGCC, students can access their registration date, grades, transcripts and course history, financial aid information, and assessment results.

In addition to all the general information available on the Website and the personal information available on MyGCC, credit students can complete the following from the Website:

- submit an application and register for classes [Ref.IIB-6]
- complete online orientation for credit students (available in Armenian, English, Korean, Spanish, and alternate media format) [Ref.IIB-10]
- complete a scholarship or financial aid application [Ref.IIB-73]
- order texts [Ref.IIB-74]
- access Admissions and Records forms, including transcript requests forms [Ref.IIB-75]
- sign up for library workshops [Ref.IIB-76]
- add and drop classes [Ref.IIB-77]

The campus hired a consulting firm in 2008 to redesign the college’s Website to make it more student-friendly. The new Website became operational in November 2009. Also, an associate vice president of information and technology was hired, and with a reorganization of staff in this area, there is a greater commitment to keeping the college’s Website current.

Many of the credit services are geared to meet the needs of all students, such as Admissions and Records, Student Activities, and Health Services. Other services are designed for students with special needs, such as CalWORKs, EOP&S (Extended Opportunity Programs & Services), CSD and International Students. All service areas at the main campus are open at least one evening per week until 7:00 p.m., and most schedule extended hours at the beginning of each semester, including Saturday hours to accommodate student needs. The Garfield Campus has counseling and support services available to students from 8:30 a.m.-9:30 p.m.

The college has on its home page a link to the Special Services Guide for students on the main campus. This indicates where to go for specific services, specifying location, hours, and eligibility requirements, if any [Ref.II.B-34]. Noncredit students may apply, register, and view class information online.

Both campuses are dedicated to providing students access to counselors as evidenced by the hours of operation. On the main campus, drop-in counseling services and appointments are available from 8:00 a.m.-7:00 p.m. four nights per week, and from 8:00 a.m.-2:00 p.m. on Fridays. At the Garfield Campus, counseling is available from 8:30 a.m.-9:30 p.m. four nights per week and 8:00 a.m.-4:00 p.m. on Fridays. Extended hours and Saturdays are scheduled at the beginning of each semester/term at both campuses. During peak registration times, additional counseling hours are added for walk-in counseling appointments and Student Outreach Services assists students to find open classes.

The Garfield Campus is currently too limited by both the office space and the necessary classroom space to be able to offer a full complement of student services. In order to address the space issue, Student Outreach Services makes regular visits to provide the full complement of outreach services, along with information about financial aid, EOP&S, CSD and other special population programs available on the main campus. Student Outreach Services also coordinates the Career and Technical presentation to classes at Garfield. The library faculty regularly schedule information competency workshops.

In the Student Views 2009, a large majority of students surveyed in the continuing education program reported that GCC offers enough student services to meet their needs. However, in the Recognition, Use and Satisfaction section, (Figure 113), despite the majority of students recognizing most of the services, as well as a very high percentage expressing satisfaction with the services, the use of services ranked from a low of Mental Health Counseling at 6 percent to a high of 25 percent for CalWORKs [Ref.IIB-84].

The noncredit matriculation committee was established as a subcommittee of matriculation in 2008, and is working with the faculty and staff at both campuses to coordinate services for Garfield Campus students and to encourage matriculation from noncredit to credit.

The International Student program provides services to approximately 500 international students from over 50 countries on the F-1 visa category. There are approximately 50 more students enrolled on "other visa" categories during any given semester. Academic counseling services are provided to this student population by 1.75 Full Time Equivalent (FTE) counselors. Additionally, a senior coordinator, the International Student program, a Student Services assistant, a program manager/director of international recruitment and outreach, an immigration specialist, and two part-time student workers provide services

to international students. The program offers a complete range of services to its students, including admissions and enrollment processing, academic, personal, and career counseling, assistance with immigration regulations, off-campus housing assistance, a “New Student Orientation Day” before each semester, orientation and development classes, workshops, an international student club, and numerous other social activities, both on and off campus. The International Student office and International Student Club sponsor co-curricular activities, welcome receptions, formal dinner dances, World Culture Week, International Education Week, and observance of United Nations Day. A scholarship program has also been established, including the President’s Scholarship that is based on financial need and academic achievement. This year, a new scholarship has been developed, the “Bhupesh Parikh International Student Scholarship.”

The AB 540 committee (an ad-hoc committee) works to support undocumented students who qualify to enroll at GCC under state law. The committee promotes the rights of these students by providing educational, financial, and other supportive services through fundraisers, workshops for the campus community, and outreach to local high schools. The committee offers scholarships to approximately 25-30 students each year, in addition to several private scholarships funded through private donations. There is also a peer-mentoring program for these students developed through the Center for Student Involvement as well as a student club (V.O.I.C.E.S.) which helps support students emotionally as well as financially through scholarships[Ref.IIB-46, IIB-78]

**Center for Students with Disabilities (CSD)** enables eligible students to participate in the college’s regular programs and activities for which they qualify. The program provides accommodations for students who have verified learning, physical, visual, speech/language, hearing, psychological, and/or other disabilities. The center administers the approved battery of educational assessments to determine the appropriate services for students with learning disabilities. The High Technology Center (HTC) is available for students to use speech recognition software to create documents, and scan and listen to textbooks on the computer. Sign language interpreters, real-time captioning, alternative print media and test accommodations are also available to eligible students. A video-phone is available in the CSD office to provide students who are deaf the ability to use interpreter facilitated phone calls. CSD collaborated with the Information and Technology Center and Facilities to establish accessible workstations in 10 percent of all computer labs and the library. The faculty from the Garfield Campus coordinates services for students with disabilities by contacting the CSD. Services are provided for students with verified disabilities on an individual basis [Ref.IIB-56].

**EOP&S/CARE** provides “over and above” services to eligible students as defined by the chancellor’s office. This requires the EOP&S to offer services “above, beyond, and in addition to” general services available to the college population. EOP&S offers priority registration, specialized counseling, workshops, student development courses, tutoring referrals, book vouchers, money grants, emergency loans, transfer application fee waivers, and work study to assist students who have language, educational, and economic disadvantages. The program closely monitors students’ success and offers preventive and corrective services to insure student goal completion [Ref.IIB-69].

The college partnership with California Work Opportunity and Responsibility to Kids (CalWORKs) offers support to students who receive Temporary Assistance for Needy

Families (TANF). In order to better serve over 1,300 students annually, we have CalWORKs offices located at both campuses. The Glendale Community College CalWORKs program provides services to students who are parents of children under 18 and who are participating in the state's welfare-to-work program. GCC's CalWORKs program serves the largest number of CalWORKs students by college, according to 2008-2009 chancellor's office data. The CalWORKs staff is trained in the rules and regulations for receiving an education while participating in the state welfare system. They advise students regarding these rules and help students advocate for their education with county welfare workers. The CalWORKs Program also certifies enrollment, hours of attendance, and educational progress on county welfare documents, allowing CalWORKs students access to supportive services from the county, including grants for child care, books, supplies, fees, and transportation. The CalWORKs office pays for work study and child care while students participate in training. Finally, the CalWORKs program offers crucial personalized encouragement, support, and honest feedback for a population of students who are rebuilding their lives on a foundation of education, while modeling perseverance and hard work to their children [Ref.IIB-68].

Credit students experiencing financial hardships may be eligible for financial aid. Students in both credit and noncredit programs may be eligible for scholarships and/or short-term loans to help with school expenses. GCC gives over 500 scholarships with awards totaling more than \$300,000 to our students each year. Individual scholarships may be worth up to several thousand dollars each, and the funds are typically used for class registration fees, books, and other educational expenses at GCC or transfer institutions. The faculty, staff, and administrators, have been very generous with monthly payroll deductions to scholarships for students, donating \$19,450 in 200 [Ref.IIB-85].

Several years ago, as a response to students purchasing texts in place of food, a group of faculty at the college started the Food For Thought program. The program is funded by donations from the Associated Students, faculty, staff, and administrators, along with community support. About 20 students per year now receive a monthly voucher of \$100.00 to purchase food from a local market.

**The Student Employment Services Center** provides assistance to all GCC students and alumni through the job placement office. Part-time work study positions and internships are available for currently enrolled students. All students can utilize the job placement office to search for both part-time and full-time positions. Students can receive training and support in utilizing a variety of online job search systems. The office also coordinates the campus internship program, which provides an opportunity for students to integrate their classroom learning with a real work environment. The linkage effectively prepares and develops the students for hands-on work in their field of study [Ref.IIB-79].

Glendale Community College plans to purchase a computerized educational audit tool. Representatives from several areas in Student Services and Information Technology visited Palomar Community College and Saddleback Community College to see presentations on electronic student educational planning tools in order to select the best model for Glendale Community College students.

Garfield Campus has recently published bilingual grammar guides for ESL students. As well as English, they are available in Spanish, Armenian, Farsi, and Korean. About 2,000

guides are distributed each year to students. A new “welcome packet,” available in the same languages, was distributed to all new and current students beginning in fall 2009 and the beginning of winter 2010 [Ref.IIB-32].

There are many projects being considered for the near future, especially with the implementation of PeopleSoft Campus Solutions, including: an online educational planning tool, other forms of electronic communication such as text messaging and video conferencing, online financial aid advising and loan counseling, and direct deposit for student financial aid checks. All the above services are identified in the Student Services Strategic Plan along with plans to ensure accessibility to all students with disabilities by being ADA (Americans with Disabilities Act) compliant.

## **Evaluation**

The college meets this standard. Overwhelming evidence shows that the college assures equitable access to students by providing comprehensive support services for all of its constituencies through information online and in paper format, as well as in multiple languages for both campuses, by having a wide array of services available online or in person at both campuses, and by accommodating day, evening, and Saturday-only students. Additionally, the campus has services that benefit the specific needs of veterans, students with disabilities, students with unmet financial needs, students who are second or third language learners, undocumented students, and community members who are taking classes for cultural enrichment.

In order to address the lack of space at the Garfield Campus, Student Outreach Services (SOS) will continue to coordinate and/or provide the following services: regular visits to deliver programs and services, an annual Passport Day bringing noncredit students to the main campus by bus for tours, registration, assessment, coordination of financial aid, Extended Opportunities Programs and Services (EOP&S), Center for Students with Disabilities (CSD), Career and Technical Education. The library will also regularly provide services to the Garfield Campus.

## **Plan**

The college will continue to improve and enhance online matriculation services.

The college will determine feasibility of online academic advising.

The college will investigate the viability of online financial aid advising.

The college will determine the feasibility of providing online student loan counseling.

The college will explore the feasibility of direct deposit of student financial aid checks.

The college will continue to monitor and ensure accessibility to all online electronic information to students with disabilities.

The college will complete the Educational Master Plan, which will address student needs at the Garfield Campus.

**IIB.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

**Description**

The college provides a learning environment that fosters intellectual, aesthetic, and personal development by offering an array of instructional and co-curricular programs that promote student involvement inside and outside of the classroom. A comprehensive master planning process enables the college to determine which programs and services best contribute to this learning environment. Through this process, the college establishes its mission, shapes its core values, and sets strategic goals to further the educational master plan. In turn, the college evaluates its efforts in this area through an ongoing program review process. Program review provides self-assessment, validation, and guidance opportunities for the continuing improvement and development of the college's educational programs and services.

Part of our mission states, "Our commitment is to prepare students for their many evolving roles and responsibilities in our community, our state, and our society." Three of the college's core values, or parts of the core values, directly reflect our dedication to provide an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all students.

- providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives
- "promotion of openness to the diversity of the human experience"
- "the ability to work with others and conduct their lives with responsibility" [Ref.IIB-1].

Most Student Services programs have at least one SLO that addresses the student's participation in self management and/or decision making. Additionally, to support these core values, the main campus offers a wide range of classes, activities, and opportunities for student involvement.

- **Supplemental Instruction (SI)** is a program that offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem solving exercises centered on the course material. They are scheduled outside of class time, and are led by trained student leaders. All the workshops are free to students. SI is not a remedial program; it is not targeted at "challenged" students, but rather at "challenging" classes. It is currently used by dozens of faculty members in classes ranging from pre-college math and ESL to advanced physics, chemistry, and social sciences [Ref.IIB-35].
- **Study Abroad Program** offers students an opportunity to increase their awareness of all parts of the world through summer, winter, and spring international study programs. Recent study abroad locales include Paris, Prague, Armenia, New Zealand, Australia, Argentina, Italy, Greece, and Ireland [Ref.IIB-36].

- **The Scholars Program** has been created to serve the needs of academically accomplished students, offering opportunities for more intensive study. The scholars program is based on a six-course core curriculum that participants take together. The curriculum emphasizes critical thinking and in-depth analysis of issues. Students who successfully complete the scholars program gain priority admission to the UCLA College of Letters and Sciences, USC, Occidental College, UC Irvine, Pomona College, UC Santa Cruz, and San Diego State University. Academic advancement and transfer assistance are but a few of the many advantages of being a scholar. Participants additionally develop bonds with fellow students, a strong sense of community awareness, and are eligible to receive monetary scholarships awarded by the program [Ref.IIB-37].
- **The Baja Program** has been offering field classes and trips in the Baja California peninsula of Mexico since 1974. The program aims to expose students to a pristine and complex natural environment, coupled with a unique experience of Mexican culture. A variety of courses are offered, emphasizing field observations and creating powerful bonds between students that result in a memorable adventure in learning. Living and working together, a community of learners emerges to observe, study and enjoy the beauty and complexity of the human and natural world [Ref.IIB-38].
- **The Visual and Performing Arts Division** offers courses and programs that provide a rich and rigorous curriculum to help students understand and appreciate society's artistic and cultural heritage. Departmental offerings in animation, art history, ceramics, dance, photography, graphic design, media arts, music, studio art, and theater prepare students for employment in creative fields and provide valuable skills upgrades for professionals already working in the creative arts. Many courses allow community members to participate in performing arts ensembles or explore the visual arts for personal enrichment [Ref.IIB-39].
- **The Glendale College Art Gallery's** mission is "to maintain a bridge between the college community and the vibrant and diverse cultural landscape of Los Angeles." The director and gallery committee carry out this mission by developing exhibit projects, which are emblematic of current practices in drawing, painting, sculpture, installation, video, and performance. In addition to providing students a place to exhibit their own work, the gallery curates shows featuring work by professional artists to provide the college community with exposure to cutting edge art practices in Los Angeles [Ref.IIB-40].
- **The Internship Program** provides opportunities for students to integrate classroom learning into a real work environment. This linkage is designed to prepare and develop students for hands-on work in their field of study. Students have the opportunity to earn up to 3 units of college credit for participation in a paid or unpaid work activity. Approximately 200 students participate in internship each year [Ref.IIB-41].
- **The Associated Students of Glendale Community College (ASGCC)** is the official student government organization. Consisting of 21 elected officers and five appointed representatives, the ASGCC legislature and its six standing committees (Executive, Administration, Campus Activities, Campus Relations, Campus Organizations and Finance) meet weekly to approve expenditures, establish and review policies, and

coordinate programs and services that directly benefit students. Additionally, ASGCC officers attend leadership conferences and participate in student advocacy activities (for example, Sacramento “lobby days”) on regional and statewide levels [Ref.IIB-42].

- **All ASGCC Officers** are required to serve on at least two of the college’s 31 governance committees. ASGCC advisors provide ongoing training and orientation to help student leaders understand the governance process and their role as committee representatives. Student representatives are required to attend their assigned committee meetings and submit reports to the ASGCC legislature. Students are listed along with other members of governance committees on the governance structure home page, (also known as “The Blue List”) [Ref.IIB-27].
- **The Office of Student Affairs** coordinates a wide variety of activities, programs, and services to help students broaden their educational experiences at Glendale Community College. The goal of the student activities program is to provide students with opportunities to develop their leadership skills through participation in student government, cultural programs, campus activities, and student clubs and organizations. The student affairs staff provides advising to the ASGCC and supervises the student club program, offers leadership development workshops/retreats and governance training for ASGCC and club leaders, coordinates the campus activities program and an event calendar for the Tuesday/Thursday activity hours, manages the J.W. Smith Student Center and oversees scholarships. A list of the various clubs and organizations can be found on the Office of Student Affairs Website as well as the activity hour schedule [Ref.IIB-43, IIB-44].
- The college sponsors more than 50 student clubs and organizations each semester that are typically organized according to cultural, religious, academic, and special interests. All clubs participate as members of the ASGCC-sponsored Inter-Organization Council (IOC). As IOC members, clubs receive funding from the ASGCC and an assigned office space in the J.W. Smith Student Center. The IOC meets bi-weekly to coordinate club activities, share information, approve expenditures, and address issues of student concern. ASGCC and IOC support special cultural events, forensics, student publications, noontime programs, speakers, films, social events, and athletics. Additionally, personal and social civic responsibility is fostered by voter registration activities that are organized by the ASGCC [Ref.IIB-45].
- More than 1,000 students participate in service learning assignments each year. Trained, oriented, and placed through the Center for Student Involvement (CSI), students are typically assigned to service learning projects in area schools, community agencies, and civic organizations. Several initiatives provide ongoing services to area schools including Students Talk About Race (STAR) and tutoring for GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and AVID (Advancement Via Individual Determination) students. Each year 30 to 40 faculty members work with the CSI to create service learning opportunities and integrate service/volunteerism into their courses [Ref.IIB-46].
- More than 300 student athletes represent the college and compete on the college’s sixteen intercollegiate athletics teams. The college sponsors eight men’s and eight women’s teams as members of the Western State Conference (WSC) as follows: men’s/women’s basketball, men’s women’s soccer, men’s/women’s cross country,



men's/women's track & field, men's/women's tennis, men's/women's golf, women's softball, men's baseball, men's football, women's volleyball. Additionally, the Cheer and Dance team performs at athletic events and participates in regional and national cheerleading competitions. At its core, intercollegiate athletics strives to build teamwork and leadership opportunities for students [Ref.IIB-47].

- Student Athletes: Graduation by Engagement (SAGE) is a new program designed to assist student athletes to achieve their educational and personal goals by meeting their academic and athletic needs, and to help them comply with all transfer and eligibility requirements from the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), and Commission on Athletics (COA). It consists of three components: academic advisement from the counseling unit, athletic training and performance from the coaching staff, and eligibility compliance from Student Affairs. The program offers individualized educational planning, campus referrals for tutoring, and other college resources, eligibility workshops, progress tracking, transfer information, and student development orientation classes primarily geared for student athletes.
- The college has a cultural diversity requirement as part of its graduation requirements for the Associate in Arts (AA) or Associate in Science (AS). Students are required to complete one course that has been approved by the Academic Senate as meeting the cultural diversity requirement [Ref.IIB-48, IIB-80].
- The college also has, as part of its graduation requirements for the AA/AS, that each student must complete classes that satisfy the American Institutions, State and Local Government, and U.S. History knowledge requirements [Ref.IIB-48].
- The college also has, as part of its graduation requirements for both the AA/AS, that each student must demonstrate knowledge of community and personal hygiene, fitness, and knowledge of community first aid and CPR [Ref.IIB-48].
- In courses offered through student development, exploration of individual needs and interests are examined, as well as career exploration and personal growth.
- Continuing education classes offer a wide range of programs designed for mature adults seeking educational opportunities. Classes are held in the Life Skills building on the main campus, as well as at many locations in the City of Glendale. Classes such as Contemporary World Issues, Quality of Life, Advanced Sketching, and Health and Exercise are evidence that the institution is committed to encouraging these responsibilities for all its students.
- The college also makes student rights and responsibilities very prominent in all its publications and online information. Policies related to academic standards and student conduct are included in the catalog and schedule of classes, as well as the student handbook. An academic honesty policy is required as part of each instructor's course syllabus [Ref.IIB-82].

- GCC's strong commitment to Women's History Month and Cultural Diversity programs is demonstrated by its designated release-time positions for these programs. However, as a result of budget cuts, both of these programs were greatly reduced for 2008-2009 and 2009-2010 academic years.
- The college supports a monthly Humanities/Social Science Lecture Series and a Science Lecture Series open to faculty, staff, students and the community. The college also sponsors the Lang Lecture held each spring. Dr. Veloris Lang, retired dean, sponsors an annual cultural event that the college would otherwise not be able to provide. This event, open to faculty, staff, students and the community, is another example of how the campus supports intellectual, aesthetic, and personal development for all of its students [Ref.IIB-82].
- The Garfield Campus provides a wide variety of classes that are open-entry/open-exit that meet community needs. According to *Student Views 2009*, 88 percent of the responding students felt that GCC offers enough instructional programs and certificates to meet their educational needs. Citizenship classes and English as a Second Language classes are in high demand in the community, and are taught at both campuses as well as throughout the community. Business, computer and certificate programs, as well as high school diploma courses, meet the needs of our students.

### **Evaluation**

The college meets this standard. Research shows that Glendale Community College provides an environment serving the needs of all students through a variety of courses, programs, and events that encourage civic responsibility as well as intellectual, aesthetic and personal development.

### **Plan**

The college will continue to monitor and assess the learning environment to ensure that it encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students as stated in the mission statement.

### **IIB.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

#### **Description**

Counseling services are offered through a range of delivery methods, including individual and group appointments, drop-in advisement, workshops, class visitations, intensive day-long orientation sessions, and a series of student development classes. Glendale Community College offers comprehensive counseling services to students enrolled in its credit and noncredit educational programs through a number of student service programs including EOP&S, the Center for Students with Disabilities (CSD), Garfield Campus, Admissions and Records, the Health Center, and Student Services which includes the Academic Counseling

Center, Career and Adult Re-entry Center, Transfer Center and the International Student Program. All programs listed offer advising, and/or counseling services appropriate to the needs of the students served by the program. All counseling faculty possess a minimum of a Master's degree, and five counseling faculty have earned doctorates in the field. A number of counseling faculty are generalists and have the responsibility of providing academic, career, and personal counseling to assist students in defining educational goals, developing student educational plans, dealing with situational stress, and defining and clarifying decisions related to program completion, career choices, and transfer. Specialist counselors offer mental health counseling to students at the Garfield Campus and through the Health Center on the main campus. These include psychological services, crisis counseling, and health advising. A number of counselors are bilingual or multi-lingual and speak Armenian, Persian, Russian, Spanish, Vietnamese, Portuguese, and French.

GCC has developed an internship program for graduate students enrolled in university counseling programs. This internship program is integrated into the counseling services offered in the various counseling centers. Upon completion of intensive training, graduate interns are hired as professional experts and perform routine academic advising for the student population. Additionally, local high school counselors were provided a series of training sessions in order to teach SD 100 and provide bridge services from our feeder high schools to the college.

Mental Health interns/trainees provide supervised counseling hours in the health center. These hours are in accordance with the Board of Behavioral Sciences (BBS) requirements. The supervisor is a tenured faculty member with a current Marriage and Family Therapist license and a special certificate in clinical supervision.

In a collaborative arrangement, Cal Poly Pomona has designated Glendale Community College a community site to provide university dietetic interns a practicum in nutrition counseling. As part of the interns' clinical training, under the supervision of the Health Center Registered Nurses and the mental health counselor, students, staff and faculty may receive individual consultations on basic nutrition, healthy weight loss and diet facts. In addition, the interns make classroom presentations and maintain a legacy of educational materials on specific dietetic issues.

The student development curriculum is regularly updated and reviewed using the Student Learning Outcomes Assessment Cycle (SLOAC) process. The Student Services division decided that faculty teaching the same course would use the same SLOs to be able to determine student success across the curriculum. As a result of the collaborative SLOAC process, some classes have been eliminated, several revised, and others "revitalized." The most recently revised course is Student Development 141, a 3 unit course entitled "Academic and Career Success."

Student Development 101 is paired with noncredit ESL on the main campus as part of the Foundational Skills Initiative. This paired SD/noncredit ESL class has been developed to provide free enrollment for the SD class to all students in the paired noncredit ESL level 4 class, regardless of residency status.

Counseling activities and services support a number of the components of the state mandated matriculation process including registration and admissions, orientation,

placement and assessment interpretation, career counseling, services for students enrolled in foundational skills courses, follow-up, and retention activities.

Counseling and advising services are evaluated through intensive program reviews which include a thorough examination of the program services, staffing, facilities, funding, student evaluations, and student surveys. Additionally, tenured, tenure-track, and adjunct counseling faculty are evaluated according to guidelines established in the contract. This evaluation includes student evaluations from classes and counseling sessions, peer evaluation of classes and counseling sessions, administrator evaluation of counseling sessions, and classes.

Departmental meetings are held weekly to discuss, review, and analyze services. The Student Services, Center for Students with Disabilities (CSD), and Extended Opportunities Programs and Services (EOP&S) hold annual retreats to identify emerging trends, student needs and planning for future services, and have annual advisory meetings [Ref.IIB-49].

Matriculation Outcomes Research studies are conducted on a three year cycle and present a comparison of the educational outcomes of students who receive matriculation services (orientation, assessment, development of a student educational plan with a counselor) with the outcomes of students who do not receive matriculation services. Each study examines the outcomes of approximately 8,000 students. Variables studied include persistence, retention, course success rate, units completed, cumulative GPA, and program completion. Results show statistically significant outcomes for students who received counseling, orientation and assessment. This GCC Matriculation Outcome Study was used as a model to perform a statewide matriculation outcomes study, and was completed in June 2008 [Ref.IIB-86].

Other research studies which have been conducted to evaluate the impact of the counseling services associated with programs include Disabled Student Outcomes, EOP&S Student Outcomes, Math SEP Project, Freshman Seminar Program, and Transfer Reports. All student development courses and programs have established SLOACs, and most have completed at least one full assessment cycle [Ref.IIB-17].

Professional development and training are implemented in a number of ways. Counselors regularly attend conferences such as the annual UC, CSU, Transfer, and International Career conferences. Counselors coordinating programs attend the training sessions offered by the state chancellor's office for transfer center directors and matriculation coordinators. All units hold weekly staff meetings and all counselors attend monthly academic information meetings. Counselors serve as liaisons to instructional divisions and participate in their assigned division's meetings. Liaisons are responsible for communicating updates or changes in their assigned division to their colleagues.

Program review documents show that the counseling faculty belong to a number of professional organizations that provide them with current information regarding their profession, such as California Postsecondary Education and Disability Association (CAPED), National Career Development Association (NCDA), National Association of Foreign Student Advisors (NAFSA), California Association of Counseling and Development, California Community College Counselors/Advisors Academic Association for Athletics [Ref.IIB-49].

Program review also documents that counseling faculty have attended a wide variety of training and/or workshops to keep current in their field. Many of the counselors are trained in CPR and some are CERT (Community Emergency Response Team) Certified. Several counselors serve on the Glendale Community College EEO (Equal Employment Opportunity) committee and have received training in sexual harassment/discrimination [Ref.IIB-49].

All counselors have a Counselor Reference Book, which is updated annually [Ref.IIB-28]. A counselor portal was developed called "Counselink." It contains a wealth of information and reference material [Ref.IIB-51]. All new counselors or adjunct counselors are assigned a peer mentor.

## **Evaluation**

The college meets this standard. Student Services has designed a comprehensive training program for all new full-time and adjunct counseling faculty. Counseling faculty training is continuous and ongoing. A counselor manual is available in hard copy and online for reference.

## **Plan**

The college will continue to monitor and assess its effectiveness in training and evaluating faculty in order to support success.

### **IIB.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

#### **Description**

The college designs and maintains programs, practices and services that support and enhance student understanding and appreciation of diversity. GCC has adopted a broad definition of diversity as evidenced in the first line of its mission statement: "Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles." The statement's closing line is, "Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society."

#### ***College Programs, Practices, and Services that support diversity:***

- **Achieving College Excellence (ACE)** is a learning community designed for students who enter GCC not yet ready for college-level English and/or math but who nonetheless want to transfer to a four-year university. ACE is sponsored by a Title 5 Hispanic Service Institution Grant from the U.S. Department of Education [Ref.IIB-52].
- **Ethnic Studies Courses** are offered as part of the college's inclusive curriculum. Providing courses that expose students to different ethnic groups is valuable to the students' college experience. In the last program review for the Ethnic Studies program, 69 percent of responding students said that they were taking the class because it satisfied a transfer requirement, while 50 percent said they were taking the class for personal enrichment [Ref.IIB-53].

- **Foundational Skills Committee** has as its mission to promote student learning in foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills which are necessary for students to succeed in college-level work [Ref.IIB-54].
- **International Student Program** welcomes students from all nationalities who desire to study in the United States. There are approximately 500 international students representing some 50 countries. This program sponsors activities throughout the academic year showcasing various cultures of the student population [Ref.IIB-55].
- **Center for Students with Disabilities (CSD)** provides a supportive environment designed to meet the academic needs of students with disabilities. This award winning program offers: Adapted physical education and computer courses, proctoring and classroom accommodations, student computer workstations equipped with various assistive technology, alternative media formats, counseling services, Instructional Assistance Center, High Technology Center, workshops for faculty, and workshops for potential students and their parents [Ref.IIB-56].
- **Student Clubs and Organizations** on the Main Campus offer a wide variety of clubs representing various religious, cultural, and academic interests. The Scholars Program and Alpha Gamma Sigma are academic organizations. Cultural clubs include the Association of Latin American Students, Armenian Student Association, and the Filipino-American Student Association [Ref.IIB-57].
- **Students Talk About Race (STAR)** is a program offered through the Center for Student Involvement. GCC students become facilitators for local middle and high school programs that discuss racism, sexism, homophobia and stereotyping [Ref.IIB-46].
- **Math and Science Transfer, Excellence, and Retention Program (MASTER)** is funded by a National Science Foundation grant for students demonstrating financial need who are interested in majoring in the sciences, engineering, or mathematics [Ref.IIB-58].
- The college's Student Equity Plan includes information on student outcomes by gender, age, disability status, and ethnic group. The Academic Senate has formed a committee to monitor and implement the plan. Student equity and campus climate have been studied through surveys and focus groups. Most recently, a focus group study funded by Foundational Skills Initiative, was conducted by instruction with the goal of discovering means to make the campus more Latino/Latina friendly [Ref.IIB-59].
- The diversity statement on the Human Resources Website indicates GCC's commitment to creating an environment that provides opportunities to individuals with diverse talents, experiences, perspectives, and backgrounds. We believe in the importance of a faculty, staff, and student population that embodies diversity of all kinds in order to better serve the college and surrounding communities [Ref.IIB-60].

- Equal Employment Opportunity (EEO) committee has as its mission to ensure that hiring committees comply with board policy and established hiring procedures. It is also the responsibility of the EEO committee to see to it that applicants receive fair and equitable treatment. The committee is also responsible for providing Sexual Harassment and Diversity training [Ref.IIB-61].
- The literacy coordinator provides training and support to literacy teachers in the noncredit ESL program. Support can come in the form of identifying and providing classroom materials, identification and placement of ESL students into literacy classes, and development of specific programs to serve community needs. The college offers literacy classes that provide first-language support in Spanish and Armenian. The literacy coordinator spearheaded the development of bilingual grammar guides. The guides explain English grammar in students' first languages. The college prints approximately 2,000 guides a year in English, Spanish, Farsi, Armenian, and Korean. Teacher guides have also been developed to assist teachers in understanding students' background knowledge, (i.e. whether their languages have similar or dissimilar grammatical structures).
- The diversity program coordinator organizes culture-based lectures, workshops, and panel discussions. A variety of films focused on cultural issues provides additional opportunities for dialogue. Several years ago, the college created a faculty release-time diversity coordinator position. Unfortunately, this position has been placed on hiatus for 2009-2010.
- The college always plans activities in February to commemorate Black History Month. Milestones in African American history are highlighted through lectures, film series, and readings. In addition, March is designated as Women's History Month, with presentations, discussions and workshops on women in history and women's issues both within classrooms and outside of the classrooms. Both programs have campus-wide support.
- Multilingual employees work throughout the college. The college lists languages spoken and how to contact staff members who have volunteered to serve as translators to assist students if the need arises. Currently, a student or potential student can receive help in the following languages: American Sign Language, Arabic, Armenian, Czech, Farsi, Filipino, French, German, Indian-Bengali, Hindi, Indonesian, Italian, Portuguese, Romanian, Russian, Spanish and Vietnamese.
- GCC is also in partnership with local high schools, middle schools and elementary schools to help address the issues of student preparation and success at the college level. The college provides tutors, tours, and/or mentors to middle school and elementary school students. Most recently, counseling and Student Outreach Services were co-sponsors of a grant providing training for middle school counselors in preparing for college and career planning with middle school students. The grant also provided for a tour and a workshop for middle school students and their parents.

## Evaluation

The college meets this standard. Evidence shows that the college provides comprehensive curricular, co-curricular, and extracurricular programs and events designed to support and enhance student understanding and appreciation of diversity

## Plan

The college will reevaluate the possibility of reinstating the cultural diversity program and the coordinator position.

The college will complete the Educational Master Plan that will address student needs at the Garfield Campus.

### **IIB.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

#### Description

GCC is an open enrollment institution. Students may submit a paper application or apply electronically for both campuses. Although student surveys from the main campus indicate that 96 percent of the students have access to a computer at home, and 93 percent have internet access, less than 50 percent of all applications submitted by prospective students were submitted online. It is planned that with the implementation of PeopleSoft and CCCApply, GCC will accept only online applications for both campuses.

International visa students interested in attending GCC must adhere to requirements and regulations established by U.S. immigration law and administered via the U.S. Department of Homeland Security. An international applicant may attend the college for credit English as a Second Language training, to obtain an Associate Degree, to satisfy transfer requirements to a four-year university, or to satisfy the requirements for a certificate. To gain admission for the regular Associate Degree programs, applicants need to have high school completion, minimum score on the TOEFEL (Test of English as a Foreign Language) if English is not the native language, as well as evidence of financial verification in the form of a sponsor support letter and official bank certification.

The college does not use any screening instruments for student admissions. However, students who do not have a high school diploma or the equivalent must pass an ability-to-benefit test to be eligible for federal financial aid. The college has chosen the Wonderlic test as its federally approved ability-to-benefit test; the Combined English Language Skills Assessment (CELSA) is an alternative test for students whose first language is not English.

The college uses placement instruments along with other multiple measures as established by the chancellor's office for placement into English, mathematics, chemistry, credit English as a Second Language, noncredit English as a Second Language, as well as other courses that have validated prerequisites. GCC utilizes Computerized Placement Tests (CPT) published by the college board as part of the Accuplacer system, as well as a locally developed essay test for placement into English grammar and reading courses and basic math. The college uses the



Mathematics Diagnostic Testing Project (MDTP) assessment for placement into math courses beginning at the elementary algebra level. A locally developed assessment instrument, approved by the chancellor's office, is used for placement into credit ESL grammar, listening/speaking, reading and vocabulary. The California Chemistry Diagnostic Test, the MDTP, and the English or ESL assessment are used for placement into chemistry.

Noncredit ESL placement utilizes a different locally developed multiple choice test. The placement processes, which all incorporate multiple measures in addition to test scores, are on the approved list published by the system office of the California Community Colleges. The college validates placement systems according to the methods published in the state chancellor's office Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. The initial validation of a placement instrument requires an evaluation of test bias, including cultural and linguistic biases, in order for the instrument to be included in the list of approved instruments. The regular evaluation and revalidation of instruments and placement systems requires additional evaluation of biases, including an analysis of disproportionate impact (i.e. is the placement system placing different student groups differently?).

The college regularly evaluates the effectiveness of its placement instruments. Part of the evaluation process involves assessing test bias. Research and Planning is responsible for revalidating assessment instruments and placement processes every six years, according to the timetable established by state regulations. Research and Planning also analyzes the effectiveness of placement tests on a more frequent basis. For example, Research and Planning provides data about the relationship between mathematics placement scores and course success annually for the mathematics division's annual winter retreat. Data analysis has led to changes in placement test cut scores intended to improve student success in mathematics courses.

Assessment instruments are administered at both campuses for the appropriate classes. Assessment has a back-up paper assessment that is utilized if the computerized version is not accessible. Placement test policies, for longevity and retesting, are printed in the class schedule, handbooks, and are available online. Any student may request a challenge exam with the appropriate petition available in all counseling offices on campus and available online from the Admissions and Records Website [Ref.IIB-75]. A complete description of assessment tests is available in the class schedule each semester and online from the Assessment Website [Ref. IIB-83]. CSD provides assessment accommodations for qualifying students.

In an effort to support high school to college transition, English, math and ESL collaborative programs were established between Glendale Community College and local high school districts. The largest, and longest in existence is the English Collaborative. This enterprise involves the collaboration of GCC faculty with local 12<sup>th</sup>-grade English teachers, resulting in the implementation of a yearlong English course (in participating high schools), which is the equivalent to GCC's English 120 (one level below the college level English format). Students take a common final at the end of the course, with eligible students going directly into English 101. Research has shown that students from the English Collaborative program pass English 101 at the same rate as those who take English 120, the college equivalent course. Currently we have six high schools involved with the English Collaborative [Ref.IIB-62].

The ESL Collaborative works with high school ESL teachers to teach the equivalent of the GCC ESL level 4 course to high school seniors. On the basis of a final essay, students are placed directly into ESL core courses at levels 3, 4, or 5, or into Freshman English. The largest number of high school students in the ESL Collaborative place into ESL level 5, whereas students outside the ESL Collaborative, who transition to college from high school, typically place into ESL level 3. College ESL students tutor in high schools, and the ESL Collaborative gives presentations to high school ESL students and parents about preparing for college [Ref.IIB-63].

The Math Collaborative is a partnership between faculty members of GCC, Burbank, Glendale, and Los Angeles Unified School Districts. The goal of the collaborative is to enhance the teaching and learning of mathematics, a core competency in the Master Plan, increasing the number of students who enter college with college-level math skills. High school and college faculty share best practices, assignments, texts, and grading policies in order to ensure effective preparation of college-bound seniors. The role of the faculty at GCC is to facilitate these discussions and to provide resources to achieve the mutual goal of helping students make successful transitions from high school to college [Ref. IIB-64].

### **Evaluation**

The college meets this standard. The college regularly evaluates placement instruments and validation procedures. Cultural and linguistic bias is minimized by following the chancellor's office Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges.

### **Plan**

The college will continue to evaluate placement instruments and processes regularly, even with the relief of mandates from the chancellor's office.

**IIB.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

### **Description**

Protecting student confidentiality and privacy rights is a college priority and covered in Board Policy 5510 (Release of Student Information) [Ref.IIB-65]. This policy was originally written under the guidance of the college attorney. Release of records policy is published in the college catalog, schedule of classes, and student handbook. The Admissions and Records office takes responsibility for remaining up to date on Family Educational Rights and Privacy Act (FERPA) and other state and federal regulations regarding confidentiality, and for informing other departments when changes occur. In addition to FERPA, the college has recently proposed mass communication and student email policies that require confidentiality in all student communications [Ref.IIB-66].

FERPA clearly states that information is only released to staff and faculty if there is a "legitimate educational interest," also known as "need to know." Therefore, faculty do not

have access to student information other than roster information for the current term. The exception is the division chair. Several years ago, it was determined that division chairs needed certain student information in order to make sound decisions. Their access to information is limited.

The college makes diligent efforts to comply with federal and state regulations for retaining and archiving student records. Most offices are able to guarantee secured back-up files of student records through affiliation with an outside agency database (Athletic Commission, US Department of Education, etc.) or by maintaining duplicate records on the college's VAX system as well as the department's own computer programs (financial aid files, EOP&S records, Assessment, Health Center).

The college's long-range plans for both campuses include electronic storage of most records. The Admissions office and the Center for Students with Disabilities have successfully incorporated record imaging into their procedures. Other programs store archived records in designated secure sites, but the records are kept in cabinets that may not be fire retardant or otherwise disaster-proof. Records currently on micro-fiche/film will remain so, as the cost to scan the old records is prohibitive. Although the campus is currently implementing a new enterprise system, there is no plan to incorporate the old records into the new system. However, as part of the new system, the student's transcript will reflect both credit and noncredit course work. In order to provide a secure method for disposing of documents and papers with student identifiable information, the college annually contracts with a shredding service. Health records are maintained on a server separate from educational records. Student information regarding identification number, address, and telephone number is downloaded into the ClinixMD program from the VAX. No information can be uploaded from ClinixMD to the VAX.

A comprehensive survey was done of each program and department that has record maintenance mandates, and the information collected was compiled into the following *Record Maintenance Mandate* chart [Ref.IIB-67].

### **Evaluation**

The college meets this standard. The college maintains student records permanently, securely, and confidentially. The college's Admission and Records office staff and Instructional Technology staff ensure the storage, integrity and access to electronic records that is maintained in the college's information systems. The release of records follows FERPA and other specific regulations and state and federal laws as they apply to student records security.

### **Plan**

The college will continue to monitor and assess policies and practices for ensuring security and confidentiality of student records.

**IIB.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement**

**Description**

Glendale Community College has established a systematic review process for Student Services. program review, Student Learning Outcomes/Service Area Outcomes, and the Student Services Master Plan are the three primary methods used to evaluate Student Services programs. Many programs or units utilize department specific student surveys to further identify whether the services meet the needs. Additionally, department meetings, division meetings, manager meetings, academic information meetings and convocations are used to examine and discuss student needs. Results from these activities provide the evaluative information by which programs and services are improved.

The Spring Student Survey is conducted every three years with the collected information reported in Student Views. The survey includes items evaluating students' perceptions of Student Services. (The last survey to include Student Services items was in 2007; the next one will be in 2010). The survey results show student recognition of services, self-reported use of services, and satisfaction with services. Results are discussed at student services managers' meetings (for example, Student Services cabinet), Student Services convocation, staff unit meetings, and at division and academic information meetings. The survey results are used to help determine the planning goals for the program, Student Services, and the institution. According to *Student Views 2009*, 88 percent of responding students felt that GCC offers enough instructional programs and certificates to meet their educational needs [Ref.IIB-84].

Student Learning Outcomes and Service Area Outcomes have been developed by most programs on both campuses, and most have completed at least one assessment cycle [Ref. IIB-17]. The SLOAC process is integrated into program review, planning, and budgeting (including position requests).

The program review process is perhaps the most comprehensive evaluative tool and is utilized by every program on campus. Like instructional programs, Student Services programs undergo review on a six-year cycle. Programs use the results of their review to create program plans [Ref.IIB-49].

Student services are also evaluated as part of the California Community Colleges Student Services and Special Programs Division Categorical Programs Review. Matriculation, noncredit matriculation, EOP&S/CARE, DSP&S/CSD, and CalWORKs participated in the program's self-evaluation in fall 2007, in which program services were reviewed in comparison to objective outcome data. The college has, or is currently working on, the various recommendations as identified in the review [Ref.IIB-19].

Some of the general recommendations and the remedies are listed below.

- The team recommends a dedicated effort to increase signage. Facilities developed a signage plan. It was reviewed by campus development. Signs are installed on the main campus, and CalWORKs purchased a banner for the Garfield Campus.
- Data reported in the self-evaluation does not accurately reflect the number of students served by the college in all areas. Student Services and Instructional Technology administrators met with Research and Planning to discuss the discrepancies in data. The vice president of student services negotiated a checks and balances system to avoid future errors.
- The team recommends that the college provide support and training to all program entities in preparation for the transition to PeopleSoft student software. The PeopleSoft system is currently being implemented with Ciber Consulting. All offices are represented at the training.
- The team found limited evidence of Student Learning Outcomes across all categorical programs. SLOs/SAOs are currently under construction in all categorical programs. SLOs are available for review on the SLO home page [Ref.IIB-17].
- The team recommended that CSD increase services at Garfield. A learning specialist is now doing intakes and learning disability assessments at the Garfield Campus.

### **Evaluation**

The college meets this standard. Evidence supports that the institution regularly evaluates student support services to assure that they are meeting identified student needs. All programs and services have completed at least one program review; categorical programs have completed their site review process, and Student Services has developed a Student Services Strategic Plan tied to the Strategic Master Plan. Most of the programs have completed one Student Learning Outcome Assessment Cycle or Service Area Outcome Assessment Cycle, and Student Services will have their SLOs/SAOs complete by 2012. The institution uses the aforementioned processes to implement a continuous cycle of improvement.

### **Plan**

The college will ensure that Student Services programs and services will complete their SLOs/SAOs by 2012.

## EVIDENCE FOR STANDARD IIB

- Ref.IIB-1 GCC Mission Statement: <http://www.glendale.edu/index.aspx?page=90>
- Ref.IIB-2 Board Policy 5010 – Student Services Mission Statement:  
<http://www.glendale.edu/index.aspx?page=2091>
- Ref.IIB-3 Campus Profile 2009: <http://research.glendale.edu/downloads/cp-2009.pdf>
- Ref.IIB-4 Student Outreach Services: <http://www.glendale.edu/index.aspx?page=156>
- Ref.IIB-5 Jump Start Program: <http://www.glendale.edu/index.aspx?page=901>
- Ref.IIB-6 Online Application: <http://www.glendale.edu/index.aspx?page=566>
- Ref.IIB-7 Noncredit Application: [https://secure.glendale.edu/noncredit/intro\\_real.asp](https://secure.glendale.edu/noncredit/intro_real.asp)
- Ref.IIB-8 Assessment Center: <http://www.glendale.edu/index.aspx?page=570>
- Ref.IIB-9 AR 5600 – Student Matriculation (E.3): <http://netra.glendale.edu/policies&regulations/ARweb/AR5600.htm>
- Ref.IIB-10 Online Orientation <http://www.glendale.edu/index.aspx?page=141>
- Ref.IIB-11 Garfield Campus Student Handbook 2008-09 (hard copy only)
- Ref.IIB-12 GCC Main Campus Student Handbook 2008-09 (hard copy only)
- Ref.IIB-13 WebReg Online Registration: <http://www.glendale.edu/index.aspx?page=1902>
- Ref.IIB-14 Priority Registration (hard copy only)
- Ref.IIB-15 Research and Planning: <http://research.glendale.edu/html/reports/>
- Ref.IIB-16 Strategic Master Plan <http://www.glendale.edu/index.aspx?page=1823>
- Ref.IIB-17 Student Service SLO:  
<http://www.glendale.edu/accreditation/evidence/SLO%20Tracking%20Sheet%20SSS.doc>
- Ref.IIB-18 Curriculum and Instruction Committee Minutes:  
<http://www.glendale.edu/index.aspx?page=2245>
- Ref.IIB-19 Categorical Site Review Document, 11/2007:  
<http://www.glendale.edu/accreditation/evidence/Categorical%20Site%20Review%20Document.doc>
- Ref.IIB-20 Telephone Directory (hard copy only)
- Ref.IIB-21 Glendale Community College: Student Affairs  
<http://www.glendale.edu/index.aspx?page=357>
- Ref.IIB-22 Student Services Convocations: <http://www.glendale.edu/accreditation/evidence/St.%20Svcs.%20Convocation%20Agendas/>
- Ref.IIB-23 Student Services Cabinet (Managers) Meeting Minutes: <http://www.glendale.edu/accreditation/evidence/St.%20Svcs.%20Managers%20Mtg.%20Minutes/index.htm>
- Ref.IIB-24 Student Services Strategic Plan:  
<http://www.glendale.edu/accreditation/evidence/2009-10%20Student%20Services%20Strategic%20Plan.doc>
- Ref.IIB-25 Glendale Community College: Technology Mediated Services:  
<http://www.glendale.edu/index.aspx?page=389>
- Ref.IIB-26 Enrollment Management Meeting Minutes: <http://www.glendale.edu/accreditation/evidence/Enrollment%20Management%20Minutes/index.htm>
- Ref.IIB-27 Glendale Community College Blue List:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084>
- Ref.IIB-28 Counselor Reference Manual: <http://www.glendale.edu/index.aspx?page=3745>
- Ref.IIB-29 Statewide Accountability Report (ARCC): <http://research.glendale.edu/downloads/arcc-board-2008-12-15.ppt>

- Ref.IIB-30 Glendale Community College: College Catalogs:  
<http://www.glendale.edu/index.aspx?page=564>
- Ref.IIB-31 Student Grievance:  
a. Board Policy 5530 – Student Grievances  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2639>  
b. Administrative Regulation 5101 – Students’ Grievance Procedures  
<http://netra.glendale.edu/policies&regulations/ARweb/AR5101.htm>
- Ref.IIB-32 Garfield Campus Multi-Lingual Welcome Packets (hard copy only)
- Ref.IIB-33 MyGCC Login: <https://mygcc.glendale.edu/logon.asp>
- Ref.IIB-34 Student Services Guide: <http://www.glendale.edu/index.aspx?page=2215>
- Ref.IIB-35 Supplemental Instruction Website:  
<http://www.glendale.edu/index.aspx?page=3746>
- Ref.IIB-36 Glendale Community College: Study Abroad:  
<http://www.glendale.edu/index.aspx?page=231>
- Ref.IIB-37 Scholars Program: <http://www.glendale.edu/index.aspx?page=232>
- Ref.IIB-38 Baja Program: <http://www.glendale.edu/index.aspx?page=226>
- Ref.IIB-39 Visual and Performing Arts Division:  
<http://vision.glendale.edu/index.aspx?page=248>
- Ref.IIB-40 Art Gallery: <http://seco.glendale.edu/artgallery/>
- Ref.IIB-41 Internships: <http://www.glendale.edu/index.aspx?page=151>
- Ref.IIB-42 ASGCC Homepage: <http://www.glendale.edu/AS/>
- Ref.IIB-43 Clubs and Organizations: <http://www.glendale.edu/index.aspx?page=160>
- Ref.IIB-44 Events Calendar: <http://www.glendale.edu/as/calendar/activities.htm>
- Ref.IIB-45 Inter-Organizational Council: <http://www.glendale.edu/as/IOC/index.htm>
- Ref.IIB-46 Center for Student Involvement:  
<http://www.glendale.edu/index.aspx?page=1821>
- Ref.IIB-47 Intercollegiate Athletics: <http://www.glendale.edu/index.aspx?page=3608>
- Ref.IIB-48 Graduation Requirements: <http://www.glendale.edu/index.aspx?page=251>
- Ref.IIB-49 Program Review Student Services:  
<http://www.glendale.edu/index.aspx?page=1880>
- Ref.IIB-50 Matriculation Outcomes Study:  
<http://research.glendale.edu/downloads/matric-outcomes-2005.pdf>
- Ref.IIB-51 Counselink: <http://mygcc.glendale.edu/stafflogon.asp>
- Ref.IIB-52 Achieving College Excellence: <http://www.glendale.edu/index.aspx?page=224>
- Ref.IIB-53 Ethnic Studies: <http://www.glendale.edu/index.aspx?page=204>
- Ref.IIB-54 Basic Skills Initiative: <http://www.glendale.edu/index.aspx?page=3823>
- Ref.IIB-55 International Student Program: <http://vision.glendale.edu/index.aspx?page=137>
- Ref.IIB-56 Center for Students with Disabilities/ Disabled Students Programs & Services:  
<http://www.glendale.edu/index.aspx?page=1970>
- Ref.IIB-57 ASGCC Clubs and Organizations:  
<http://www.glendale.edu/index.aspx?page=1970>
- Ref.IIB-58 Master Program: <http://www.glendale.edu/MASTER/index.html>
- Ref.IIB-59 Student Equity Plan:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5140>
- Ref.IIB-60 Diversity Statements: <http://www.glendale.edu/index.aspx?page=1776>
- Ref.IIB-61 EEO <http://www.glendale.edu/index.aspx?page=366>
- Ref.IIB-62 English Collaborative:  
<http://www.glendale.edu/accreditation/evidence/Ref.IIB-62.65%20Collaboratives%20Overview.doc>

- Ref.IIB-63 ESL Collaborative:  
<http://www.glendale.edu/accreditation/evidence/Ref.IIB-62.65%20Collaboratives%20Overview.doc>
- Ref.IIB-64 Math Collaborative:  
<http://www.glendale.edu/accreditation/evidence/Ref.IIB-62.65%20Collaboratives%20Overview.doc>
- Ref.IIB-65 Board Policy 5510 – Privacy and Confidentiality of Student Records:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP5510.htm>
- Ref.IIB-66 FERPA:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=569>
- Ref.IIB-67 Record Maintenance Mandate chart:  
<http://www.glendale.edu/accreditation/evidence/IIB.67%20Record%20Maintenance%20Chart.doc>
- Ref.IIB-68 CalWORKs <http://vision.glendale.edu/index.aspx?page=260>
- Ref.IIB-69 EOP&S: <http://www.glendale.edu/index.aspx?page=157>
- Ref.IIB-70 AB 540 Residency Information:  
<http://www.glendale.edu/index.aspx?page=2851>
- Ref.IIB-71 Student Services Division Minutes:  
<http://www.glendale.edu/index.aspx?page=1952>
- Ref.IIB-73 Scholarship Applications: <http://www.glendale.edu/index.aspx?page=1992>
- Ref.IIB-74 Bookstore – Order Texts: <http://www.glendalebookstore.com/>
- Ref.IIB-75 Admissions and Records: <http://vision.glendale.edu/index.aspx?page=125>
- Ref.IIB-76 Library Workshops: <http://secure.glendale.edu/library/allworkshops.asp>
- Ref.IIB-77 Add/Drop Classes: [http://webreg.glendale.edu/WebStudent/login.asp?t=1&V.O.I.C.E.S.:](http://webreg.glendale.edu/WebStudent/login.asp?t=1&V.O.I.C.E.S.) <http://www.glendale.edu/voices/>
- Ref.IIB-78 Student Employment: <http://www.glendale.edu/index.aspx?page=145>
- Ref.IIB-80 Cultural Diversity Requirement:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5201>
- Ref.IIB-81 Course Syllabus:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5148>
- Ref.IIB-82 Humanities and Social Science Lecture Series (CD): <http://www.glendale.edu/accreditation/evidence/II%20B%20Humanities%20and%20Social%20Science%20Lectures%20F07-F09.doc>
- Ref.IIB-83 Assessment Home Page: <http://www.glendale.edu/index.aspx?page=570>
- Ref.IIB-84 Campus Views 2009:  
<http://research.glendale.edu/downloads/campus-views-2009.pdf>
- Ref.IIB-85 Faculty and Staff Payroll Deductions for Scholarship Funds (hard copy only)
- Ref.IIB-86 GCC Matriculation Outcome Study:  
<http://research.glendale.edu/downloads/matric-outcomes-2005.pdf>



Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**IIC.1** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

**IIC.1.a** Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

### **Description**

The library and a variety of learning support laboratories are an integral part of the college's commitment to student learning and success. They support the development of critical thinking and lifelong learning and provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals, all of which are described in the Glendale Community College mission statement [Ref.IIC-1].

### ***Library***

The Glendale Community College Library sustains the learning needs of students, faculty and staff by maintaining a full range of materials and services. The library is a two story, 36,000 square foot facility located in the center of the campus. It has space for reference, circulating, special collections and study/reading areas. There is seating for 357, which includes twelve group study rooms with seating for 56, and a 27-seat technology-enhanced classroom. The library has 113 computer workstations with 88 for student use, and five circulating laptops for student use in the library. Wireless access to the Internet is available throughout the library and numerous electrical outlets provide access for students using personal laptop computers.

The library collection includes approximately 123,000 volumes, 188 currently received periodical subscriptions, over 40 subscription databases, and 20,000 electronic books [Ref.IIC-2].

Each faculty librarian is coordinator for a library area: collection development, credit instruction, information competency workshops, reference services, and systems/technical

services. Librarians reach out to instructional faculty in a variety of ways [Ref.IIC-3]. Each full-time librarian is a liaison to 3 to 4 instructional divisions [Ref.IIC-4]. As a result, each librarian must rotate through the divisions in order to attend at least one meeting of each division during the semester. Liaisons collaborate with faculty in the division with regard to materials selection, and support for assignments. They also teach individual library instruction sessions (class orientations) for faculty in their assigned divisions. New tenure-track faculty are allocated up to \$500 in library book funds toward the purchase of library materials in support of their field or courses they will be teaching. These funds are administered through the library liaison to the appropriate division. The Collection Development librarian coordinates the work of librarians and other faculty in the selection and weeding of print collections using established policies. Materials are selected to support all college areas and curriculum including transfer, foundational skills, workforce development, and personal interest [Ref.IIC-5]. Library faculty have tried a number of methods to encourage faculty input into collection development, including routing paper reviews and using online review services such as Choice reviews. The most successful methods seem to have been individual contacts between library and discipline faculty, which have been developed through the liaison process. Faculty may receive flex credit for helping to weed outdated materials in their area of expertise.

The Library and Information Competency committee (L&IC) is a part of the college's formal governance structure, reporting to the Student Affairs standing committee. The L&IC committee is charged with assisting the library and serving as an advocate and channel of communication between the library and the campus at large. It has broad representation from administration, faculty, staff, and students [Ref.IIC-6]. The committee meets monthly during the spring and fall semesters to address a variety of issues including library collections and services [Ref.IIC-7]. During the spring semesters 2007 and 2008, the library, with the assistance of the L&IC committee, the Associated Students of GCC and Research and Planning, developed and administered the Student Survey of Library Services to gather data on student views of the library, including collections [Ref.IIC-8].

The library integrated into the college's curriculum development process as described in the curriculum handbook. It provides an opportunity for discussion between the library and instructional faculty during all parts of the curriculum process from developing new courses and programs through their revision [Ref.IIC-9]. The associate dean who retired in December of 2008 has been replaced with a temporary 18-month contract titled director of library and learning resources, at the program manager 3 level. The associate dean/director sits on a variety of manager 3 campus committees where discussions and decisions relating to instruction, services for students, and technology take place, including Academic Affairs, Student Affairs, and the Campuswide Computer Coordinating committee. The associate dean/director collaborates with administrators in instruction and information technology to develop plans and funding mechanisms to acquire appropriate technology and instructional resources. Faculty librarians are also active in campus affairs and bring the knowledge they gain from serving on governance and other committees to their work in selecting and deselecting materials from the collection, providing instruction, and services. New librarians and other staff are thoroughly trained and guided by the policies and manuals maintained by the library [Ref.IIC-10a, IIC-10b, IIC-10c].

In fall 2006, the library was awarded a Basic Skills Initiative (BSI) to begin collections and services to students at the Garfield Campus. (Glendale Community College refers to basic

skills as foundational skills.) Additional funding was awarded for the 2007-2009 period [Ref. IIC-11]. The associate dean and faculty librarians consulted with faculty and staff at the Garfield Campus to develop the initial library collections to support General Education Development (GED) and English as a Second Language (ESL) students. These materials are available in the Developmental Skills Lab at the Garfield Campus. The effort continued with a pilot project in spring 2009 to provide limited reference and research services [Ref. IIC-12].

The general fund budgets for materials were cut and off loaded to lottery funding during the budget crises of 2003. In subsequent years, the funding level has increased but the continued acquisition of sufficient library materials is dependent on this categorical funding which appears to be in jeopardy. The library relies heavily on allocations from Instructional Equipment and Library Materials (IELM) and Telecommunications and Technology Infrastructure Program (TTIP) funds to supplement college funding. The TTIP funding was eliminated from the state's 2009-2010 budget, with no expectation of restoration. In addition, Instructional supply money was also cut, leaving the library with an overall 45 percent cut to its database budget. Additional funding for special projects and extended hours has been provided by Associated Students of Glendale Community College (ASGCC) grants in the past. More permanent funding from college resources needs to be allocated to library materials.

The library makes concerted efforts to assess its functions and to maintain the highest level programs, materials, and services despite being given a limited budget. In addition to the campuswide surveys undertaken by research and planning, the library began seeking additional detailed and library-specific data through an annual Student Survey of Library Services in 2007. Such surveys of students acknowledge the library's success in supporting student learning, which is also supported anecdotally by faculty [Ref. IIC-13a, IIC-13b, IIC-13c] [Ref. IIC-14a, IIC-14b]. The library has begun an overall review and analysis of its collections to determine their currency and appropriateness and maintains and uses a variety of statistics in planning collections and services [Ref. IIC-15, IIC-2]. The administrator, faculty librarians, and higher level staff meet regularly to discuss ongoing issues and planning. Librarians meet weekly and continually review library policies, usage, and to resolve issues, plan, and improve services and collections. The library has established SLOs for its instructional and general program, which are assessed, reviewed and updated [Ref. IIC-16].

In addition to its other activities, the library maintains the college archives including a collection of memorabilia that documents the history of the college.

### ***Learning Support Services***

**The Learning Center (LC)** provides wide-ranging learning assistance. It is centrally located in the Administration Building on the main campus and is comprised of a Computer Assisted Instruction lab (CAI), Tutorial Center, and Writing Center [Ref. IIC-17]. It is overseen by the associate dean/director of library and learning resources with on-site staffing by a 50 percent released time faculty coordinator, a classified manager, and three instructional lab technicians [Ref. IIC-18]. The director is working with the college and with LC staff to implement measures that support state mandates in the area of tutoring. To this end, a referral form process was implemented in fall 2009 and budget augmentation requests were submitted to increase faculty coordination of the center.

The center supports the mission of the institution to help students “gain the knowledge and skills necessary to meet their educational, career, and personal goals,” such as verbal and written communication, and mathematics [Ref.IIC-1]. Support is provided for any currently enrolled student, credit or non-credit. The center provides free peer tutoring for most classes offered on campus. All tutors have been trained by successfully completing Student Development 150: Tutor Training, a .5 unit credit class. They continue to develop their skills through observations and participation in group meetings with learning center staff. Student workers are provided with workplace skills that may lead to tutoring jobs at the university level and possible careers in education.

**The CAI Lab** makes available both purchased software (Passkey) and locally produced (Blackboard/WebCT Writing Jam) online exercises that allow students to practice their skills in reading, writing, and mathematics. The center provides a series of workshops developed to help students with specific grammar and writing problems. The learning center Website was redesigned in 2007-2008 and is available 24/7. It is well organized and informative, with links to additional learning assistance sites [Ref.IIC-17].

The learning center relies on input from students, faculty, and staff through the learning center Student Survey and the Writing Center Evaluation, to determine the quality, depth and variety of resources. The center keeps statistics each semester to determine the optimum number of tutors needed to serve the students [Ref.IIC-19a, IIC-19b, IIC-19c, IIC-19d, IIC-19e, IIC-19e, IIC-19f, IIC-19g]. The learning center is establishing Student Learning Outcomes and Service Area Outcomes for some of its services [Ref.IIC-16].

### ***General Computer Labs***

The computer labs in the San Gabriel and San Rafael buildings are open computer labs, available to students who are currently enrolled and registered for classes. The labs provide support to various instructional programs. Software is available for students to complete the lab/class assignments. The San Gabriel lab includes four classrooms and an open lab area providing GCC students equipment and software for hands-on training. Word processing, databases, spreadsheets, presentations, desktop publishing, and digital imaging are examples of subjects supported by the lab. The San Rafael lab includes three classrooms and an open lab emphasizing a variety of business and computing subjects including accounting, computer programming and Internet. The two labs and their associated classrooms have about 400 computers. Scanners and printers are available. In general, the same software used in the computer classrooms is available in the labs. The labs coordinate hours and services to best meet the varying demands. The labs are administered by an interim director and operated by ITS staff [Ref.IIC-20]. Effectiveness of the labs is assessed through feedback from students and faculty.

Lab staff provide orientations to distance learners and remote access to selected software needed for distance education. Office 2007 and GDP (a typing program) is remotely accessible through Citrix to students enrolled in Computer Science/Information Systems (CS/IS) and some Computer Applications and Business Office Technologies (CABOT) courses.

In total, the college provides almost 1500 computers for student use in labs and lab-classrooms [Ref.IIC-21]. ITS staff also maintain hardware and software in the specialized labs. ITS, general and specialized lab staff, work closely with faculty to ensure that relevant

materials are available to support student learning needs. ITS staff also maintain hardware and software in many of the specialized labs [Ref.IIC-22, IIC-23].

### **Specialized Labs and Services**

Both instructional divisions and student services programs operate computer labs to assist student learning. To be considered a lab in this self-study, the space must contain a minimum of seven computers and be open for voluntary, self-initiated student use on a regular weekly basis. The area may function as a classroom at different times during the week.

**The Career Center** supports the goal of the institution to help students prepare for successful placement or advancement in the workforce by providing a variety of comprehensive materials. Services include career counseling, testing, and career exploration. Resources are both print and electronic. The center maintains qualitative and quantitative statistics to ensure it has sufficient resources to meet student needs. This is evidenced in the spring 2008 Program Review Report, sections one through three [Ref.IIC-24]. A counselor coordinator oversees the center. It is equipped with computers for student use and a collection of software and videotapes for researching careers and job search topics. Students are encouraged to explore links to Internet resources posted on the Career Center Website [Ref.IIC-25].

**The English Lab** supports the classes and curriculum of the English division as well as students or writing projects for other disciplines. One section of the lab is dedicated to supporting students in their English classes [Ref.IIC-26]. The lab is equipped with over 70 computers with Internet access and a variety of software supporting student classwork, especially writing. The English division offers suggestions or recommendations about what resources should be available to their students [Ref.IIC-27].

**Garfield Campus: The Career Resource Center** provides assistance and information to students for job search and career exploration. The center is open to all Garfield students and to community members who are not enrolled in noncredit classes, but who want information about classes, careers, or job searching. The program director and academic counselor interact with faculty to discuss student needs on a regular basis via department meetings or one-to-one meetings with faculty. The program director also consults with students to determine lab resources.

**Garfield Campus: The Developmental Skills Lab** has as its mission to aid students who are improving their basic reading, math, and writing skills or who are preparing for the GED test. Adults seeking their high school diplomas are able to use the computer lab for research and for additional help with their courses. The lab offers noncredit programs including a self-paced program for enhancing foundational skills, preparing for the GED or completing a high school diploma. It provides computer assisted instruction, one-to-one tutoring, small group instruction and individualized curriculum. The lab consists of three rooms: an independent study room where the Garfield library collection is housed, a small-group classroom for instructor-directed lessons, and a computer-assisted instruction lab [Ref.IIC-28]. The materials are selected by the instructional faculty who base their decisions on student and community needs. The faculty and staff make recommendations for additional materials based on entrance testing and tutoring. This forms the basis for decisions on new software programs, videos, texts, and additions to the library collection.

**Garfield Campus and Professional Development Center: Continuing Education Business Department Computer Labs.** The Continuing Education Business Department teaches computer application software programs. In support of these classes, the department runs computer labs where students may complete assignments and receive help with their work. These computer labs are located at the Garfield Campus and at the Professional Development Center since the department offers computer classes at both sites.

At Garfield, two computer classrooms have been allocated to the department. The smaller classroom is used as the lab with a computer lab technician supervising when classes are not being held there. The lab contains networked student computers with office and business software. The department has the use of one classroom at the Professional Development Center (PDC). It is used as a classroom in the mornings and runs as a lab during the afternoons. The computers in both labs are monitored using classroom management software.

Instructional faculty select the materials used in the computer labs basing their decisions on student and community needs. Instructors consult with local businesses and the career resource center director regarding changes in the technology needed in the workplace. This information influences decisions on when to change versions of software and which applications to teach.

**Garfield Campus: Noncredit ESL Lab** The purpose of the ESL lab is to aid students who are improving their English skills by offering them the opportunity to use software programs that will assist their endeavor. Many of the students are currently enrolled in ESL classes and use the programs in the lab that compliment their textbooks. Others, who were unable to enroll in a class and are on a waiting list, use the lab to prepare themselves to enter a class once they have the opportunity. The lab is open to all members of the community but they must be enrolled as a Glendale Community College student and registered into the lab. The lab's computers are loaded with office and specialized language learning software. The noncredit ESL instructional faculty selects the materials used in the computer lab. Lab staff meets with the division chair to discuss the materials used and the efficacy of each.

**The High Tech Center** supports the goals of the institution by promoting universal access to information technology and ensuring that students with disabilities have access to the most effective technology available for achieving their academic and vocational goals. It supports students who are registered with the Disabled Student Program and Services (DSPS). The center staff consults with instructors, staff and, students to ensure it has sufficient materials for students. The High Tech Center's workstations are equipped with standard Windows based software and various assistive technologies for the student to use in completion of academic assignments and proctored tests requiring the use of a computer. Upon student request for use in other labs and classrooms on campus, the JAWS screen-reading and ZoomText text enlargement programs are installed in the requested location [Ref.IIC-29].

**The Language Lab** is administered by the language arts division and supports the goal of the institution to provide student access to interactive computer programs, plus audio and video media to assist students enrolled in Credit ESL, Foreign Language, and Speech Communication courses. The lab is also open to noncredit ESL students on a limited basis. Students work individually on computers and audio/visual equipment to improve grammar, listening/speaking and writing skills. The Language Lab is a credit lab; student work done in the lab is a part of the credit class hours [Ref.IIC-30]. Faculty and staff from the language

arts and credit ESL divisions discuss which materials are needed to meet student needs. The half-time lab technician is a faculty member of both Credit ESL and Foreign Language departments and attends faculty meetings when possible. Plans for increased space and additional equipment for the lab described in the Educational Master Plan (EMP) are in progress [Ref.IIC-31].

**The Math Discovery Center** provides academic assistance in mathematics to all students who are currently enrolled in a GCC mathematics course. Its mission is to be organized, trained and equipped to provide academic assistance in mathematics to all eligible Glendale Community College students and to empower them to become self-guided learners. Services include drop-in tutoring, computer assisted instruction and a video collection. The center is operated by the GCC mathematics division and is under the leadership of a steering committee. The scheduled tutors are student workers and faculty members of the mathematics division. Student tutors are required to attend an initial training session followed by monthly workshops where tutoring topics are addressed. The center is equipped with personal computers and software for student math activities [Ref.IIC-32].

**The Media Arts Lab**, overseen by the Visual and Performing Arts (VPA) Division, is a shared lab. It is open to students currently enrolled in classes offered by the division including animation, digital photo, graphic design, prepress and digital video, and Web design. It is equipped with high-end Macintosh computer workstations loaded with digital arts software and dedicated entirely for student projects. The program director works in the animation profession, keeps up with state-of-the-art programs in the industry and attempts to ensure that the most current industry software is available to students.

**The Music Lab** is designed to support students enrolled in music courses (piano, voice, music history, fundamentals of music, choral ensembles, guitar, orchestral and jazz band instruments and recording technology). The lab provides advanced equipment for recording and music notation as well as CDs and DVD/VHS videos for students enrolled in music classes requiring these tools. It includes nine music practice rooms for students. The lab has a variety of technology and software. A small reference collection of textbooks and sheet music is maintained to support music instruction and learning. All materials and software are for use in the lab only [Ref.IIC-33]. The full-time faculty of the music department meets weekly with the music lab supervisor and is in close contact with all the adjunct faculty members.

**The Nursing Resource Lab's** mission is to provide nursing students with computer based programs including software, videos, practice exams and access to the web. The lab contains both desktop workstations and laptops for student use, as well as other technology. Approximately 100 learning programs are installed and about 200 CDs and DVDs available [Ref.IIC-34]. Faculty chooses and assigns the software programs to be viewed, according to its course objectives. Others are available based on student need. A listing of all lab resources is available to students and faculty [Ref.IIC-35]. Faculty and staff continuously review and purchase new programs to ensure current content.

The nursing resource lab also contains a practice area providing a mock hospital setting with opportunities for students to learn, practice, and remediate nursing skills and procedures in a safe environment prior to patient care in the clinical setting. In addition, there is a separate simulation lab with programmable mannequins where scenarios (such as a cardiac arrest or acute myocardial infarction) are capable of being replicated as if in the clinical setting.

Technology available in the lab includes high-tech programmable mannequins and other hospital equipment and supplies similar to a real hospital setting. Faculty provides advice regarding new procedures and equipment.

**Physical Science Computing Lab (PSCL)** The lab's primary purpose is to support the laboratory sections of the Physics 101 course. It functions as an open lab when classes are not in session and provides a place where students can congregate and help each other. The lab supports the goal of the institution to help students develop skills in math and to learn to use technology for work and research. Students learn how to record and analyze data during labs. The lab techs and instructors meet regularly to ensure the lab has sufficient depth and variety of materials to meet student needs.

### ***Learning Technology Development and Training***

**Instructional Technology Resource Center:** The center is directed by the associate dean of instructional technology and supports students and faculty using instructional technology for both local and distance education (DE). It maintains a Website with informative links and a 24/7 help desk for students, faculty and visitors who might be interested in participating in GCC's online offerings [Ref.IIC-36].

Instructional technology training needs are initiated through several channels including faculty through division/department discussions and communication with division chairs, through governance committees such as Technology Mediated Instruction (TMI), Staff Development, the Quality in Distance Education task force, or by the associate dean of instructional technology in a response to faculty need or interest.

A detailed chart outlining all of the learning support services computer labs listed above outlines the usage, population served, lab location, as well as software and hardware available [Ref.IIC-37].

### **Evaluation**

The college partially meets this standard.

### ***Library***

The institution supports the library in providing high quality resources and services, allowing the library to successfully meet the needs of students given the limitations of budget and staffing. Librarians, other faculty and staff are engaged in selecting materials in a wide range of formats, which are available both on and off campus in support of the curriculum and student learning [Ref.IIC-38]. Library collections are selected on the basis of currency and appropriateness. Technology is kept current and is supported by trained technicians. The institution has provided sufficient funding to maintain current, quality materials collections and to provide staff to give a full range of quality services to students. However, a 45 percent cut to the library's 2009-2010 database accounts has resulted from cuts to state categorical funding for library technology. This funding is not expected to be restored. [Ref.IIC-39].

The library completed its first program review in 2008 [Ref.IIC-40]. It demonstrated the library's success in serving student needs and plans for continued improvement especially



with regard to progress toward full services at the Garfield Campus. Library services and resources have also been evaluated through surveys conducted by institutional research and planning and the Library's own survey results [Ref.IIC-41] [Ref.IIC-42a, IIC-42b, IIC-42c]. The foundational skills grant updates and evaluations provide evidence of the improvements at the Garfield Campus [Ref.IIC-43, IIC-44].

Comparison with other community college libraries is a useful means of determining the quality of library services, which are to some extent determined by quantitative measures. According to the Association of College and Research Libraries' (ACRL) Standards for Libraries in Higher Education each library is to compare itself to a peer group with regard to suggested points of comparison for input and output measures. The National Center for Education Statistics collects limited data on academic libraries. According to their most recent data (2006) the GCC Library, in comparison with ten other Los Angeles County community college libraries [NCES Comps FTES.htm] has:

- Five full time faculty librarians (1.92 per 1000 FTES and ranks 6<sup>th</sup> of 10 comparison colleges reporting data.
- 21 total staff (2.15 per 1000 FTES) and ranks 2<sup>nd</sup>.
- 124,288 total books, serials, back files and other paper materials, ranking 7<sup>th</sup>; however with 12.96 per FTES GCC library ranks 3<sup>rd</sup>.
- 6 circulations of library materials per FTES placing GCC 3<sup>rd</sup>.
- 64 open hours per week places GCC 5<sup>th</sup>.
- A gate count (persons entering the library) of 12,645 placing it 2<sup>nd</sup>.
- 0.72 reference transactions per FTES places GCC 2<sup>nd</sup>

Overall, Glendale Community College library ranks above others in the comparison group. We are below only in the number of full-time librarians. The library has repeatedly requested additional full time librarians and ranked fairly high on the instructional hiring allocations list for 2007-08; however, a new librarian was not funded. Additional funding for part time librarians has also been requested repeatedly and has been denied. The library is providing exceptional service with fewer than needed faculty librarians [Ref.IIC-45]. Library funding for staff is marginally adequate; however, additional funding is needed for librarians, both full and part time, as well as for additional evening staff for the circulation/reserve desk. A student services hiring allocations committee has been formed, but no recommendations have come forward for hiring of additional library faculty. Additional funding for adjunct librarians is regularly requested through the budget augmentation process, but has not been granted. During fall 2009, the library is down two full-time librarian positions. One faculty librarian is on leave to fill the post of library director and the other is on maternity leave. One of these positions is being partially covered by additional funding for adjunct librarians. Between fall 2005 and spring 2010, there was only one semester when a full complement of full-time librarians was present. During the other semesters, at least one (sometimes two) librarians were on leave for various reasons.

### ***Learning Support Services***

Learning support encompasses a wide range of labs and services, which often were established by a unique constituency in response to a local need. These programs provide extensive opportunities for learning assistance and student success tailored to the needs of students. Faculty and staff are involved and committed to selecting the best learning

resources and providing the most effective services to Glendale Community College students. Plans for learning support services described in the Educational Master Plan and in individual Program Reviews are being followed, and some efforts to implement them have been successful [Ref.IIC-46] [Ref.IIC-47].

Students generally recognize, use and are satisfied with the services of the labs surveyed in the Campus Profile. The majority had greater than 75 percent satisfaction ratings and range from a high of 94 percent for the library to a low of 58 percent for the Computer Assisted Instruction lab [Ref.IIC-48]. In addition to the surveys undertaken by research and planning, several labs have solicited input specific to their own programs and/or collected and analyzed usage statistics to shape their services to student needs [Ref.IIC-49a, IIC-49b] [Ref.IIC-50a, IIC-50b, IIC-50c].

Many of the labs are tied to specific programs and courses. Consequently, lab evaluation is considered a part of student success in the program or course. Another method of evaluation is student usage. Student use of the specialized labs and services appears to be good, but is somewhat difficult to compare due to their different purposes and methods of lab management. Some labs, for which positive attendance funds are collected, use a card swipe system that reports directly to the VAX campus management information system and Reflection data system. Other labs use a variety of methods of collecting usage data and a few do not collect any data.

**The Learning Center** traditionally has tracked usage through the card swipe system and in 2005-2006 began also to keep usage statistics using SARS-GRID and later by SARS-TRAK, a scheduling and reporting software suite which can provide greater detail [Ref.IIC-51]. The data is analyzed and used to improve services including tutor scheduling.

**The San Gabriel and San Rafael General Labs:** A total of 40,304 students were served in the San Gabriel and San Rafael computer labs in 2008 [Ref.IIC-52]. Student usage records are kept using the campus VAX and Reflection programs. Student sign-in sheets also are kept in each lab's office.

### ***Specialized Labs and Services***

**The Career Center** assesses its effectiveness through counselor evaluations, student essays in career development courses, and email feedback via the Website. Student contact data is maintained and derived from the Schedule and Reporting System (SARS) software used for tracking drop-in and appointment attendance. Drop-in students sign in electronically into SARS under their GCC ID numbers; appointments are checked in by staff. Administrators and Student Services employees who manage data for statistical purposes and/or input counseling schedules generate summary reports [Ref.IIC-53].

**The English Lab** uses the card swipe system to keep track of usage which is collected by the campus VAX system and maintained by ITS [Ref.IIC-54].

**Garfield Campus: Career Resource Center:** Approximately 7,000 students are served annually. This data is maintained by center staff. The program director consults with faculty, counselors, and students to determine lab resources and ensures that information is available to students with up-to-date materials and programs in a variety of forms with

respect to the visual, kinesthetic, or audio learner. Students are served in a timely manner providing information, support and encouragement that lead to success. SLOs have been written and a survey was administered in the summer of 2009 to assess learning outcomes. In the interim, staff observes students who are satisfied or not with their experience in the Career Resource Center and responds accordingly.

**Garfield Campus: Developmental Skills Lab:** The lab uses the campus card swipe system to collect information on student use. Computer lab use is integrated into the assessment of the programs. GED passing rates, the number of high school courses completed, the number of high school diplomas earned, and increases on the CASAS (Comprehensive Adult Student Assessment System) scores for adult basic education students are all indicators of the effectiveness of the computer lab activities for the students. The only specific determination of the usefulness of the computer lab comes from student focus groups, which are conducted each semester. For example, student focus groups identified the need for vocabulary, spelling and math problem-solving software [Ref.IIC-55]. The instructors then researched and selected software to meet that need.

**Garfield Campus: Continuing Education Business Lab:** Student usage data is collected using the VAX system. Faculty and staff note changes in student use and make changes based on these. For example, in the Developmental Skills lab the staff noted a loss of students who had low entry reading scores. This prompted an examination of texts, videos, and software materials and procedures to determine what could be done to enhance the reading program. Students who are progressing more slowly than usual are another indicator of possible deficiencies in the materials or procedures. These issues are examined and addressed during quarterly staff meetings. The majority of the Continuing Education Business students pass their computer classes, suggesting that the lab support given them is sufficient for their needs.

**Garfield Campus: The Noncredit ESL Lab:** assesses its effectiveness in terms of the quantity of students attending by keeping track of each student's attendance using the campus VAX system. The quality of the lab is anecdotally assessed by the comments of the students after they have worked with some of its programs. It is also measured through the retention and continued use by students. When students indicate that a program is too difficult or too easy for them, materials of varying levels of difficulty are available that meet their particular needs, indicating the lab has sufficient depth and variety of materials.

**The High Tech Center's** effectiveness is assessed through the number of student contacts, student and staff feedback.

**The Language Lab, the Math Discovery Center, and the Music Lab** use the campus student ID card swipe system to collect the hours students spend using the labs. Reports are provided by Institutional Research. The data is also maintained and reviewed by the faculty and lab staff for program improvement and planning purposes. Both the Language Lab and the Music Lab have had some of their program review plans funded and implemented.

**The Media Arts Lab** does not collect data of student usage of the lab. The lab is included in the program review for the Animation and Media Arts programs, and has been successful in funding and implementing technology upgrades as described in these reports [Ref.IIC-56, 57]. The results can be viewed on the Animation Website [Ref.IIC-58].

**The Nursing Resource Lab** determines the sufficiency of its materials to meet student needs through a number of means including student feedback, student application of learning in a clinical setting, and testing scenarios. Surveys are administered each semester, which allow students to review the lab's resources and to provide feedback. Most of the computer programs used in the lab have a quiz at end. Quiz results, as well as mastery testing during classes, is used to determine if the program enhances student achievement of identified learning outcomes (SLOs). GCC nursing students have a high pass rate on national exam for RN licensure.

The lab assesses its effectiveness in terms of quantity by maintaining monthly records of student usage. It is in the process of moving from manual data collection to the campus system. By 2010 all student usage data collection will be automated. The coordinator provides a monthly summary each semester.

**The Physical Science Computing Lab (PSCL)** is closely associated with physical science classes and assesses its effectiveness with the course student learning outcomes (SLOs). Evidence can be viewed through the Physics Program Review and the Physics 101 Website [Ref.IIC-59, IIC-60].

### ***Learning Technology Development and Training***

**The Technology Resource Center** supports approximately 12,000 student Blackboard/WebCT accounts per semester [Ref.IIC-61].

**The 2004 Accreditation Recommendation #5:** "Implement long-range planning in information technology and learning resources and link to budget allocation" (see page 22) [Ref.IIC-62]. This recommendation has been addressed and is outlined in the 2007 Midterm report on pages 11-12 [Ref.IIC-63]. The GCC Technology Plan was revised in May 2007 and is currently undergoing a subsequent revision under the direction of the associate vice president of information and technology services. A draft has been presented to the Campuswide Computer Coordinating committee for comments. The Library and Learning Resources Technology Plan was presented to and accepted by the Student Affairs committee December 5, 2007 [Ref.IIC-64]. Since then, several aspects of the plan have been funded and implemented [Library and Learning Resources Tech Plan rev 2008 with timeline. doc]. Individual labs have been successful in acquiring funding and implementing plans from their program review documents. A request to provide a forum for communication and collaboration among learning support services members through a "Green List" committee has been approved [Ref.IIC-65]. This committee, while not reporting to a standing governance committee, is intended to give those involved in the student computer labs and support services a venue for discussion of common interests and improved services to students. See Governance Review minutes, December 2008, March, April 2009 [Ref.IIC-66].

The campus has a decentralized structure for learning support that results in diverse methods of planning and assessment. As noted in *Basic Skills as a Foundation for Student Success in California Community Colleges*, "recent studies have concluded that the demonstrated superiority of student outcomes associated with the centralized model may not be due solely to the structural organization, but may instead arise from the higher level of communication and collaboration associated with centralization."

## Plan

Maintain and upgrade library and learning support staffing, materials, services and technology as described in program review documents, the Strategic Master Plan and the 2005 Educational Master Plans.

Implement and assess additional Library and Learning Center Student Learning Outcomes (SLO) and Service Area Outcomes (SAO).

Investigate means of identifying and assessing SLOs for student computer labs.

Investigate means of increased coordination and communication among the diverse student support services, including technology development and training with the goal of more consistent data collection, standard assessments, and possible economies of scale.

Begin meetings of the Learning Resources committee, which was approved by the Governance Review Committee in spring 2009.

### **IIC.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

#### **Description**

##### ***Library***

The GCC academic senate defines Information Competency (IC) in this way: "Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner" (GCC Academic Senate Core Competencies adopted 6/1/2006) [Ref.IIC-67]. The GCC Strategic Master Plan includes IC as one of the seven core competencies (Goal 1) [Ref.IIC-68]. Sub-competencies included are: a) Research Strategies, b) Information Location/Retrieval, c) Evaluation of Information, and d) Ethical & Legal Use of Information. Proposed changes to Title 5 making IC a graduation requirement were rejected as an unfunded mandate. GCC likewise has not required IC for graduation; however the campus has embraced it in many ways.

Reference services are available in the main campus library all the hours the library is open. Faculty librarians instruct students in research skills and assist them in gaining information competency as they help students at the reference desk in person, by phone and responding to e-mail questions. Eighty four percent of responding students rated the library reference services as good or excellent (See Student Survey of Library Services Spring 2008) [Ref.IIC-13a, IIC-13b, IIC-13c]. In 2007-2008, the reference librarians responded to 26,238 queries. An additional 4,220 lab technicians interactions relating to computer and technical assistance were made [Ref.IIC-2]. Beginning April 2009, limited evening reference services are/have been available in a pilot program at the Garfield Campus.

The library's extensive information competency program includes credit courses (Library 101 and 191) classes, workshops, class orientations and information competency infusions. In the 2007-2008 academic year, 5,721 students participated in at least one of the library's information competency programs. Eleven sections of Library 191 were taught, eighteen orientations and three hundred sixteen workshops were taught. Students recognize the value of information competency instruction. Ninety three percent rated the library workshops' "informative value" as excellent or good and 82 percent rated the workshop as excellent or good (in terms of "useful for class") [Ref.IIC-13a, IIC-13b, IIC-13c].

Faculty librarians work with faculty to assist them in developing information competency components for their discipline curriculum. The course outline and student learning outcomes of Library 191 (credit course) and the workshop series address information competency skills taught and evaluated in each [Ref.IIC-69]. Librarians develop and maintain a series of research guides to assist students with assignments [Ref.IIC-70]. The Research Across the Curriculum committee, a subcommittee of the Library and Information Competency (Governance) committee brings wider participation by instructional faculty in information competency instruction. It has provided workshops and outside speakers highlighting means of incorporating information competency across the curriculum [Ref.IIC-71].

The library's instructional programs assess the stated learning outcomes using pre- and post- tests of student learning in credit classes and workshops [Ref.IIC-16]. Analysis is used to improve teaching effectiveness and to tailor instruction to student needs. Workshops are revised, retired and new ones are added [Ref.IIC-72]. An ongoing research project 2000-2007 has also assessed student retention and success, showing positive short and long term outcomes when students participate in IC instruction [Ref.IIC-73]. Reference instruction is more difficult to assess, but student satisfaction with the service is noted in survey responses. In 2008, 84 percent rated library reference services as good or excellent, up from 80 percent in 2007 [Ref.IIC-13a, IIC-13b, IIC-13c]. Faculty anecdotally acknowledges, and student survey data recognize, the library's success in supporting student learning.

Library faculty is active in updating and expanding its instructional skills. They participate in state and national library professional organizations, present at conferences and share their knowledge and skills with instructional faculty on campus (See Program Review, pgs. 53-58) [Ref. IIC-40]. Instructional faculty who participate in library workshops, infusions, staff development sessions or Research Across the Curriculum activities are able to develop successful library research assignments and incorporate information competency instruction into their own discipline curriculum [Ref.IIC-71].

## **Evaluation**

The college meets this standard.

## ***Library***

The GCC Library has been acknowledged as a role model in information competency instruction. Library faculty have published and presented on the GCC programs at state and national conferences and the library workshop program has been emulated by a number of other community colleges [Ref.IIC-74a] [Ref.IIC-74b] [Ref.IIC-74c]. Recent inquiries about the workshop program have come from: University of Pittsburgh at Johnstown, PA, Palo Verde College, CA, Mount San Antonio College, CA, Santa Barbara City College, CA, Solano Community College, CA, and Riverside City College, CA.

Research indicates that the library information competency instructional programs are successful in improving student success and retention [Ref.IIC-71]. Additional opportunities for students to acquire information competency increasingly become available as discipline faculty who understand and appreciate the importance of this skill for their students include it in their instruction. Information competency grows as classroom faculty learns and takes more responsibility for incorporating IC skills into their curricula.

Funding for the Research Across the Curriculum committee had been at various times provided by the Academic Senate and the college, but has been lost due to the current budget crisis. The committee has continued in 2008-2009 on a limited basis with support from the library.

## ***Plan***

Implement stated plans for the augmentation and improvement of information competency instruction to demonstrate a continuous cycle of improvement.

Seek funds to support the work of the Research Across the Curriculum Committee (RAC) to achieve greater involvement by instructional faculty in incorporating information competency instruction into their courses.

**IIC.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

## **Description**

### ***Library***

During the primary semesters the library is open 64 hours per week and during summer and winter sessions it is typically open 54 hours per week (see Library Hours and Location web page) [Ref.IIC-75]. Access to library collections and services is available in person, by telephone and through the Internet using the library Website. The library's online collections and some services are available 24/7 via the Internet, although service responses requiring staff intervention are only available during the hours the library is open. Online resources and services include substantial depth and variety of material including 42 subscription databases, 20,000 electronic books, customized research guides, and e-mail reference

assistance for students both on and off campus [Ref.IIC-76]. Access to online subscription databases and books is available to all currently enrolled students, staff and faculty regardless of their location, using proxy-server authentication. Because of the (\$45,000 for GCC) cuts to state Telecommunications and Technology Infrastructure Program (TTIP) and Instructional Supply funding for 2009-2010, the library will no longer be able to afford 42 subscription databases.

The library is administered by an associate dean (on a temporary 18-month contract Director, January 2009-June 2010) and staffed with five full time tenured or tenure track librarians. An additional 2.12 FTE adjunct and hourly librarians are available to assist in library activities. A full complement (11.5 FTE) of classified managers and staff support a wide range of services [Ref.IIC-77]. Student workers assist in circulation and technical services areas (nine students, 88 hours per week). Reference service is available all the hours the library is open with two librarians at the reference desk during the busiest hours. A library systems coordinator and part time instructional computer lab technicians are available for most of the library's opening hours to assist students with technical questions including remote access.

The library Website was redesigned in 2006 with attention to organization, ease of access and accessibility for the disabled [Ref.IIC-39]. There are 88 computer workstations available for student use. All have Internet access and twelve provide access to e-mail and Microsoft Office software. Disabled students are accommodated with a print magnifier and one computer workstation equipped with JAWS and ZoomText software. A similar workstation is available in the instruction room (LB 313). Five laptops circulate for student use with wireless connectivity in the library. The 27 library instruction room computers are loaded with Microsoft Office software and Kurzweil 3000 Color Professional [Ref.IIC-78].

The small library housed in the Developmental Skills lab at the Garfield Campus is open 60 hours per week [Ref.IIC-28]. This project was developed using foundational skills grant funding [Ref.IIC-11] [Ref.IIC-44]. The print collection housed there has been selected by librarians in collaboration with faculty from the Garfield Campus. The titles have been added to the library catalog and are checked out through the integrated library system. The library catalog is searchable on site and through the web. Searches can be limited to show only those books available at Garfield. The collection is limited to approximately 1,000 titles due to space constraints and the scope of the project. All library online databases and services are available to Garfield Campus students through the Internet. Limited reference and research assistance became available to Garfield students in April 2009 funded by a Foundation Skills grant.

The main campus library is heavily used as illustrated by the 455,763 entries into the library in the 2007-2008 academic year. This is an average of 1,773 per day or 26 visits per FTE student [Ref.IIC-2]. With a seating capacity of 330, exclusive of the classroom, the library is often filled to capacity.

Total circulation of print materials is growing, driven by the heavy use of reserve textbooks. Reserve check-outs during the month of September increased 143 percent over five years from 4,704 in 2003 to 11,438 in 2008. Regular circulation is declining even as newer materials are purchased. Changing displays in the rotunda area publicize new and topical print materials. The library has begun an effort to analyze the print circulating collection with respect to age. Of the overall collection, 12 percent has a copyright date within the last 8 years, and almost 36 percent has been published since 1990. Librarians and instructional



faculty collaborate to maintain collections appropriate to the two-year college curriculum. In areas where currency is critical such as the social sciences, 17 percent of the collection is less than nine years old [Ref.IIC-79].

### ***Learning Support Services***

**The Learning Center** is open 62 hours per week Monday through Saturday, including evenings (56 during summer and winter sessions). Access to learning software is only available onsite in the CAI lab; however, there are links to additional learning resources available 24/7 on the center's Website. The center has a collection of mathematics DVDs and videotapes that are checked out for student use off campus [Ref.IIC-17].

**The San Rafael (SR) and San Gabriel (SG) computer labs** coordinate to make appropriate services available based on demand. In spring 2009, SG was open 64 hours per week Monday through Saturday and SR open 48 hours Monday through Thursday. During winter and summer sessions, hours are reduced and frequently the SR lab is closed. Remote access to necessary software is provided to enrolled students through these labs using Citrix.

### ***Specialized Labs and Services***

**The specialized departmental labs** provide access to a variety of software and student learning resources appropriate to those disciplines. The labs are generally open between 40 and 64 hours per week. During the summer and winter sessions, labs typically reduce their hours. Hours are available on each lab's Website and many are listed in the print class schedule [Ref.IIC-80] [Ref.IIC-81]. Hours are scheduled to accommodate students within staffing and budget constraints. During the semesters, most labs are open six days per week and include evening hours. Several labs have reduced hours due to the current budget crisis. Many of the labs have added software and/or workspaces to assist and accommodate students with disabilities.

**The Career Center** is open 52 hours per week Monday through Friday. Students are encouraged to use the links provided on the Career Center Website and are provided with log-in information for remote access to Vocational Biographies online [Ref.IIC-25]. Counselors and staff are available for qualified assistance to students via e-mail. The center is wheelchair accessible and is equipped to provide accommodations for visually impaired computer users.

The English Lab is open 40 hours per week. Kurzweil assistive software for the visually impaired is available on all computers in the classroom/lab and on 17 computers in the open lab.

**Garfield Campus: The Career Resource Center** is open 43.5 hours per week. It is in the process of providing material online. Beginning summer 2009, in conjunction with the installation of a redesigned campus-wide website, a specific career center Website should be available.

**Garfield Campus: The Developmental Skills Lab** is open 63 hours per week Monday through Saturday. It is overseen by a faculty coordinator. In addition to classified and student staff, instructional faculty in the division are also available to work with students in the lab.

**Garfield Campus and Professional Development Center: Continuing Education Business Department Computer Labs** At Garfield, the Business department has two computer

classrooms. One room is used as a computer lab Monday through Friday in the daytime and evening when classes are not being taught there. Although computer classes are offered on Saturday, there is no lab available for those students.

At the Professional Development Center (PDC) the Continuing Education Business department runs a lab in the afternoon. The lab is open Monday through Thursday afternoons. Only morning classes are offered so the afternoon lab is sufficient for students' needs at that site.

**Garfield Campus: The Noncredit ESL Lab** is open 50 hours per week, Monday through Thursday.

**The High Tech Center** is open 42 hours per week.

**The Language Lab** is open 56 hours per week, Monday through Saturday. Spring semester 2009, the lab has been staffed with additional ESL or foreign language instructors to help students one-on-one with course material or help in writing essays. This was done to ensure compliance in reporting To Be Arranged (TBA) hours' requirements by the State Chancellor's Office. The Language Lab experienced a surge in attendance spring semester 2009, and thanks to the cooperation among English, Business, Language Arts, and Credit ESL divisions, the lab was able to accommodate student needs by using computer stations in SG 129 and SG 139. The lab provides remote access to several spelling programs.

**The Math Discovery Center** is open 58 hours per week. In addition to lab technicians and student workers, math division faculty spends time in the center tutoring and assisting students.

**The Music Lab** is open 49.5 hours per week, Monday through Saturday.

**The Nursing Resource Lab** is open Sunday through Friday approximately 45 hours per week. All staff members are registered nurses. Grant funding allows the lab to stay open for additional evening and weekend hours. The lab provides access to the Internet, online educational programs and Blackboard/WebCT [Ref.IIC-35]

**The Physical Science Computing Lab** is open approximately 40 hours per week, including scheduled classes.

**The Visual Arts Media Lab** is open 36 hours, Monday through Friday.

### ***Learning Technology Development and Training***

**The Instructional Technology Resource Center** is staffed with a full-time associate dean and instructional technology support specialist. It is open 40 hours per week, Monday through Friday 9 a.m.-5 p.m.. A 24/7 helpdesk for Blackboard/WebCT support is also available for faculty and students.

A chart outlining all of the Learning Support Services Computer Lab hours, remote access and staffing is available [Ref.IIC-82].

## **Evaluation**

The college meets this standard. However, with a 45 percent reduction in database funding due to state budget cuts, remote access to library resources for distance learners will be significantly reduced.

### ***Library***

The library is well integrated into the campus and is highly regarded. It provides a full range of services for students both on and off campus and continues to increase services for students at the Garfield Campus. Eighty percent of students reported using the library, and 53percent reported using the library Website [Ref.IIC-83]. Students in the library report using the library Website to search for books (38 percent), to use article databases (37 percent), search the Internet (34 percent), and use Blackboard/WebCT for a class (24 percent). Off campus, users report using it for article databases (30 percent), search for books (24 percent) find the hours the library is open (21 percent).

Students are generally satisfied with the number the hours the library is open, although responses have varied greatly. In spring 2006 90 percent were satisfied. In spring 2007, satisfaction had dropped to 70 percent, although the only difference in library hours was the loss of an additional evening hour beginning the week prior to finals. For several years the ASGCC had funded extended hours for finals Fall 2002 and Fall 2003 through Fall 2006 which have not been available since. In spring 2008 satisfaction had returned to 84 percent. In general, students who only take classes in the evening tend to be less satisfied. See Student Survey of Library Services 2008, p. 3 [Ref.IIC-83]. Students are generally pleased with the resources and acknowledge they are sufficient, 84 percent for reference books and reserve materials, 83 percent for circulating books, and 79 percent for periodicals. See Student Survey of Library Services 2008, p. 6 [Ref.IIC-83].

The library has adequate classified staff, but additional faculty librarians are needed to maintain the traditional library services, along with the additional technology and online services, heavy instructional load and expanding services to Garfield [Ref.IIC-84]. The library is moving away from dependence on student workers to more permanent support staff.

The circulation/reserve desk is adequately staffed; however, evening staffing is quite limited. Increasing demand by students indicates a need for additional staff in the near future. Technical and computer assistance is provided most evening and Saturday hours by two assistant instructional computer lab technicians.

### ***Learning Support Services***

Extensive access is available for learning support. The Learning Center and other student learning support locations are open many hours per week including evenings and Saturdays. The general computer labs coordinate to provide the most access given limited means. Even so, the result is limited availability at the beginning of each semester when labs are closed to install new software programs. Several labs have reduced hours due to budgetary and staffing limitations [Ref.IIC-85]. Others have stated Program Review plans to fill vacant positions or add staffing to meet the needs of students. See Program Review for the Learning Center, Music Lab and the ESL Lab [Ref.IIC-47, IIC-86, IIC-87]. In some instances the institution

has not been sensitive to the needs of students for updated software in individual labs due to budgetary constraints.

## **Plan**

Expand services at the Garfield Campus as space and funding become available. Develop a plan to prioritize and cut periodical and database subscriptions to ensure the greatest access possible to databases and other materials for students, given the budget situation.

Work with the Council of Chief Librarians and the Community College Library Consortium to lobby for continued support for online library resources at the state level. Investigate additional means of coordination among the learning support services for improved access and expanded services.

Pursue stated plans from program review to fill vacancies and provide sufficient staffing to maintain access. Investigate coordinated planning to increase access to labs at the beginning of each semester.

### **IIC.1.d The institution provides effective maintenance and security for its library and other learning support services.**

#### **Description**

##### ***Library***

The library building is protected by a Simplex Fire Alarm system and by the campus police. Library materials are tagged with magnetic tape and are secured by a 3M magnetic detection system on the main campus and a Sentry Technology Knogo electro-magnetic system at the Garfield library. Maintenance agreements are in place for the security systems and the Ex Libris/Voyager integrated library system. Extended maintenance agreements are purchased for library computer workstations. Computers are protected with security software to restore system configurations when they are rebooted.

Printed and bound library materials are inspected when they are returned to circulation and repairs, rebinding or replacement made as needed. Library staff makes every effort to encourage that materials be returned, including making phone calls and mailing notices. As part of collection development activities, librarians and other faculty are continually reviewing the collection, noting materials that need repair, replacement or updating.

In the 2008 Student Survey of Library Services the library was rated positively for physical condition in a number of maintenance areas [Ref.IIC-42a, IIC-42b, IIC-42c].

- 82 percent positive for cleanliness
- 77 percent positive for lighting
- 75 percent positive for temperature

The library was remodeled in 1997 and it has been challenging to maintain its good condition with current levels of custodial staff. The college has recognized requests for needed deep cleaning in the heavily used library and has funded an outside vendor to clean carpets and books on several occasions. In Spring 2009, the Director was informed that no funding would be available for deep cleaning of the library during 2009-2010. Custodial service is extremely limited with only minimal cleaning (restrooms and trash pick up) occurring on a daily basis. Work requests must be submitted for anything beyond the minimal cleaning. The lowest rating in the survey was 64 percent for the copy center. The vendor has since been changed.

### ***Learning Support Services***

**The Learning Center, San Rafael, San Gabriel** and other support service labs are maintained and kept secure by campus police, facilities staff, ITS and local program staff. Overall security is the responsibility of campus police. Buildings are protected by a Simplex Fire Alarm system. An after-hours security system is installed, but is not currently functional. General maintenance is performed by facilities staff. ITS personnel handle equipment, network, and operating systems. Local program staff oversees day to day operations and ensure that the labs are open and accessible during stated hours and that the equipment and facilities are secure. Students are only allowed into labs when staff are present. Ingress and egress are monitored. In the Nursing Resource Lab all cabinets with supplies and equipment are kept locked. Calibration of equipment is provided by an outside company, every three years.

Garfield Campus: There is one computer lab supervisor at Garfield who is in charge of major maintenance and updates of classroom and lab computers as well as the maintenance of the servers. (Although the Professional Development Center has its own, on-site, personnel, the Garfield lab supervisor is also responsible for the lab the Continuing Education Business department uses at the PDC.) The computer lab technicians are responsible for the security and daily maintenance of the equipment. The outside door of the Developmental Skills Lab is alarmed and a Sentry Technology system is in use to protect library materials. In addition, the main building of the Garfield Campus has a security gate which closes off the classrooms after 9:30 p.m. at night. The Career Resource Center computers are networked to the Garfield server. Center staff, along with IT staff, monitors computers at random in the career center. The Garfield campus is protected by a Simplex Fire Alarm system and by the GCC campus police.

### **Evaluation**

The college partially meets this standard.

### ***Library***

The library has not had any significant problems with its security system. However, the front doors of the library are an ongoing issue because custodial and facilities staff sometimes do not check to make certain that the doors are securely latched when they exit. This leaves the library facility open at times when it should be locked. An inventory of print materials covering the period between 2003 and 2005 showed a negligible number of missing items. Maintenance of the facilities continues to be an issue with custodial staff insufficient to keep up with general cleaning, graffiti removal and necessary maintenance such as carpet cleaning and book dusting in recent years.

## ***Learning Support Services***

Learning support services and labs are generally well maintained, although like the library facilities maintenance is problematic. Students rated the quality of computers and overall technology positively, although slightly less positively than in prior years. [Student Views 2008, p. 23] [Ref.IIC-88]. Technology in the labs is well maintained and has been a priority for upgrades as funds allow. The animation program review noted that the Visual and Performing Arts Lab supervisor and lab technician do a fantastic job for the VPAD Digital Labs. All software runs, computers are well maintained, and the labs do not degenerate [Ref. IIC-56]. Anecdotal reports indicate the Simplex alarm system at the Garfield Campus is not consistently functional.

### **Plan**

#### ***Library***

Request additional funding as required for maintenance contracts, the library security system, and for the annual deep cleaning of carpets, shelving, and print collections.

Pursue stated plans from program review to fill vacancies and provide sufficient staffing to maintain security.

**IIC.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Description**

#### ***Library***

None of the normal library services usually provided by library staff are contracted to outside institutions. The library does have a number of contracts and agreements in place. Reciprocal borrowing agreements are maintained with both Pasadena City College and California State University Los Angeles [Ref.IIC-89, IIC-90]. These agreements allow students and faculty to borrow directly from these institutions and the GCC Library likewise lends to their students and faculty. The library is a member of the Online Computer Library Center (OCLC) which is used for broader interlibrary loan options and for shared cataloging services [Ref.IIC-91]. A total of 213 interlibrary loan transactions and 8,059 cataloging transactions were made through OCLC in 2007-2008 [Ref.IIC-2]. The library, along with other college entities including the Learning Center and general computer labs, contracts for student photocopying and printing. As noted in section 1d the library copy center was poorly rated in the Student Survey of library services. The vendor was subsequently changed. Contractual maintenance agreements are used for the library security system (3M) and the integrated

library system (Ex Libris Voyager). The library subscribes to most of its online resources through the Community College Library Consortium (CCLC). These contracts are available online at the CCLC Website [Ref.IIC-92]. [<http://www.cclibraries.org>] Statistics are maintained and usefulness analyzed for these contractual activities. As a result of the state budget cuts to TTIP funding, the future of the CCLC is in question.

### ***Learning Support Services***

The Learning Center maintains contracts with Thomson Learning to provide students with access to math DVDs. These videos can be viewed in the center, checked out, or viewed online. The center staff maintains statistics on usage.

### **Specialized Labs and Services**

ITS maintains licenses for software widely used across campus. Some specialized labs maintain licenses for digital materials specific to their disciplines and missions.

**The Career Center** purchases site licenses for Eureka and Discover programs. Statistics are kept on quality and use. Staff, faculty and students assess the effectiveness of these resources. See Career Center Program Review, spring 2009: Sections 1-5 [Ref.IIC-24].

**The Language Lab** maintains a contract for the Wizardspell program. Student use is tracked online.

**The Visual Arts Media Lab** has licensing contracts for the Mudbox program, as well as for Adobe Creative Suite and Autodesk Maya.

### **Evaluation**

The college meets this standard.

### ***Library***

The library takes its responsibility for providing library and learning support services to GCC students seriously and makes every effort to supply the appropriate materials. Reciprocal borrowing agreements benefit students by enabling them to check out materials at Pasadena City College and California State University Los Angeles. Agreements and contracts maintained by the library are to provide economies of scale in purchasing, to secure ongoing maintenance for systems, and to provide access for students.

### ***Learning Support Services***

The learning support programs acquire and maintain appropriate licenses and agreements for software and learning supplies used in the labs. They are reviewed and changes are made as necessary to meet the changing needs of instruction.

## Plan

Continue to participate in the Community College Library Consortium to qualify for group purchasing of library electronic resources and to lobby the state for restoration of library funding.

**IIC.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

## Description

### *Library*

The library participates in the processes established by the college for self assessment including Program Review, Student Learning Outcomes (SLOs), Institutional Research and Planning surveys and library developed student surveys. The library initiated Student Survey of Library Services (2007, 2008) has been helpful in identifying details of student usage, satisfaction and to gather input for program improvement. The 2008 survey indicated that:

- 80 percent of students report using the library
- 85 percent believe the library is open sufficient hours.
- 83 percent reported that the library has sufficient circulating books
- 84 percent felt there were sufficient reference books and reserve materials
- 93 percent rated the library workshops informative value as excellent or good
- 82 percent rated the workshops as useful for class as excellent or good
- 90 percent rated the reference staff as knowledgeable, and 91percent as helpful

The library intends to continuously repeat these student surveys annually and to do a similar survey of faculty during the fall 2009 [Ref.IIC-13a, IIC-13b, IIC-13c]. The library maintains statistics on usage and collections. [Ref.IIC-2] The results are used for planning and program improvement. Feedback from students on credit course, workshop and reference evaluations is used to evaluate student learning outcomes and to adjust instructional services accordingly.

The library is consistently rated highly by students. In the 2008 Campus Views, 96-100 percent of respondents from all constituencies were in agreement or strong agreement that "The GCC library serves the needs of our students" (pages 16-17) [Ref.IIC-14a]. The 2007 *Student Views* stated (page 37), "The Library was the service with the highest satisfaction, a result which reflects past surveys....." [Ref.IIC-41].

### *Learning Support Services*

In general students are satisfied with learning support services. *Student Views 2007*, the most recent survey reporting on satisfaction levels for individual student services stated, "Following the library in satisfaction were myGCC (91 percent), the San Gabriel (88 percent) open computer lab, the English Lab (88 percent), the San Rafael open computer lab (87 percent)." The lowest satisfaction ratings included the CAI Lab (54 percent) one of only two



below 60 percent. (*Student Views*, p 37) [Ref.IIC-41]. With respect to the quality of computer labs, students were generally positive, rating the labs between 2.73 and 3.11 on a scale of 1 to 4 (*Student Views*, p 29). *Student Views 2008* did measure student satisfaction with regard to “Quality of computer labs at GCC” which received 75 percent satisfaction rating. The labs contribute to the SLOs for students enrolled in the courses they support; consequently most do not have SLOs directly attributed to the lab. (See campus-wide inventory of SLOs) [Ref.IIC-93].

**The Learning Center** engages in campus instituted and self-assessments. It completed program review in 2009 [Ref.IIC-47]. The center conducted faculty and student surveys in 2006 to evaluate services [Ref.IIC-19]. One of the findings was the number of faculty and students who were unaware of the center and its services. Center staff consequently took steps to inform faculty by presenting at division meetings and to publicize the center’s services as well as to expand them by adding a workshop program. The Learning Center coordinator attends division meetings to inform faculty and solicit their feedback.

The center maintains data on use of the tutoring services using SARS-GRID/SARS-TRAK, a scheduling and reporting software suite to ensure there are enough tutors to meet student demand (See Learning Center STATS, Learning Center SARS) [Ref.IIC-19a, IIC-19b, IIC-19c, IIC-19d, IIC-19e, IIC-19e, IIC-19f, IIC-19g]. Tutors keep records of individual sessions which are reviewed and discussed at tutor meetings. The center is developing and assessing student learning outcomes to further evaluate services.

**The San Gabriel and San Rafael** general labs use feedback from students and instructors as methods of evaluating their services using available resources. Instructional and computer lab technicians do their best to help students as needed. Lab technicians interact with instructors who often suggest computer programs that may help student learning for their courses and disciplines. Students gave the San Gabriel Lab an 88 percent satisfaction rating, and San Rafael an 87 percent rating in *Student Views 2007*.

### ***Specialized Labs and Services***

The **Career Center** uses a variety of methods to evaluate services including input from faculty, staff and students. The evaluation assesses use, access, and relationship of services to intended student learning. (See Program Review spring 2008: Sections 1-5) [Ref.IIC-24]. The center also uses a brief survey that students can fill out online. [Ref.IIC-94]. If students have questions or feedback, they can email the Career Center staff and faculty via the Career Center Website, as well as individual faculty web pages. Every student who makes an appointment is asked how they heard about the services. In that way the center knows that students are referred by instructors, counselors, alumni, fellow students, parents, community members, and class presentations.

Counselors and Career Center staff do 80 to 100 individual class presentations and workshops on various career topics, and information about center services, annually. The center complies with professors’ requests for individual class presentations such as Myers Briggs Type Indicator Personality topics, resume writing, job interviewing, job search, dining etiquette, and other topics. The center has developed excellent rapport with all divisions across the campus that has lead to instructors referring their students to the Career Center. *Student Views 2007* reported a 75 percent student satisfaction rate for the Career Center that was down slightly from 78 percent reported in 2001.

The **English Lab** services are evaluated via the annual survey of student services as well as through feedback from students and instructors who use the lab. Statistics are collected that measure the number of hours students spend in the lab every semester. The lab received an 87 percent student satisfaction rating in 2008 Campus Profile report (see p.19), up from 81 percent in 2001 [Ref.IIC-27].

The **High Tech Center** was first included in the student satisfaction survey in 2007 and was rated at 60 percent satisfaction.

Garfield Campus: The Career Resource Center maintains written comments from students who have been successful in their job search or transition to credit classes. A survey instrument for the SLOs for the career center is to be administered in summer 2009. Over the years, letters expressing gratitude and appreciation to the dean/VP of Garfield Campus have been received.

The effectiveness of the **Garfield Campus Development Skills Lab** is integrated into the assessment of the programs it supports. It is also measured by the retention and success rates students, questionnaires, and by student focus groups [Ref.IIC-95]. Developmental Skills Lab faculty and staff meet quarterly to discuss the materials used in the lab and the usefulness of each.

The **Continuing Education Business** computer labs are directly connected to computer courses offered through the division. The assessment cycle of student learning outcomes for each course includes such measures as the usefulness of lab time. There is no formal mechanism for assessing the computer labs in continuing education business.

**Garfield Campus: Noncredit ESL Lab:** Evaluation of the lab is integrated into the assessment of the ESL classes in which students participate.

The **Language Lab** evaluates its services through the Instructional Student Survey and feedback from faculty, staff and students. Interactions with instructional faculty at division meetings, staff meetings and as needed with division chairs, provide means of determining that student needs are being met. *Student Views 2007* reported a 79 percent student satisfaction rate for the lab, up from 75 percent in 2001 [Ref.IIC-41].

The **Math Discovery Center (MDC)** uses various statistical analysis based on data provided by Research and Planning to evaluate their services. In addition, the Campus Profile is used to gauge student satisfaction with the lab. The 2007 edition noted MDC had an 83 percent satisfaction rating in 2007 as compared to 81 percent in both 2001 and 2004 [Ref.IIC-96]. All full-time math faculty tutors weekly in the lab. In addition, the MDC steering committee is composed of full-time math faculty and the two senior instructional computer lab technicians. This committee meets monthly to discuss student needs.

The **Music Lab** evaluates services by interaction with the students who use the lab. Pianos are kept tuned, computers are kept up-to-date with software, and efforts are made to keep the music lab technology on cutting edge as the budget allows. Instructors who teach in the music lab are questioned frequently to ensure the lab is kept running smoothly. Weekly music department meetings are held in which issues concerning the music lab and student learning needs are discussed.

The **Nursing Resource Lab** evaluates its services through student surveys at the end of each semester, at graduation and three months after graduation. There is also a suggestion box in the lab. Lab staff meets with faculty to determine programs needed to support their learning objectives and see that SLO's are met. Some students are sent to the lab for remediation. Feedback from faculty confirms that students are subsequently able to apply learning in a clinical setting. Lab staff assists in the testing of students' proficiency with required skills (competency validation).

**Physical Science Computing Lab (PSCL)** assesses its effectiveness with the course student learning outcomes (SLOs) for students taking Physics 101. See Program Review and the Physics 101 website [Ref.IIC-59, IIC-60].

### ***Learning Technology Development and Training***

**The Instructional Technology Resource Center** participates in a variety of assessments. It participates in the annual Institutional, Faculty and Student Distance Education Surveys from the Chancellor's Office [Ref.IIC-97]. The 24/7 service keeps a database of incoming calls and resolutions and a satisfaction survey. It also uses the Student Evaluation for Online and Hybrid courses through the faculty evaluation process. Institutional Research runs a study to compare traditional courses versus to distance education courses in success and retention. Students participate in the GCC campus profile survey, and have access to several web-based mechanisms for voicing their needs, interests, and satisfaction (webmaster email, suggestions area on GGG website). The center will add other informational surveys about quality of service by fall 2009.

Staff Development coordinates the majority of faculty training on campus whether it be related to technology or pedagogy. Participants who attend staff development workshops complete an evaluation form which is then collected and reviewed by staff development. Due to budget constraints, the majority of technology related training that is not offered through staff development is provided by @One and other Chancellor's Office funded projects [Ref.IIC-98].

### **Evaluation**

The college partially meets this standard.

### ***Library***

A variety of surveys document the success of the library in meeting student needs both by providing traditional library materials and services and through new technology and instructional programs. The library has well-developed student learning outcomes for its instructional programs but there is a need to continue the effort to develop and assess the contribution of library services to the information competency SLOs of all students.

### ***Learning Support Services***

Research and Planning surveys document the recognition, use, satisfaction and perceived quality of many of the learning support services. Likewise, individual services have also surveyed their constituencies and maintained and analyzed data pertinent to their operations. GCC provides a variety of learning support services, supervised by different programs, and

distributed about campus. This decentralized structure is reflective of the origin of the services. It has contributed to a variety of means and levels of evaluation and assessment.

While it is not possible to determine the reason for the low satisfaction rating for the CAI Lab, the computers were replaced with new ones in January 2008. Faculty has also noted the need for updated software in the lab. In response, funding for updated software was requested from foundational skills, although no funds were granted. The coordinator has developed an additional set of Blackboard/WebCT exercises.

### ***Learning Technology Development and Training***

The college meets the need for learning technology development and training through a variety of means including the Instructional Technology Resource Center, staff development and outside workshops and training opportunities.

#### **Plan**

Complete the SLO cycle and expand the areas included to develop greater evidence of the contribution made by the library to the achievement and improvement of SLOs.

Improve data collection and make it more consistent for all learning support labs and services.

Conduct follow-up studies to identify and rectify causes for poor or declining student satisfaction with individual labs and services.

Modify and expand instructional training offerings as determined by the Quality in Distance Education Task Force. Further initiate surveys and discussions with students.

### **EVIDENCE FOR STANDARD IIC**

- Ref. IIC-1 GCC Mission Statement: <http://www.glendale.edu/index.aspx?page=90>
- Ref. IIC-2 Library Statistics: <http://www.glendale.edu/accreditation/evidence/Library%20Statistics%207%20years.xls>
- Ref. IIC-3 Library Services to Faculty Fall 2009:  
<http://www.glendale.edu/accreditation/evidence/Library%20Services%20to%20Faculty%20Fall%202009.doc>
- Ref. IIC-4 Librarian Liaisons:  
<http://www.glendale.edu/library/services/services-faculty.html#liaison>
- Ref. IIC-5 Collection Development June 2006:  
<http://www.glendale.edu/accreditation/evidence/Collection%20Development%20June%202006.doc>
- Ref. IIC-6 LI&C Committee Composition:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084>
- Ref. IIC-7 LI&C Minutes: <http://www.glendale.edu/index.aspx?page=384>

- Ref. IIC-8 a. Library Survey Results 2007:  
<http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202007.pdf>  
 b. Library Survey Results 2008:  
<http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202008.pdf>
- Ref. IIC-9 GCC Curriculum Handbook, p.10, 13, 77  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5189>
- Ref. IIC-10 a. Technical Services Manual: <http://www.glendale.edu/accreditation/evidence/Technical%20Services%20Manual.doc>  
 b. Reference Manual: <http://www.glendale.edu/accreditation/evidence/Reference%20Manual.doc>  
 c. Collection Development June 2006: <http://www.glendale.edu/accreditation/evidence/Collection%20Development%20June%202006.doc>
- Ref. IIC-11 Garfield Continuing Funding Request 2007-2009:  
<http://www.glendale.edu/accreditation/evidence/Garfield%20Continuing%20Funding%20Request%202007-2009.doc>
- Ref. IIC-12 Garfield Update Report 031209:  
<http://www.glendale.edu/accreditation/evidence/Garfield%20Update%20Report%20031209.doc>
- Ref. IIC-13 a. Library Survey Results 2007: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202007.pdf>;  
 b. Library Survey Results 2008: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202008.pdf>;  
 c. Library Survey Results 2009: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202009.pdf>
- Ref. IIC-14 a. Campus Views 2008:  
<http://research.glendale.edu/downloads/campus-views-2008.pdf>  
 b. Campus Views 2009:  
<http://research.glendale.edu/downloads/campus-views-2009.pdf>
- Ref. IIC-15 Library Collection Copyright Dates: <http://www.glendale.edu/accreditation/evidence/Library%20Collection%20Copyright%20Dates.xls>
- Ref. IIC-16 SLOACs: <http://www.glendale.edu/index.aspx?page=3294>
- Ref. IIC-17 Learning Center Website: [www.glendale.edu/learningcenter](http://www.glendale.edu/learningcenter)
- Ref. IIC-18 Learning Center Org Chart Fall 2009 (hard copy only)
- Ref. IIC-19 a. Learning Center Survey Results:  
<http://www.glendale.edu/accreditation/evidence/Learning%20Center%20Survey%20Results1.pdf>  
 b. Learning Center Student Survey:  
<http://www.glendale.edu/accreditation/evidence/Learning%20Center%20Student%20Survey.pdf>  
 c. Writing Center Evaluation:  
<http://www.glendale.edu/accreditation/evidence/Writing%20Center%20Evaluation.doc>  
 d. Learning Center STATS by Semester: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20STATS%20by%20Semester.xls>  
 e. Learning Center SARS Grid Stats: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20SARS%20Grid%20Stats1.xls>  
 f. Learning Center STATS by Days:  
<http://www.glendale.edu/accreditation/evidence/Learning%20Center%20STATS%20by%20Days1.xls>  
 g. Learning Center STATS by Hours: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20STATS%20by%20Hours1.xls>

- Ref. IIC-20 Student Labs Webpage: <http://www.glendale.edu/index.aspx?page=1651>
- Ref. IIC-21 Campus Computer Inventory March 2009: <http://www.glendale.edu/accreditation/evidence/Campus%20Computer%20Inventory%20March%202009.xls>
- Ref. IIC-22 Instructional Technology Services Program Review: <http://www.glendale.edu/index.aspx?page=1880>
- Ref. IIC-23 Information Technology Services Website: <http://www.glendale.edu/index.aspx?page=1506>
- Ref. IIC-24 Career Center Program Review: <http://www.glendale.edu/index.aspx?page=1880>
- Ref. IIC-25 Career Center Website: <http://www.glendale.edu/index.aspx?page=1294>
- Ref. IIC-26 English Lab Website <http://www.glendale.edu/index.aspx?page=2425>
- Ref. IIC-27 Campus Profile 2008, pg. 19, English Lab Review of Services and Facilities <http://research.glendale.edu/downloads/cp-2008.pdf>
- Ref. IIC-28 Developmental Skills Lab Website: <http://vision.glendale.edu/index.aspx?page=1161>
- Ref. IIC-29 High Tech Center Website: <http://vision.glendale.edu/index.aspx?page=1976>
- Ref. IIC-30 Language Lab Website: <http://vision.glendale.edu/index.aspx?page=1180>
- Ref. IIC-31 Educational Master Plan, p. 48: <http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=4267>
- Ref. IIC-32 Math Discovery Center Website: <http://vision.glendale.edu/index.aspx?page=61>
- Ref. IIC-33 Music Lab Website: <http://www.glendale.edu/index.aspx?page=212>
- Ref. IIC-34 Department of Nursing Website: <http://www.glendale.edu/index.aspx?page=213>
- Ref. IIC-35 Nursing Resource Lab Website: <http://www.glendale.edu/index.aspx?page=1439>
- Ref. IIC-36 Online Classes Website: <http://www.glendale.edu/index.aspx?page=269>
- Ref. IIC-37 Learning Support Services Computer Labs Usage: <http://www.glendale.edu/accreditation/evidence/Learning%20Support%20Services%20Computer%20Labs%20Usage.doc>
- Ref. IIC-38 Library Staff: <http://www.glendale.edu/library/information/staff.html>
- Ref. IIC-39 Library Website: <http://www.glendale.edu/library>
- Ref. IIC-40 Library Program Review 2008: <http://www.glendale.edu/index.aspx?page=1880>
- Ref. IIC-41 Students Views Survey 2007: <http://research.glendale.edu/downloads/student-views-2007.pdf>
- Ref. IIC-42 a. Library Survey Results 2007: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202007.pdf>;  
b. Library Survey Results 2008: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202008.pdf>;  
c. Library Survey Results 2009: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202009.pdf>
- Ref. IIC-43 Garfield Update Report: <http://www.glendale.edu/accreditation/evidence/Garfield%20Update%20Report%20031209.doc>
- Ref. IIC-44 Garfield Continued Funding Request 2007-2009: <http://www.glendale.edu/accreditation/evidence/Garfield%20Continuing%20Funding%20Request%202007-2009.doc>
- Ref. IIC-45 ACRL Standards of Libraries in Higher Education: <http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm>
- Ref. IIC-46 Educational Master Plan: <http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=4267>

- Ref. IIC-47 Learning Center Program Review 2009:  
<http://www.glendale.edu/index.aspx?page=1880>
- Ref. IIC-48 Campus Profile 2008, p. 19: <http://research.glendale.edu/downloads/cp-2008.pdf>
- Ref. IIC-49 a. Learning Center Student Survey: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20Student%20Survey.pdf>  
b. Learning Center Survey Results: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20Survey%20Results1.pdf>
- Ref. IIC-50 a. English Lab Stats: <http://www.glendale.edu/accreditation/evidence/English%20Lab%20Stats.xls>  
b. Learning Center STATS by Semester:  
<http://www.glendale.edu/accreditation/evidence/Learning%20Center%20STATS%20by%20Semester.xls>  
c. Language Lab Trends 2005-2008:  
<http://www.glendale.edu/accreditation/evidence/Language%20Lab%20Trends%202005-2008.xls>
- Ref. IIC-51 Learning Center Students Served Annually: <http://www.glendale.edu/accreditation/evidence/Learning%20Center%20Students%20Served%20Annually.xls>
- Ref. IIC-52 Number of students served in 2008 in the San Gabriel and San Rafael Computer Labs (hard copy only)
- Ref. IIC-53 Career Center Program Review Spring 2008, Section 1:  
<http://www.glendale.edu/index.aspx?page=1880>
- Ref. IIC-54 English Lab Website: <http://www.glendale.edu/index.aspx?page=2425>
- Ref. IIC-55 Developmental Skills Lab Focus Group: <http://www.glendale.edu/accreditation/evidence/Developmental%20Skills%20Lab%20Focus%20Group%20032707.doc>
- Ref. IIC-56 Animation Program Review:  
<http://www.glendale.edu/index.aspx?page=1879>
- Ref. IIC-57 Media Arts Program Review:  
<http://www.glendale.edu/index.aspx?page=1879>
- Ref. IIC-58 Animation Website: <http://www.glendale.edu/index.aspx?page=176>
- Ref. IIC-59 Physics Program Review: <http://www.glendale.edu/index.aspx?page=1879>
- Ref. IIC-60 Physics Department Website: <http://www.glendale.edu/index.aspx?page=65>
- Ref. IIC-61 Technology Resource Center Website:  
[http://www.glendale.edu/online/facultycenter/distance\\_education\\_overview.htm](http://www.glendale.edu/online/facultycenter/distance_education_overview.htm)
- Ref. IIC-62 2004 Accreditation Recommendation 5, p. 22:  
[http://www.glendale.edu/accreditation/2004 Evaluation Team Report.doc](http://www.glendale.edu/accreditation/2004%20Evaluation%20Team%20Report.doc)
- Ref. IIC-63 2007 Midterm Report, p. 11-12:  
<http://vision.glendale.edu/index.aspx?page=1279>
- Ref. IIC-64 Library & Learning Resources Technology Plan 2007:  
<http://www.glendale.edu/accreditation/evidence/index.htm>  
Library and Learning Resources Tech Plan rev 2008 with timeline (hard copy only)
- Ref. IIC-65 Green List: <http://www.glendale.edu/index.aspx?page=450>
- Ref. IIC-66 Governance Review Minutes:  
<http://www.glendale.edu/index.aspx?page=367>
- Ref. IIC-67 GCC Academic Senate Core Competencies (adopted 6/1/2006)  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5149>
- Ref. IIC-68 Strategic Master Plan, Goal 1:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4271>
- Ref. IIC-69 Library Courses: <http://www.glendale.edu/library/instruction>
- Ref. IIC-70 Research Guides: <http://www.glendale.edu/library/research/research-guides.html>
- Ref. IIC-71 Research Across the Curriculum:  
<http://www.glendale.edu/index.aspx?page=2470>
- Ref. IIC-72 See Workshop Outlines Folder (hard copy only)

- Ref. IIC-73 Information Competency Research:  
<http://www.glendale.edu/library/instruction/IC-research.html>
- Ref. IIC-74 a. Library Science Program Review 2006:  
<http://www.glendale.edu/index.aspx?page=1879>  
b. Publication:  
<http://www.glendale.edu/library/instruction/documents/RSRarticle.pdf>  
c. Publication: <http://www.glendale.edu/library/information/LOEX2007.html>
- Ref. IIC-75 Library hours: <http://www.glendale.edu/library/information/hours-location.html>
- Ref. IIC-76 Library website: <http://www.glendale.edu/library>
- Ref. IIC-77 Library Org Chart Fall 2009 (hard copy only)
- Ref. IIC-78 Library Computer Inventory:  
<http://www.glendale.edu/accreditation/evidence/Library%20Computer%20Inventory%200309.xls>
- Ref. IIC-79 Library Collection Copyright Dates:  
<http://www.glendale.edu/accreditation/evidence/Library%20Collection%20Copyright%20Dates.xls>
- Ref. IIC-80 Lab hours: <http://www.glendale.edu/index.aspx?page=1651>
- Ref. IIC-81 See Class Schedule for any session (hard copy only)
- Ref. IIC-82 Learning Support Services Computer Labs Usage:  
<http://www.glendale.edu/accreditation/evidence/Learning%20Support%20Services%20Computer%20Labs%20Usage.doc>
- Ref. IIC-83 Student Survey of Library Services 2009: <http://www.glendale.edu/accreditation/evidence/Library%20Survey%20Results%202009.pdf>
- Ref. IIC-84 National Center for Educational Statistics: NCES Comps FTES.htm (hard copy only)
- Ref. IIC-85 See Class Schedule for any session (hard copy only)
- Ref. IIC-86 Music Lab Program Review (within Music Department's Program Review):  
<http://vision.glendale.edu/index.aspx?page=1879>
- Ref. IIC-87 ESL Lab Program Review (within ESL Department's Program Review):  
<http://vision.glendale.edu/index.aspx?page=1879>
- Ref. IIC-88 Student Views 2008, p. 23:  
<http://research.glendale.edu/downloads/student-views-2008.pdf>
- Ref. IIC-89 Reciprocal Borrowing Agreement Pasadena City College:  
<http://www.glendale.edu/accreditation/evidence/Reciprocal%20Borrowing%20Agreement%20Pasadena%20City%20College.doc>
- Ref. IIC-90 Reciprocal Borrowing Agreement Cal State L.A. :  
<http://www.glendale.edu/accreditation/evidence/Reciprocal%20Borrowing%20Agreement%20Cal%20State%20LA.pdf>
- Ref. IIC-91 OCLC Contract: <http://www.oclc.org/us/en/about/default.htm>
- Ref. IIC-92 CCLC Website: <http://www.cclibraries.org>
- Ref. IIC-93 Campus-wide Inventory of SLOs:  
<http://www.glendale.edu/index.aspx?page=3355>
- Ref. IIC-94 Career Center Online Survey:  
[http://www.surveymonkey.com/s.aspx?sm=nHYg0koU0flsPCsQ5oJk5Q\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=nHYg0koU0flsPCsQ5oJk5Q_3d_3d)
- Ref. IIC-95 See Developmental Skills Lab Folder (hard copy only)
- Ref. IIC-96 Campus Profile Online:  
<http://research.glendale.edu/html/campusprofile/index.html>
- Ref. IIC-97 CCCO Website:  
<http://www.ccco.edu/SystemOffice/Divisions/AcademicAffairs/DistanceEducation/Reports/tabid/768/Default.aspx>
- Ref. IIC-98 @One Website: <http://www.ccone.org/index.php>



# Standard III

## *Resources*

*Standard III A:*  
Human Resources

*Standard III B:*  
Physical Resources

*Standard III C:*  
Technology Resources

*Standard III D:*  
Financial Resources



**Parking  
Structure  
Solar Panels**

In an ongoing effort to create more on-campus parking for students, a six-level parking structure was planned to add 1,169 parking spaces. A unique partnership was formed between Glendale Community College, Glendale Water and Power and Chevron Energy Solutions, resulting in the largest solar electric project in Glendale. The project was completed in 2008 with 872 solar panels providing shade for the different levels in the parking structure and producing peak electrical power during the daytime when the college experiences the highest demand for power. This renewable resource development project has not only helped to streamline utility costs at the college, but also provides an example of how educational institutions can reduce their carbon footprint through clean renewable power projects.

Photo Credit: Susan Cisco

**The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

## Standard IIIA Human Resources

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### IIIA HUMAN RESOURCES

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**IIIA.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified with appropriate education, training, and experience to provide and support these programs and services.**

#### Description

Glendale Community College (GCC) is dedicated to providing the highest quality education to all students through its programs and services.

It is the philosophy of the Glendale Community College District that faculty hiring procedures and guidelines are established that provide for a college faculty of qualified people who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the adult population of the students they serve (Administrative Regulation 4160) [Ref.IIIA-1].

To fulfill this commitment to student success and excellence, the district Board of Trustees has approved board policies (BP) and administrative regulations (AR) to ensure the recruitment and hiring of highly qualified personnel. Policies are in place to regulate the hiring of all:

Faculty (BP 4110, 4111, 4112.2, 4040) [Ref.IIIA-2], and AR 7120 [Ref.IIIA-3]

Classified staff (BP 4210, 4211, 4213) [Ref.IIIA-2] and (AR 4200, 4200.1, 4211) [Ref.IIIA-4]

Administrators (BP 4312, 4313.1) [Ref.IIIA-2]

Each of these policies reflects a thorough hiring process that is specific to each position's role to the institution. These board policies and administrative regulations ensure that Glendale Community College hires employees that have the education, training and experience to fulfill their duties.

### **Faculty Qualifications**

Successful candidates must meet the minimum qualifications or the equivalent of the minimum qualifications as described in the job announcement. The process for establishing minimum qualifications for instructional positions is defined by state law [Ref.IIIA-5]. The minimum qualifications for instructional disciplines are approved by the Board of Governors of the California Community Colleges, with consultation from the state-wide Academic Senate for California Community Colleges. Glendale Community College adheres to this policy by its Disciplines List–Minimum Qualifications, which defines the minimum qualifications for all faculty positions [Ref.IIIA-6]. The college holds to the same standards as the rest of the state-wide list except that GCC requires higher standards and qualifications for some disciplines. The following disciplines exceed the state minimum qualifications: library science, chemistry, dance, music, and all noncredit disciplines.

Candidates who do not meet the minimum qualifications may petition for equivalency in the discipline. Equivalency policies are detailed in Board Policy 4160 [Ref.IIIA-7] and Administrative Regulation 4160 [Ref.IIIA-1].

The Academic Senate has established procedures and policies on determining equivalency to the minimum qualifications list. The Academic Senate and the Board of Trustees are responsible for establishing and monitoring the process of establishing equivalency to assure its fairness, efficiency, and consistency in adhering to and maintaining standards [Ref.IIIA-8].

Candidates who do not meet minimum qualifications are required to provide evidence that they possess the level of achievement, breadth, and depth of understanding of the appropriate course material that is equivalent to the required degree and experience [Ref.IIIA-6]. Evidence is submitted to the appropriate division's three-member Equivalency Committee. If the committee unanimously supports equivalency, then the decision is forwarded to the first vice-president of the Academic Senate for review. If the first vice-president agrees with the division's committee decision, then equivalency is established.

If the appropriate division's three-member Equivalency Committee does not unanimously support equivalency, it is not granted. The division chair may then refer the matter to the equivalency committee of the Academic Senate. If the first vice president of the Academic Senate does not support the division's equivalency decision, then the request for equivalency decision is forwarded to the Equivalency Committee of the Academic Senate.

If a unanimous decision of the Academic Senate Equivalency Committee in favor of equivalency is not reached, then equivalency is not granted. In a case where the division's own equivalency team disagrees with the decision of the Academic Senate Equivalency Committee to not grant the equivalency, the matter may be appealed to the full Academic Senate [Ref.IIIA-8] and Administrative Regulation 4160 [Ref.IIIA-1].

Glendale Community College regards the granting of equivalency as a serious matter that must be done fairly and efficiently, while maintaining the standards of the law and the institution's own high standards of employment.

### ***Classified Employee Qualifications***

Minimum qualifications for classified employees are defined in the job description and job announcement. Human Resources and the requesting department determine whether the applicant meets the minimum qualifications based upon education and experience. An examination may also be required and included as part of the qualification process.

Eligibility and relative fitness of applicants for employment shall be determined by job related examination. An examination may consist of one or any combination of generally accepted testing techniques, including but not limited to, performance tests, written tests, rated interviews, audio-visual tests, ratings of applications or resumes, work performance, or promotional potential evaluations. (AR 4211, F.1) [Ref.IIIA-9]

Additionally, the regulation requires the Office of Human Resources to verify a prospective employee's educational or professional certification, experience, or any other prerequisites for employment.

### ***Academic Administrators Qualifications***

The college follows the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors of the CCLC. The 2008 version, §53420: Minimum Qualifications for Educational Administrators [Ref.IIIA-5] states that the minimum qualifications for service as an educational administrator shall be both of the following:

- a. Possession of a master's degree; and
- b. One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

### ***Classified Administrators/Managers Qualifications***

Minimum qualifications for classified administrators are defined in the job description and job announcement. The immediate supervisor of the position reviews any previous job description with Human Resources to determine relevancy, additions, and/or deletions in current job duties. Education, experience, and job requirements are based upon conducting classification surveys with other community colleges. Human Resources and the hiring manager determine whether the applicant meets the minimum qualifications based on the required education and experience of the position.

### **Evaluation**

The college meets this standard. The college follows board policies that cover all personnel and that identify specific processes for hiring all personnel in relation to job requirements, qualifications, and alignment with the institutional needs of the college.

### **Plan**

The college will continue to follow the current hiring policies and procedures to ensure that qualified employees are hired.

**IIIA.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.**

### **Description**

All job announcements are posted under the “employment” section of the Glendale Community College Website. Prospective applicants can review openings and apply for jobs online. All postings include an overview of the college, a brief summary of the job and/or job description, a description of the hiring and selection process, and instructions on how to apply. The college advertises job openings internally and on various external sites. General, diversity-related, academic, and dedicated sites are used to attract a diverse pool of applicants. Job descriptions for classified staff and academic and classified management positions are posted on the employment site. Additionally, mini-brochures regarding the classified and academic employment process are available to the public in the Office of Human Resources and the Administration Building.

The hiring process is initiated by the hiring manager of a department and/or division who identifies staffing needs in his/her area. The hiring manager’s request is submitted to the appropriate hiring allocation committee and to the budget process for review. The procedures for selection of faculty, staff, and administrators are outlined below.

### ***Faculty Hiring***

Administrative Regulation 7120 clearly defines the hiring procedures for tenure-track faculty [Ref.IIIA-3]. New tenure-track faculty hires are based upon specific program needs, as established through instructional divisions’ program reviews, as well as on broader institutional requirements.

The job announcement is the main advertisement tool that Glendale Community College uses to advertise an open position. The job announcement must include “a description of the job, the minimum and desirable qualifications, job duties, the closing date, salary range, and the materials required to apply” (BP 4110) [Ref.IIIA-10] and (AR 7120) [Ref.IIIA-3].

The hiring committee chair, designated by the division or department chair, works with the Human Resources department to establish the criteria that must appear in the job announcement. The chair has the specific responsibilities to create and/or revise the position announcement and to prescreen the applicant pool to determine if minimum qualifications have been met. The Academic Senate first vice president and the Equal Employment Opportunity (EEO) faculty coordinator review the draft of the announcement. If revisions are deemed necessary, then the hiring committee chair, the senate first vice president, and the EEO faculty coordinator review and approve the final document (AR 7120) [Ref.IIIA-3].

Available job positions are then advertised on GCC's Website, as well as in various print and electronic media. Some examples of listings include global advertising, such as registryadmin.org, Higher Edjobs.com, chronicle.com, monster.com, careerbuilder.com, Hotjobs.com, Jobbankusa.com, Hispanics in Higher Education, and Historically Black Colleges and Universities Connect. Additionally, jobs are listed on dedicated Websites such as acs.org (American Chemical Society), cla-net.org (California Library Association) and nursingFacultyJobs.com (nursing professions).

The Human Resources section of the college Website makes hiring procedures and open positions publicly available. The list of minimum qualifications and the policy on equivalency are available from the same Web page (Faculty Handbook) [Ref.IIIA-11].

A fair hiring procedure is a shared responsibility of the college administration and the GCC faculty. A hiring committee is created for each faculty position, unless the same discipline uses the same job announcement for multiple positions, in which case a single hiring committee handles the multiple positions. Hiring committees for tenure-track faculty consist of the appropriate division chair or designee, one Academic Senate appointment, one administrative appointment, one non-voting Equal Employment Opportunity representative, three to five tenured faculty members representing the appropriate discipline, and one additional appointment from either the Student Services division (if the committee is hiring an Instructional Services faculty member) or from one of the Instructional Services divisions (if the committee is hiring a Student Services faculty member). (AR 4110) [Ref.IIIA-63]. Having a number of qualified tenured faculty from the appropriate department on the hiring committee ensures that the committee has a breadth and depth of knowledge in the subject area. These knowledgeable faculty members from the appropriate department provide guidance for the committee to ensure that the candidates meets high standards of scholarship and exhibit potential for contributing to the college mission (AR 4110, section C2) [Ref.IIIA-63].

The chair of the department and the members of the hiring committee determine the hiring criteria based on the minimum and desired qualifications for the position. A paper rating sheet, developed by Human Resources is used for rating and recording of the candidate's level of education and experience based upon these requirements. Criteria on the rating sheet may be based on the following: subject area knowledge and competency, teaching and communications skills, educational background, or other criteria included on the job announcement. Additionally, each candidate for a faculty position is asked to present a demonstration (such as teaching, counseling, reference or patient care) during the interview. The demonstration must relate to the position being screened and the criteria must be identical for all candidates (AR 7120) [Ref.IIIA-3].

The minimum qualifications of each applicant are determined and verified first by the Human Resources department, which checks whether all of the appropriate documents, credentials, licenses, etc. have been submitted. In conjunction with the division and the chair of the hiring committee, a determination is made that either minimum qualifications have been met or equivalencies to minimum qualifications have been met. Once these documents have been verified, a candidate is approved to continue in the process of establishing an applicant pool. The hiring committee completes a screening process to determine which applicants will be interviewed to further evaluate competency in the subject area. All foreign degrees are submitted by Human Resources to an independent agency for evaluation.

The role of the EEO officer on each hiring committee is to ensure that fair and equitable hiring procedures are consistently applied. To insure that procedures are consistent and yield qualified employees, there is a standard training by the EEO officer for all hiring committee members, as well as constant oversight of the hiring process (AR 7120, C.4) [Ref.IIIA-3].

### ***Adjunct Hiring***

Applications for adjunct faculty positions are continuously accepted. Human Resources maintains a candidate pool on the college Website for each discipline. When an adjunct faculty position is requested, applicants that meet the minimum qualifications are selected and scheduled for an interview. The division chair selects a minimum of two potential candidates from the applicant pool, establishes a committee of faculty responsible for evaluating applications, conducts interviews, and selects the final candidate for the position. All requests to fill adjunct positions thirty days or less before start date of the semester or after a class begins require the division chair and one other faculty member to select qualified applicants for an interview and to make the final decision on the best candidate for the position (AR 7121) [Ref.IIIA-12].

### ***Classified Hiring***

All job announcements are posted on the Glendale Community College Website. Applications for job openings are completed and submitted online. The applications are screened for completeness and reviewed for minimum qualifications. Applicants that meet the minimum qualifications are tested and/or interviewed for the open position. The hiring manager conducts the final interview and selects a final candidate.

### ***Administrators and Classified Managers Hiring***

Board Policy 4312 addresses the composition of the Screening Committee and the general duties of the committee in hiring and appointing academic administrative personnel [Ref.IIIA-13]. Although not in writing, classified managers follow the same guidelines as classified staff. This process includes an initial screening process by Human Resources and the hiring manager. Applicants that meet the minimum qualifications are tested and/or interviewed by a panel for the open position. The hiring manager conducts the final interview and selects a final candidate.

### ***Superintendent/President Hiring***

Board Policy 2431 states that in the case of a superintendent/presidency vacancy, the Board of Trustees shall begin a search process to fill the vacancy and that the process shall be fair and open and shall comply with relevant regulations [Ref.IIIA-14]. The hiring process is reviewed by the various campus constituency groups and submitted for board approval prior to filling a superintendent/president vacancy. The proposal outlines the composition, roles, and tasks of the Board of Trustees Advisory Hiring Committee (BTAHC). The BTAHC is charged by the Board of Trustees with the responsibility of conducting a national search using all available resources; identifying the most outstanding and qualified candidates for the presidency; screening those candidates and recommending a small group of exceptionally qualified candidates to the Board of Trustees, which then selects the superintendent/president. The most current details of the hiring committee process are outlined in the document "CEO Hiring Process Proposal for GCC" [Ref.IIIA-15].

## Evaluation

The college meets this standard. Although the hiring process for classified managers is not outlined in written procedure, it follows the same guidelines as those for classified staff. Additionally, the written hiring process for the superintendent/president has been developed and needs to be approved as a board policy and administrative regulation. Written documentation can be found in the mini brochures titled "Employment Procedures" in the HR office for academic and classified positions. The hiring process for classified staff, faculty, and administrators needs to be updated on hardcopy materials to reflect current practices published online.

## Plan

The college will develop board policies and administrative regulations that outline the hiring process for classified managers and for the superintendent/president.

**IIIA.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## Description

Evaluation procedures and policies are established in board policies [Ref.IIIA-16], administrative regulations [Ref.IIIA-17], and employee contracts for faculty [Ref.IIIA-18] and staff [Ref.IIIA-19]. Evaluation procedures are administered through the Office of Human Resources (HR). Established processes and procedures are in place to evaluate systematically all faculty, classified, and administrative personnel. Evaluations are completed according to a timeline and documented and monitored by the appropriate vice president. Additionally, a senate task force is reviewing and developing guidelines for the evaluations of all faculty positions.

A joint task force of the senate and guild is making changes to the language of the tenure-track evaluation form. More specific guidelines need to be developed for all faculty positions.

### ***Tenured Faculty Evaluation***

Institutional responsibilities for tenured faculty are contained in the Full Time and Adjunct Faculty Handbook 2006–2007 [Ref.IIIA-20]. To define and assess appropriate participation in these responsibilities, evaluation procedures for faculty members are established in the collective bargaining agreement between the district and the faculty union, Local 2276 of the American Federation of Teachers (Guild Collective Bargaining Contract, Article IX) [Ref.IIIA-18] and described in Administrative Regulation 4116 [Ref.IIIA-21]. Tenured faculty members are scheduled for evaluation at least once every three years. Evaluation is conducted by an evaluation committee composed of the faculty member's division chair, a tenured peer instructor chosen by the faculty member undergoing evaluation, and the Vice President of



Instructional Services or a designee (or the Vice President of Student Services in the case of a student services faculty member). The committee is chaired by the administrator. The evaluation committee seeks to:

assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life, and whether the faculty member meets professional expectations (Guild Contract 2008, page IX-1) [Ref. IIIA-18].

The evaluation consists of classroom observations as well as a student evaluation questionnaire [Ref.IIIA-22]. The evaluation addresses institutional responsibilities for tenured faculty including mastery of course content, quality and currency of course materials, professionalism with colleagues and students, and participation in on-campus activities and professional organizations. The evaluated faculty member participates in the process by submitting relevant documents to the committee. Submissions may include a self-assessment regarding stated goals and professional growth, class syllabi, sample tests, and other related materials. The evaluation committee holds a final evaluation conference with the faculty member during which all items in the evaluation process are reviewed.

The primary goal of evaluation is to encourage improvement of job performance and to maintain high standards of instruction. If committee members feel that a faculty member needs improvement and is not meeting the expected performance level, then assistance and mentoring can be provided. According to the Guild Collective Bargaining Contract:

"such assistance/counseling may include, but is not limited to, consulting and advising from committee members or others; requiring the faculty member to observe other faculty members or engage in independent reading; providing a review of the faculty member's classroom syllabus/program materials. A mentor may also be assigned to create a plan for improvement" (Guild Collective Bargaining Contract, Article IX) [Ref.IIIA-18].

Any assistance or actions taken after evaluations by the committee are completed in a formal manner per the timeline and the contract; assistance or actions are also documented so that the faculty member can make appropriate improvements based on the committee's findings. If the majority of the evaluation committee members agree that the faculty member's performance is satisfactory, then the evaluation process is complete, and written records are filed in the Office of Human Resources in the faculty files. If there is not a majority, and members of the committee find the evaluatee's performance to be unsatisfactory, then a formal process begins that includes the completion of a Composite Faculty Evaluation Rating Sheet and follow-up meetings. All written records, findings, and reports are maintained in the Office of Human Resources. According to the timeline defined in the collective bargaining agreement, the formal evaluation process must be completed by the spring semester of the year in which the faculty member is being evaluated.

### ***Tenure Track Candidates Evaluation***

Evaluation procedures for tenure-track faculty members are defined in Administrative Regulation 4116 [Ref.IIIA-21], the Guild Collective Bargaining Contract [Ref.IIIA-18], and the District Tenure Review Guidelines book (Tenure Review Guidelines) [Ref. IIIA-23]. Each tenure-track faculty member is assigned a tenure review committee composed of the appropriate vice

president or designee, the faculty member's division chair or designee, and a tenured faculty member chosen by the Academic Senate. The chair of the committee is the senate appointee. The tenure-track faculty member's division chair also appoints a faculty mentor who acts as a resource for the evaluatee but does not serve on the tenure review committee.

Before beginning their evaluation duties, all tenure review committee members complete training. This training is conducted by the Associate Vice President of Human Resources and the President of the Academic Senate or designee. Human Resources is responsible for publicizing the in-service training sessions and keeping track of attendees (AR 4116) [Ref.IIIA-21].

The evaluation process is designed to serve two purposes: first, to ensure that new faculty hires understand their responsibilities to the students, to the institution, and to their own professional development; second, to ensure that GCC maintains high-quality instruction. Tenure-track faculty are evaluated annually for the first four years of employment. These evaluations introduce new faculty members to their roles on the campus and to their appropriate institutional responsibilities. The annual evaluation has three components: the probationary faculty member presents a comprehensive plan for instructional, institutional, and professional improvement; the tenure committee evaluates that plan; and finally, all committee members perform classroom observations of the candidate. A summary of the three classroom observations/ evaluations are submitted to the tenure committee chair. Instructional Services conducts student evaluations in the classroom, and a summary report is given to the committee members. The tenure committee chair then schedules a meeting with the probationary faculty member to discuss commendations and recommendations. The candidate can submit a written response to address the findings of the tenure committee (see Tenure Review Guidelines) [Ref.IIIA-23].

The committee may meet periodically to discuss the probationary faculty member's progress. If, at any stage of the tenure candidacy, the committee feels that the expected level of performance is not being met, assistance and counseling is provided (AR 4116) [Ref.IIIA-21].

A joint task force of the senate and guild is revising the language of the tenure-track evaluation process.

### ***Adjunct Faculty Evaluation***

Evaluation schedules for the adjunct faculty are coordinated by the Associate Vice President Human Resources in cooperation with the appropriate vice president or dean. Adjunct employees are evaluated once in the first or second semester of employment, and every sixth semester thereafter. Evaluations culminate in a written rating report, which is retained in the employee's personnel file. The evaluator may conduct as many classroom observations as deemed necessary to assess the effectiveness of the instructor. The process also includes student evaluations (AR 4116) [Ref. IIIA-21].

### **Release Time/Extra Pay Assignments**

Release Time/Extra Pay assignments include duties beyond those normally required under the guild contract. An RT/EP position is voluntary and should not interfere with the employee's non-released time contractual responsibilities. The evaluation of release time or extra pay duties is independent of the evaluations specified in the contract and relates only to the position specified. Any evaluation done in relationship to a release time or extra pay assignment is only applicable to the specific task being evaluated and should not impact

the faculty member's status within the district (Collective Bargaining Agreement) [Ref.IIIA-18]. The evaluation process consists of 1) a report documenting work on the project submitted by the faculty member receiving release time; 2) a report submitted by the faculty member's supervisor. The RT/EP Committee reviews these reports annually and makes recommendations to the Campus Executive Committee (AR 4142) [Ref.IIIA-24].

### ***Classified Staff Evaluations***

High standards of institutional professionalism and effectiveness are also applied to the college's classified personnel. Evaluation procedures for classified staff are defined in Administrative Regulation 4215 [Ref.IIIA-25] and in the collective bargaining agreement between the district and the California School Employees Association (CSEA), Glendale Community College Chapter #76 (CSEA Collective Bargaining Contract , Article XVII) [Ref. IIIA-19] . Permanent classified staff members are evaluated biannually by June 30<sup>th</sup> of each year. Probationary classified employees are evaluated at the end of the second and fifth months of service. Evaluation consists of a job performance appraisal conducted by the classified employee's immediate supervisor. The evaluation may include commendations and recommendations to guide the employee's professional development and job performance. The job performance review categories include quality of work, quantity of work, appropriateness of work habits, personal relations, initiative, and supervisory ability (if appropriate to the employee) [Ref.IIIA-26].

Processes have been established in the CSEA contract to ensure that evaluations lead to improvement of job performance (see page 640) [Ref.IIIA-19]. In the event of an unsatisfactory rating in the job performance appraisal, a classified employee is given a written action plan by his or her immediate supervisor to address job performance improvement. The employee is then reevaluated within 60 days to determine if there has been improvement in the employee's performance. If this reevaluation is unsatisfactory, then the classified employee is subject to disciplinary procedures (AR 4215) [Ref.IIIA-25]. To ensure fairness in the evaluation process, the employee has the right to submit a written response to the evaluation and to file a grievance if s/he believes that correct evaluation procedures were not followed.

### ***Administrator and Management Evaluations***

Evaluation procedures for academic/classified managers and administrators are conducted every two years and are defined in Board Policy 4315:

The Superintendent/ President is responsible for implementing procedures required for an evaluation process which assures continued excellent performances of the administrative and management staff. These evaluations are conducted annually during the first two years in a position and at least once every two years thereafter in accordance with a procedure to be developed by the Superintendent/president.

This policy allows the superintendent/president to evaluate current policies and procedures and to revise the policy as needed.

Administrators are evaluated every three years by a committee consisting of a faculty member jointly appointed by the Academic Senate and the Guild, a classified member appointed by the CSEA, and a representative selected by the administrator. The supervisor of the administrator to be evaluated provides the evaluation committee with the necessary documents and

forms. Each committee member completes an Advisory Administrative Evaluation form [Ref.IIIA-27] and submits it to the supervising administrator, who completes the evaluation process [Ref.IIIA-16, IIIA-17]. The administrator has the option to appeal the evaluation to the superintendent/ president (Final Administrative Evaluation Proposal) [Ref.IIIA-28].

### ***Superintendent/President***

An evaluation of the superintendent/president is conducted by the Board of Trustees annually in closed session at a date set by the trustees (BP 4315) [Ref.IIIA-16]. The evaluation is based on the job description defined by the presidential hiring committee, as well as on goals determined by the board. In 2008 and 2009, the college conducted leadership surveys of the previous president and the board, which systematically reported on faculty, staff, and administrator opinion [Ref.IIIA-29a, IIIA-29b].

### ***Board of Trustees***

Board Policy 2745 states that the Board of Trustees assesses its own performance as a board to identify its strengths and weaknesses and areas needing improvement [Ref.IIIA-30].

## **Evaluation**

The college partially meets this standard. Timely evaluations of personnel with timely recommendations for improvement are critical to ensuring that Glendale Community College is an effective institution that consistently seeks self improvement, with the ultimate goal of providing the highest level of student success. The college needs to develop a more efficient internal process to ensure that all employees are evaluated in a timely manner. The department managers receive reminders twice a year regarding evaluations that are due, and senior management receives quarterly status reports. Managers need to be held accountable for conducting timely employee evaluations in their performance evaluation.

As of December 2009, 195 out of 320 classified evaluations are overdue. Eleven out of 35 classified manager evaluations and 6 out of 27 academic manager evaluations are overdue. An automated process to notify supervisors and managers regarding evaluation deadlines would make the process more efficient.

## **Plan**

The Human Resources department will evaluate performance management software applications that will automate the performance management process.

**IIIA.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

## **Description**

Student Learning Outcomes (SLOs) are indirectly included in the faculty evaluation process. Faculty members are required to include SLOs in their course overviews, and the SLOs are reviewed as a part of the evaluation process. Faculty evaluations are conducted

by the appropriate division and department chairs, by faculty members, by appropriate managers through classroom observations, and by student evaluations. Student learning is incorporated indirectly in the criteria for faculty evaluation through the student evaluation questionnaire, which allows the student to assess his/her learning. The evaluation form for classroom observation allows the appropriate reviewer to assess evidence of student learning by noting student responses to questions regarding “classroom participation and encouragement of critical thinking” [Ref.IIIA-22].

### **Evaluation**

The college partially meets this standard. The college should review existing evaluation tools (i.e. student evaluations and review assessments) to evaluate faculty members’ performance regarding student learning outcomes in the classroom. These tools should incorporate specific questions and criteria that are directly tied to the SLOs identified in the course objectives.

### **Plan**

The college will work collaboratively with the guild and the senate to revise the performance evaluation criteria in relation to SLOs.

## **IIIA.1.d The institution upholds a written code of professional ethics for all of its personnel.**

### **Description**

Glendale Community College is deeply committed to promoting professional ethics in its relationships with all college personnel and with the student population. The institution has a written code of ethics and conduct that governs the behavior of all employees:

Board Policy 3050 states: It is the policy of the District to conduct its business in accordance with the highest ethical standards in order to merit and maintain the complete confidence and trust of the public, our employees and our students [Ref.IIIA-31].

Administrative Regulation 3050 states: It is the policy of the District to fully comply with the spirit and intent of all applicable laws, rules and regulations including, but not limited to, full, fair, timely, complete and accurate financial disclosures. The District expects its employees to use good judgment and high ethical standards and to refrain from any form of illegal business or financial conduct, and avoid any conflict of interest [Ref.IIIA-32].

Board Policy 2715 lists eleven standards of ethics that delineate the responsibility of the Board of Trustees members, collectively and individually to “affirm their commitment to serving the educational needs of the entire community, providing appropriate direction for the College, establishing a salutary environment for teaching and learning, and promoting institutional excellence” [Ref.IIIA-33].

The Academic Senate of Glendale Community College adopted a GCC Faculty Ethics Statement in 1996 that is accessible for all full time and adjunct faculty in the Faculty Handbook (Intro section) and online through the Human Resources department [Ref.IIIA-20].

**Evaluation**

The college meets this standard. Currently, management and classified staff do not have a separate professional code of conduct statement. Board Policy 3050 covers all employees with regard to ethics and conflicts of interest.

**Plan**

Human Resources will review and revise the professional code of conduct and ethics statement and make recommendations to the appropriate constituencies.

Human Resources will develop a management handbook that will include a professional code of conduct and ethics statement.

**IIIA.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

**Description**

In 2007-2008, the total Full Time Equivalent Students (FTES) attending Glendale Community College was 17,564. The college employed 252 tenured or tenure-track (full time) faculty members and 536 part-time faculty members. The California State regulation recommends maintaining appropriate staffing levels for instruction using a ratio of 75:25. The ratios for the last five years were:

Fall	Full-Time Faculty FTE	Part-time Faculty FTE	Percentage of Full-time
2003	229	114	67
2004	229	127	67
2005	243	123	66
2006	250	119	69
2007	238	139	64
2008	242	133	66

The California Code of Regulations, Title 5, section 51025 requires each community college district to employ a specified minimum number of full-time faculty. This requirement is expressed in terms of full-time equivalent positions and is commonly referred to as the full-time faculty “obligation” number (FON). The FON for 2008 was 231, which Glendale Community College exceeds [Ref.IIIA-34].

The California Code of Regulations, Title 5, section 51025 also requires community college districts to increase the number of full-time faculty updated annually in proportion to the amount of growth in credit funded FTES. Due to budget conditions, on November 3, 2008 the Board of Governors of the California Community Colleges determined that inadequate funds had been provided to support an increase in the obligation. Therefore, the FON for 2009 will remain the same as in 2008 (Full-time Faculty Obligation Memo, Nov. 3, 2008) [Ref.IIIA-35].

Currently, the college has a process in place to determine its short-term human resources needs. Staffing for new positions is based on student demand and the needs of individual programs and departments. Hiring allocation committees have been established to prioritize requests for new hires for faculty and classified staff. There are three hiring allocation committees: 1) Instructional Hiring Allocation Committee (IHAC); 2) Classified Hiring Allocation Committee (CHAC); 3) Student Services Hiring Allocation Committee (SSHAC). The department requesting a new position(s) provides the appropriate allocation committee with information outlining how the position supports the college's Mission Statement, the Strategic Master Plan, and the Educational Master Plan. Information supporting the department's request may include program review data that supports student needs, meeting or exceeding accreditation standards, budgetary implications, etc.

One of the goals outlined in the Human Resources Strategic Plan is to develop a workforce plan by September 2010. The plan will assist the college in forecasting and planning current and future staffing needs and skill requirements. The plan will identify strategies to meet the needs of the college's mission, Educational Master Plan, and Strategic Master Plan and to attract a qualified pool of diverse applicants to meet the human resource needs of the college.

The workforce plan will determine current and future staffing needs based on information from the hiring allocation committees, program reviews, FTES, district size, and programs and data from external human resources professional associations. The will provide for a thorough analysis of anticipated staffing requirements and challenges, including:

- Loss of critical skills and knowledge due to retirements
- Redundancies resulting in employees needing to be placed in other jobs
- Jobs for which recruitment is difficult
- Changes in mandates that result in different competency requirements
- Employees' readiness to return to work after prolonged illness or injury
- Recruiting for and maintaining diversity in the work unit
- Budget restrictions
- Job satisfaction and career goals of existing staff
- High turnover (HR Strategic Master Plan 2008)

Additionally, the plan will provide a foundation for further human resource planning, including succession planning, identifying skill gaps, identifying training needs, identifying developmental opportunities, and re-training current employees whose positions become redundant.

## **Evaluation**

The college meets this standard. Unfortunately, the onset of California's severe budget crisis in 2008 caused a need to reduce the number of faculty and staff. As a solution, senior faculty, administrators, and classified staff were given the opportunity for early retirement without replacement. By December 2008, 44 faculty, classified staff, and administrators retired as a result of the early retirement incentive. At this time, tenured faculty have been replaced by part-time faculty. Administrators and classified employees work at maximum efficiency to fill the gap left by retirees. As soon as the state budget crisis abates, GCC looks forward to replacing these positions. The college has consistently met the full time faculty obligation.

Currently the college has several processes in place to determine the short-term human resource needs of the college. A Human Resource Strategic Plan was established to address long-range planning for the college.

## **Plan**

Human Resources will develop a workforce plan to forecast future staffing needs.

**IIIA.3 The Institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**IIIA.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

## **Description**

Glendale Community College has systematically developed personnel policies and procedures to ensure fairness and equity in its employment procedures. Personnel policies are developed through human resources, the shared governance committees, collective bargaining negotiations between the district and the unions for faculty (Guild AFT 2276) and staff (California School Employee Association# 76), and the Board of Trustees. These negotiations produce ongoing evaluation of existing policies and the development of new policies to maintain the college's commitment to unbiased and impartial treatment of its employees.

Personnel policies are defined in board policies and administrative regulations (Article 4; Series 4000). They are developed to ensure that district policies and procedures regarding areas such as employment, nondiscrimination, evaluation of employees, resolution of employee complaints, health services provisions, and retirement policies are fair and consistent. The complete list of board policies and administrative regulations is available online to ensure complete access to necessary information and to allow bargaining units to oversee adherence to all policies [Ref.IIIA-64]. Administrative regulations governing grievances procedures and appropriate complaint forms can be accessed on the EEO page on the Human Resources Website [Ref.IIIA-36]. There are a series of administrative regulations in place to provide employees with the means to redress violations of the EEO. These administrative regulations outline a Complaint Review Process (AR 4050) [Ref.IIIA-37], avenues for addressing Equal Opportunity Non-Compliance Complaints (BP 4031) [Ref.IIIA-38], (AR 4031) [Ref.IIIA-39], and Sexual Harassment Complaint Procedures (AR 2700) [Ref. IIIA-40]. The Office of Human Resources is responsible for ensuring that these policies and procedures are consistently and fairly administered to all college personnel.

The Equal Employment Advisory Committee is a governance committee that ensures fairness in the hiring procedures. All hiring committees have an EEO representative to ensure that hiring procedures are applied fairly and consistently. The advisory committee consists of representatives from administration, faculty, classified staff, and students, and they meet monthly to discuss hiring committee practices, new legislation that may impact the hiring process, and any new changes with regard to the hiring procedures. The EEO representatives are required to attend training prior to serving on the committee. All



employees who participate on a hiring committee are required to receive EEO training and to complete confidentiality statements prior to the screening and selection process. The EEO training outlines the laws regarding discrimination and the roles of the EEO representative, the committee, and the committee chair.

### **Evaluation**

The college meets this standard. The EEO Advisory Committee should be retrained each year to ensure consistency of information, new policies and procedures, and new legislation that may impact the hiring process.

### **Plan**

The EEO Advisory Committee will submit a recommendation to include an EEO representative on classified hiring committees.

The EEO coordinator position will be evaluated.

### **IIIA.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Description**

In 2007, the Human Resources Department implemented Oracle [Ref.IIIA-41], a Human Resources Information System (HRIS). Employee data is inputted, tracked, and stored on a secured network server that is protected against potential hackers and unauthorized users. Employees have access to their own personal information, and managers can initiate personnel actions through the self-service application. All other employee transactions are initiated and completed by authorized personnel in Human Resources, and limited access is granted to payroll/accounting. Electronic files are backed up nightly by Information and Technology Services operations and stored at a remote location (See Disaster Recovery Plan) [Ref IIIA-42].

Currently, personnel records are stored in locked cabinets in a storage room located in the Human Resources facility which is locked during non-business hours. Archived personnel files are stored in a locked storage room in the Arts and Aviation building.

#### **Evaluation**

The college meets this standard. In September 2009, the Human Resources department began to convert old personnel files into electronic files that can be retrieved, stored, and backed up on the server. The old personnel files will be destroyed once the conversion is successfully completed.

## Plan

Human Resources will convert employee records and personnel files into an electronic database. All electronic records will be: password protected, assigned applicable access authority levels to retrieve records and files, require passwords to be changed on a regular basis.

### **IIIA.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **Description**

Glendale Community College serves a highly diverse and multi-cultural population of students and community members (Campus Profile 2008) [Ref.IIIA-43]. The college's policies and practices foster equity and promote diversity at all levels of campus life. These policies and practices are addressed in GCC's board policies, administrative regulations, Mission Statement, Statement of Core Values, Strategic Master Plan, Human Resources policies and practices, the Student Equity Plan, the Staff Development Plan, and the Cultural Diversity Program.

The college's commitment to recognizing and addressing the importance of equity and diversity is demonstrated by the college Mission Statement (Board Policy 1200) and the Statement of Core Values, which guides implementation of the Mission Statement. The Statement of Core Values states that "Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles" [Ref.IIIA-44]. It also states that Glendale Community College is committed to:

- providing a rich and rigorous curriculum that helps students understand and appreciate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;
- emphasizing the coherence among disciplines and promotion of openness to the diversity of the human experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner [Ref IIIA-44].

Board Policy 7100 further states the college's commitment to diversity:

The District is committed to employing administrators, faculty and staff members who are dedicated to student success. The district recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The District is committed to hiring and staff development processes that support both equal opportunity and diversity, and provide equal consideration for all candidates as required in Federal and State law [Ref. IIIA-45].

Additionally, the district has board policies that address non-discrimination (Title 9 and Section 504 of the Rehabilitation Act of 1973) to ensure equity and diversity in all areas of campus operations (BP 4030, 4032, 4034, 4034.1, 4035, 4035.1, 4036) [Ref.IIIA-46].

## Evaluation

The college meets this standard. The college has established policies to address equity and diversity issues for all employees and students of the college. The policies are applied consistently and fairly.

## Plan

The college will review and continue to revise its equity and diversity policies and regulations as part of the cycle of board policies and administrative regulations review.

### **IIIA.4.a The institution creates and maintains appropriate programs, practices and services that support its diverse personnel.**

#### Description

The Equal Employment Opportunity Plan (EEO) was developed and adopted in September 2007. The college demonstrates its commitment to diversity through the development of policies and procedures, governance committees, and campus activities for employees and students (AR 4110) [Ref.IIIA-47].

The EEO Plan, Component 3, Policy Statement states that:

The Glendale Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan (EEO) will be maintained to ensure the implementation of equal opportunity principles that conform to federal and state laws (Equal Employment Opportunity Plan, Component 3) [Ref.IIIA-48].

The college currently has an EEO Officer, who is the AVP of Human Resources, and an EEO Coordinator, a position historically filled by a faculty member on release time. In 2009, the EEO Coordinator release time position was put on hiatus and reassigned to Human Resources due to budget constraints. The EEO Coordinator and the EEO Advisory Committee are responsible for ensuring that hiring committees comply with board policy and with

established hiring procedures, so that applicants receive fair and equitable treatment. Also, it is the responsibility of the EEO Officer and the EEO Coordinator to provide sexual harassment and diversity training to college personnel through staff development offerings and to assist in the investigation of employee complaints of discrimination.

The Equal Employment Opportunity Plan further delegates responsibility of compliance to the Board of Trustees, the Superintendent/president, the Equal Employment Opportunity Officer and Committee, and the Office of Human Resources (EEOP, Component 4). Moreover, the plan further outlines the process for lodging complaints alleging violation of EEOP regulations, unlawful discrimination, or harassment (EEOP, Component 6). The plan also addresses the means of selecting and training screening committees. The hiring process for permanent faculty requires the hiring committees, consisting of faculty, classified staff, and administrators, to attend EEO training (EEOP, Component 8). The Human Resources Department annually reports the district's workforce composition (EEOP, Component 10) and develops methods of addressing underrepresented groups (EEOP, Component 12) [Ref.IIIA-48].

The Cultural Diversity Coordinator completed a Cultural Diversity Plan in January, 2008. This plan details both short- and long-term goals for a program that would, according to the plan's mission statement, "promote, enrich, create, and actualize awareness of diversity and strengthen campus relationships with the local, as well as the larger global community. The college has offered a large number of classes for critical study of various ethnic groups in the United States. Some of these classes include Contemporary Ethnic Women, The Armenian Diaspora, Ethnic and Racial Minorities, Native American Studies, Asian Art History, and Introduction to Asian-American Culture.

In 2008, the Cultural Diversity Program also offered Black History Month Celebration, Women's History Month, Armenian Remembrance Week, a distinguished speakers' lecture series, a film festival on socio-cultural workshops, free music concerts, poetry readings, dance performances, and ethnic food luncheons for the campus community. Unfortunately, due to current state budget deficits, the program's funding has been put on hiatus.

Staff Development provides workshops, lectures, and activities throughout the year to further promote awareness and address issues of culture, gender, religion, physical disability, and ethnicity among college personnel and students. Since fall 2006, Staff Development has offered approximately 10 diversity-related lectures, workshops, and activities per year. Offerings have included a speaker on the Armenian Genocide, "Immigration" (Cultural Diversity Lecture Series); a play, *Blue Roses* (Women's History Month); and a jazz performance, *The Langston Hughes Project* (Cultural Diversity Program). Other offerings have featured GCC's collaboration with the city of Glendale's *One Book/One Glendale* lecture series, which included "Bridging the Centuries: Chinese in Southern California and the San Gabriel Valley" and "America and the Philippines: A Historical Examination." Other lectures have included "Women's Survival Strategies in Economic Hard Times," "Immigration Advocacy in the Arts," "Scaling The Mountains of Adversity," and "Iran: Past and Present" (Staff Development Plan, Workshops and Lectures). In May 2007, a faculty diversity task force was approved by the Academic Senate with the goal of providing recommendations to establish greater equity and diversity among academic administration and full-time faculty. The task force, consisting of faculty members, a division chair, and a representative from human resources, proposed three main areas of focus to improve the diversity of faculty at

the college: recruitment, outreach, and retention (GCC Senate Motion/Resolution–Faculty Diversity, 5/24/2007) [Ref.IIIA-49]. The recommendations were presented by the senate to the EEO Advisory Committee for review and implementation.

Additionally, the Associated Students of Glendale Community College (ASGCC) offers extensive venues for greater understanding and further exploration of cultural diversity among students and campus personnel. The ASGCC encourages field trips, campus activities, group projects, and a variety of events each year that support cultural diversity through their Organizational Event Support funding. Additionally, faculty and staff are invited to fill out grant requests for their own projects through the annual ASGCC Campus Project Support Grant Program [Ref.IIIA-50].

The ASGCC sponsors numerous student clubs that foster appreciation of different cultural experiences, including the Disabled Students Organization, the Persian Students Association, the Japan Club, V.O.I.C.E.S. (a support group to create awareness among immigrant communities), the International Students Association, the Filipino Organization, the Campus Conservatives, the Lambda Society, the Buddhist Club, and the Christian Club [Ref.IIIA-51].

Glendale Community College has a large international student program and makes every effort to integrate this population into campus life through the efforts of the International Student Program Office and the International Students Association club [Ref.IIIA-52].

In spring of 2009, the Academic Senate approved a mission statement for the Student Equity Committee. It states,

Glendale Community College is committed to the equitable access and success of its diverse community. The Student Equity Committee oversees campus-wide efforts to guarantee equity and assure the compliance with Title 5 requirements. [Ref. IIIA-53]

The Student Equity Committee developed four primary goals to assure equity and success:

- Develop curriculum that reflects the true diversity of intellectual pursuits and/or reflects the interest of our constituent populations;
- Recruit, mentor, and provide ongoing support to diverse faculty and staff...;
- Recruit, mentor, and provide ongoing support to students from the diverse constituents of the college...;
- Assess and guarantee access to physical and technology resources given the needs of the college’s diverse constituents.
- (Mission Statement for the Student Equity Committee, spring 2009) [Ref. IIIA-53]

## **Evaluation**

The college meets this standard. The college has expanded staff development workshops to include a wide variety of topics related to diversity. More programs should be developed for faculty and staff to broaden awareness and sensitivity in other areas of diversity (i.e. generational differences, disabilities, teaching styles, etc.)

The Cultural Diversity Program does not have an established budget. The Human Resources Department will develop a cultural diversity plan to be sent forward to the appropriate campus governance committees for approval of funding and subsequent implementation.

### **Plan**

The college will evaluate the restoration of the cultural diversity coordinator position.

The college will restore and establish a budget and a mechanism for oversight of the cultural diversity program.

The faculty from the Center for Disabilities, with a grant from Partnership for Excellence, will create an online staff development activity to increase awareness of disabilities. Universal learning design services and accommodations will be highlighted.

### **IIIA.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

#### **Description**

Glendale Community College District continues to strive to achieve a workforce that is welcoming to men, women, persons with disabilities, and individuals from all ethnic and other groups to ensure an inclusive educational and employment environment. In Component 10 of the Equal Employment Opportunity Plan, the Human Resources Department states that it reports the district's workforce composition and monitors applicants for employment on an ongoing basis [Ref.IIIA-48]. The analysis of this report provides data needed to determine whether any monitored group is underrepresented. These statistics are recorded in the HR Oracle system, and a report is produced for the Human Resources Department's review, for the annual Campus Profile, and for the annual report that is submitted to the Chancellor's office. At least every three years the plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and job applicants (Campus Profile 2008) [Ref.IIIA-43].

#### **Evaluation**

The college meets this standard. In the ACCJC's 2004 Action Letter, one of the focused recommendations was to complete a staff diversity plan that helps to establish effective programs and opportunities that would result in greater equity and diversity among all employee groups, especially academic administration and full-time faculty. The development of the Equal Employment Opportunity Plan (EEO Plan) in September 2007, along with its ongoing implementation, puts into place policies and procedures to address the ACCJC's recommendation.

#### **Plan**

The Human Resources department will annually review and revise the EEO Plan and Cultural Diversity Plan as needed to ensure that the goals and objectives of the college are being met. HR will also provide a status report to the superintendent/ president and Board of Trustees once a year.

### **IIIA.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

#### **Description**

District policies demonstrate the college's commitment to ensure that administrators, faculty, staff and students are treated with integrity and fairness. Board policies and administrative regulations that address the treatment of employees are easily accessed through the college's Website. Examples of these policies include policies regulating hiring of staff, faculty and administrators, working conditions, sexual harassment, unlawful discrimination practices, and grievances. The Human Resources Department is responsible for ensuring that all of the district's employees are treated with integrity and fairness (BP 2715, Ethics) [Ref.IIIA-33] and (BP 2710, Conflict of Interest) [Ref.IIIA-54]. The college has a student grievance procedure which outlines the informal and formal processes for resolving complaints (BP 5100) [Ref.IIIA-55a,] and (AR5101) [Ref.IIIA-55b].

Policies and procedures that address employee issues such as working conditions, discipline, grievances, and evaluations are also addressed in the union contracts: Collective Bargaining Agreement of the Guild 2276 for faculty [Ref.IIIA-18] and the Collective Bargaining Agreement of the California School Employees Association (CSEA) for classified staff [Ref.IIIA-19].

Additionally, Glendale Community College has a tradition of shared governance that involves faculty, administrators, classified staff, and students in decisions regarding day-to-day and long-range planning and policies for the college. The inclusion of members of all the various constituency groups on campus, in consultation with the standing committees and subcommittees, fosters an environment of integrity and fairness.

Employee issues regarding sexual harassment and unlawful discrimination are addressed in board policies and administrative regulations and are also discussed in the faculty handbook and the classified handbook. The faculty handbook states:

Glendale Community College affirms its commitment to maintain an environment for faculty, administration, staff and students that is free from discrimination and sexual harassment and will conduct a program of awareness, staff development, and vigorous enforcement to resolve complaints by employees or students in compliance with state and federal laws [Ref.IIIA-20].

The classified handbook further states:

We strive to learn from one another in an atmosphere of positive engagement and mutual respect. Implicit in this mutual respect is the right of each of us to live, study, teach or work free from harassment and denigration on the basis of race, age, religious preference, gender, sexual orientation, color, national origin or disability [Ref.IIIA-56].

Integrity and fairness for the student body of Glendale Community College is addressed in the college's Statement of Core Values:

Glendale Community College is committed to creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner [Ref.IIIA-44].

The annual college catalog provides students with important information on standards of inappropriate student behaviors and issues of sexual harassment (Glendale Community College Catalog 2009–2010, p.57) [Ref.IIIA-57].

## **Evaluation**

The college meets this standard. Policies, procedures, and regulations are administered to ensure the fairness and integrity of all employees. The college demonstrates its commitment to integrity by fostering collaboration and communication between all constituency groups on campus. Equity concerns are reviewed by Human Resources and senior management.

## **Plan**

The college will monitor and assess collaboration and communication between contingency groups.

**IIIA.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**IIIA.5.a The institution plans professional development activities to meet the needs of its personnel.**

## **Description**

Glendale Community College has demonstrated its commitment to enhancing the performance and effectiveness of its employees by providing professional and personal development training and programs through its Staff Development Program (Board Policies 4091, 4140) [Ref.IIIA-58] and (Administrative Regulations 4141, 4142) [Ref.IIIA-59].

The college is dedicated to improving the professional growth of faculty, staff, and administrators by offering a wide variety of staff development opportunities that support both the institution's strategic goals and the personal and professional development goals of its employees. The desired outcome of these activities is that faculty and staff will perform at a higher level; will help to initiate, manage, and respond to institutional change; and will update knowledge and skills to improve teaching, student learning and, most importantly, student success. Even though the district has faced reductions in funding and reductions in release time over the past two years due to the state budget, staff development offerings have been continued for faculty and staff.

Staff development supports the professional development of all employees through various external and internal workshops, tuition reimbursement, and Personal Action Plans for degree- related courses. The Staff Development Calendar of Events [Ref.IIIA-60] provides monthly listings of professional growth opportunities for regular, contract, and adjunct faculty (AR 4141) [Ref.IIIA-59]. The calendar provides workshops, presentations, and activities consistent with the institutional mission to broaden employees' knowledge and skills. Full-time instructors are allocated \$100 per year for conferences. Classified employees receive



a \$20 per month stipend for each twenty professional growth credit units completed, to a maximum of \$180 per month.

The Professional Growth Program for the classified staff at Glendale Community College encourages employees to participate in professional growth opportunities by completing educational training programs related to current positions and/or career enhancement. Approved educational progress may include professional seminars, courses from private industry, and conferences or workshops (Collective Bargaining Agreement 1997-2000). These activities must be a part of a career development plan. Funds are available for reimbursement pursuant to the qualifying activity (Procedures for Obtaining Classified Professional Growth Units).

There are a variety of faculty workshops and one-on-one training sessions that focus on identifying appropriate pedagogical, task-based tactics and on introducing instructors to the multitude of technological tools available for promoting student success. Specifically, faculty who are interested in offering Web-enhanced, hybrid, and online courses are provided support through the Instructional Technology Resource Center, which offers group trainings, one-on-one instruction, and assistance in developing online course material and determining course organization. Additionally, GCC actively promotes @ One resources for additional training, particularly on topics such as accessibility and learning styles.

FIGs (Faculty Inquiry Groups) have also been formed to bring faculty members together to discuss various instructional techniques that enhance student learning. Those FIGs that prepare a description of a pedagogical innovation receive a stipend, and their information is made public at the GCC Website link to the Faculty Center for Learning and Teaching. The funding comes from a variety of resources, including grants.

Sabbatical leaves have also been granted to faculty members to improve the value and quality of instruction by enhancing the faculty member's skills and effectiveness in the classroom. Several faculty members have taken sabbatical leaves in foreign countries, where they have undertaken projects related to research, teaching, and writing of academically-informed articles related to their field of study.

Since 2002, the Staff Development Program has been deeply affected by budget cuts in state revenues. In 2002, the staff development office was eliminated, and its duties were taken over by the Office of Human Resources. The Office of Human Resources undertook the duties of maintaining the records and verification of Faculty Flex in order to maintain the Staff Development Plan despite limited funding. In 2005-2006, the Staff Development Officer's release time was augmented to 60 percent (from a decrease in 2004-2005 to 40 percent). Tuition reimbursement for faculty and classified staff was reinstated to a \$300 limit per person per year, and the *Staff Development E-Newsletter* was initiated (Two Year Faculty & Staff Development Plan 2006-2008) [Ref.IIIA-61].

Full-time faculty members are responsible for completing 15 "flex" hours for every semester worked, for a total of 30 hours per school year. Adjunct faculty are responsible for "flex" hours that amount to half the number of worked hours (not including office hours) in their regular weekly assignment for that semester (Flex Policy Manual 2008-2009) [Ref.IIIA-62].

New tenure-track faculty members are required to develop a three-year professional growth plan at the beginning of their first probationary year. All tenure-track faculty are expected to continue their commitment to on-going education through participation in professional organizations, conferences, and workshops in order to keep abreast of the most current and appropriate information in their own or related fields.

In 2005, the Academic Senate created a flex task force to review its Flex Program. The task force investigated legal reporting requirements of the college's flex plans, information on the verification process at other community colleges for full-time and adjunct faculty, and various alternatives which are available to the college for its flex verification process.

In 2006-2007, the Two Year Faculty and Staff Development Self-Study Plan was completed, as per instructions from the Chancellor of California Community Colleges.

Additionally in that year, the Staff Development budget was increased through a one-time budget item from the state. These "03" funds have been distributed over successive years to augment the reduced district contribution. In 2008-2009, additional BSI funds were granted to Staff Development to develop ways to support foundational skills faculty in successfully engaging foundational skills students; this funding remains available in 2009-2010. Financial support is provided for tuition reimbursement, division retreats, presenters at conferences, and workshops. The funds allocated to each division for retreats are allocated based on division FTEF (Full Time Equivalent Faculty).

The Faculty and Staff Development Plan and the 2004 Accreditation Self Study identified three major goals for continuing the professional growth plans and opportunities for all GCC employees:

Goal 1: Technology Training – To continue the training of all Glendale Community College staff in the use of emerging technologies that is significant, wide ranging and well organized.

Goal 2: To increase the knowledge, skills and abilities of staff through flex workshops, retreats, in-house training, conferences, and incentives to upgrade their professional expertise.

Goal 3: To provide support, coordination and facilitation through conferences, workshops flex activities, and tuition reimbursement that focus on educational excellence (Two Year Faculty and Staff Development Plan 2006-2008) [Ref.IIIA-61].

The Staff Development Program links these offerings and activities to the GCC Mission Statement and to the five statements of core values that guide the implementation of the Mission Statement. Recognizing that this plan is very ambitious, and given the funding and personnel available to Staff Development at the college, the plan will be implemented according to the priorities set by the most current survey assessments (Mission Statement and Statement of Core Values) [Ref.IIIA-44].

In 2006-2007, the Two Year Faculty and Staff Development Self-Study Plan was enacted; Staff Development has offered the following workshops, lectures, and activities:

Fifty-six workshops/trainings were held to address technology training (Goal 1).  
Ninety-two workshops/trainings were held to upgrade professional expertise (Goal 2).  
Seventy-eight workshops/trainings were held to focus on educational excellence (Goal 3).

In 2007-2008, Staff Development offered the following workshops, lectures, and activities:

Twenty workshops/trainings were held to address technology training (Goal 1).  
One hundred and twenty-three workshops/trainings were held to upgrade professional expertise (Goal 2).  
Fifty workshops/trainings were held to focus on educational excellence (Goal 3).

In 2008-2009, Staff Development has offered the following workshops, lectures, and activities:

Sixteen workshops/trainings were held to address technology training (Goal 1).  
Seventy-four workshops/trainings were held to upgrade professional expertise (Goal 2).  
Thirty-eight workshops/trainings were held to focus on educational excellence (Goal 3).

## **Evaluation**

The college meets this standard. The GCC Strategic Plan for the Cultural Diversity Program (2008) recommends researching current materials in order to be able to offer state-of-the-art resources to faculty and staff; the plan also includes proposals to engagement faculty in diverse methodologies and alternative processes for pedagogical enhancement. Staff Development recognizes the need to create additional workshop opportunities to further the mission of the Cultural Diversity Program at GCC.

## **Plan**

The college will develop a comprehensive training program for instructors who intend to teach online and/or hybrid courses.

The college will develop leadership training programs for the district.

The college will increase the use of webinars and online training modules.

**IIIA.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the result of these evaluations as the basis for improvement.**

### **Description**

Staff Development uses various assessment tools to evaluate professional development programs. Staff Development administers an annual needs assessment survey. The needs assessment survey asks participants to suggest topics for future workshops and activities that would be beneficial to their professional and personal growth, that would benefit the college, and, ultimately, that would benefit the student body (Two Year Faculty and Staff Development Plan and Self Study 2006-2008, Staff Development Survey 2007, Addendum I: Needs Assessment Survey) [Ref.IIIA-61].

The results are analyzed to ascertain who responds to survey, which workshop topics hold the highest interest for participants, and which days or times are preferred. Based on the survey, Staff Development is also able to break down the high-interest topics in relation to full-time faculty, adjunct faculty, and classified staff (Staff Development Survey 2007) [Ref.IIIA-61]. In addition, Staff Development distributes and re-collects participant evaluation forms immediately after an event or activity. Responses from participants provide information about the quality of the activity or workshop and what types of activities to sponsor in the future.

At the close of the school year, each faculty member is required to submit to the district proof that s/he has completed the required Flex obligation by filling out and sending in the district's Flex Completion Form. The Staff Development Committee reviews each individual plan and any feedback from participants. The committee then re-evaluates its offerings for the next year, adding or modifying workshops that participants have requested to improve their personal and professional growth at the college.

### **Evaluation**

The college meets this standard. The Staff Development Survey assesses the teaching and learning needs of faculty (full-time and part-time) and classified staff [Ref.IIIA-61]. The Staff Development Survey needs to be expanded to gather more information on the effectiveness of Staff Development programs. Online faculty and staff training modules (Professional Development Online) were implemented following survey assessments. The Staff Development Calendar of Events provides monthly listings of professional growth opportunities for regular, contract and adjunct faculty [Ref.IIIA-60]. The participant evaluation form is a useful tool for activities; however, the return rate of these evaluations can be improved.

### **Plan**

The college will continue programming at the Garfield Campus.

Staff Development will continue to refine its evaluation survey instruments.

**IIIA.6 Human Resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**Description**

Human Resource planning is integrated into the institutional planning process of the college. In the Human Resources Strategic Master Plan, the Mission and Vision Statement states, "The Office of Human Resources will be a strategic partner by aligning Human Resources goals and objectives with the educational master plan of the college." This document includes the goals and planning processes for the Human Resource Department for the next three years [Ref.IIIA-48].

One of the goals of the Human Resources Strategic Plan is to develop a comprehensive workforce analysis by 2010. The workforce analysis will incorporate the mission of the college, the Educational Master Plan, and the Strategic Master Plan to ensure that staffing is available to meet human resource needs based on the future goals of the college. The workforce analysis will indicate staffing levels as needed, based on FTES and program review data. The analysis will also evaluate current and future district staffing requirements, and will provide a foundation for further HR planning, training needs, and competency gaps.

The Associate Vice President of Human Resources has provided progress reports to the Superintendent/ President regarding the status of projects and related outcomes. Human resources programs are developed, reviewed, and evaluated throughout the year based on the HR plan and/or other identified needs of the college to better serve the staff and students and to improve institutional effectiveness.

**Evaluation**

The college partially meets this standard. A formal and consistent process for evaluating the effectiveness of human resources needs to be developed. The Human Resources Department has considered various benchmarking tools, such as HR metrics and surveys to assess the effectiveness of the department after implementing the HR Strategic Master Plan. The results of these efforts should be reported to the Superintendent/president and the board.

**Plan**

Human resources will implement the HR Strategic Master Plan and incorporate HR Metrics and other evaluation tools as a part of the evaluation process.

Human Resources will provide an annual report to the Superintendent/president and the Board of Trustees outlining human resources initiatives that are directly tied to institutional planning. These initiatives will include an overview of their objectives, results, and recommended actions for improvement.

## EVIDENCE FOR STANDARD IIIA

- Ref.IIIA-1 Minimum Qualifications, AR 4160:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4160.htm>
- Ref.IIIA-2 a. Hiring of Faculty: "old" BP 4110, 4111, 4112.2  
b. Hiring of Classified Staff: "old" BP 4210, 4211, 4213  
c. Hiring of Administrative Staff: BP 4312 and BP 4313.1  
<http://netra.glendale.edu/policies&regulations/BPweb/IND4000.BP.htm>
- Ref.IIIA-3 Hiring of Faculty: AR 7120:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4902>
- Ref.IIIA-4 Hiring of Classified Staff: "old" AR 4200, 4200.1, 4211:  
<http://netra.glendale.edu/policies&regulations/ARweb/IND4000.AR.htm>
- Ref.IIIA-5 California Education Code, Sections 87355 through 87359:  
<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=87001-88000&file=87355-87359.5>
- Ref.IIIA-6 Disciplines List – Minimum Qualifications and Policy on Equivalence to Minimum Qualifications:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5361>
- Ref.IIIA-7 Equivalency Policies, BP4160:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP4160.htm>
- Ref.IIIA-8 GCC Policy on the Equivalence to Minimum Qualification:  
<http://www.glendale.edu/index.aspx?page=1252>
- Ref.IIIA-9 AR 4211 - Classified Minimum Qualifications:  
<http://netra.glendale.edu/policies&regulations/pdf/AR4211.pdf>
- Ref.IIIA-10 Faculty Hiring, "old" BP 4110 :  
<http://netra.glendale.edu/policies&regulations/BPweb/BP4110.htm>
- Ref.IIIA-11 Faculty Handbook: <http://www.glendale.edu/index.aspx?page=1254>
- Ref.IIIA-12 Hiring Procedures for Adjunct Faculty:  
<http://netra.glendale.edu/policies&regulations/pdfofficial/AR7121.pdf>
- Ref.IIIA-13 Appointments of Administrative Personnel:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP4312.htm>
- Ref.IIIA-14 Superintendent/President Selection:  
<http://netra.glendale.edu/policies&regulations/pdfofficial/BP2431.pdf>
- Ref.IIIA-15 CEO Hiring Process Proposal for GCC 2009:  
<http://www.glendale.edu/accreditation/evidence/Board%20CEO%20Hiring%20Proposal%202009%20PDF.pdf>
- Ref.IIIA-16 Evaluation Procedures, BP 4116, 4215, 4315:  
<http://netra.glendale.edu/policies&regulations/BPweb/IND4000.BP.htm>
- Ref.IIIA-17 Evaluation Procedures, AR 4116, 4215, 4415:  
<http://netra.glendale.edu/policies&regulations/ARweb/IND4000.AR.htm>
- Ref.IIIA-18 Guild Collective Bargaining Contract, Article IX:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186>
- Ref.IIIA-19 Classified Employee Contract, Article XVII:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185>
- Ref.IIIA-20 Faculty Handbook: <http://www.glendale.edu/index.aspx?page=1254>
- Ref.IIIA-21 Tenure Review Process:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4116.htm>
- Ref.IIIA-22 Student Evaluation Questionnaire:  
<http://netra.glendale.edu/community/employment/pdf/forms/ClassroomFaculty.pdf>

- Ref.IIIA-23 District Tenure Review Guidelines 2008 (hard copy only)
- Ref.IIIA-24 (RT/EP) Release Time/Extra Pay Committee AR4142:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4142.htm>
- Ref.IIIA-25 Classified Evaluation, AR 4215:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4215.htm>
- Ref.IIIA-26 Classified Evaluation Form:  
[http://netra.glendale.edu/intranet/forms/hr/Classified\\_Annual\\_Evaluation.pdf](http://netra.glendale.edu/intranet/forms/hr/Classified_Annual_Evaluation.pdf)
- Ref.IIIA-27 Advisory Administrative Evaluation Form:  
[http://netra.glendale.edu/intranet/forms/hr/administrative\\_evaluation\\_by\\_supervisor.pdf](http://netra.glendale.edu/intranet/forms/hr/administrative_evaluation_by_supervisor.pdf)
- Ref.IIIA-28 Final Administrative Evaluation Proposal:  
[http://netra.glendale.edu/intranet/forms/hr/administrative\\_evaluation\\_proposal.pdf](http://netra.glendale.edu/intranet/forms/hr/administrative_evaluation_proposal.pdf)
- Ref.IIIA-29 a. Leadership Surveys 2008:  
<http://research.glendale.edu/downloads/leadership-survey-2008.pdf>  
 b. Leadership Surveys Results 2009:  
<http://research.glendale.edu/downloads/leadership-survey-2009-with-comments.pdf>
- Ref.IIIA-30 Board Evaluation, BP 2745:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2534>
- Ref.IIIA-31 Code of Ethics, BP 3050:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2567>
- Ref.IIIA-32 Code of Ethics AR 3050:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2480>
- Ref.IIIA-33 Board Ethics, BP2715:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2544>
- Ref.IIIA-34 Faculty Ratio:  
[http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft\\_faculty/Rev\\_2008\\_FINAL\\_REPORT.pdf](http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/Rev_2008_FINAL_REPORT.pdf)
- Ref.IIIA-35 Full-time Faculty Obligation Memo 2008:  
[http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft\\_faculty/FS\\_0808\\_2009\\_FON\\_transmittal.pdf](http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/FS_0808_2009_FON_transmittal.pdf)
- Ref.IIIA-36 HR Website/EEO: <http://www.glendale.edu/index.aspx?page=1255>
- Ref.IIIA-37 Complaint Review Process, AR4050:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4050.htm>
- Ref.IIIA-38 EEO Complaints, BP 4031:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP4031.htm>
- Ref.IIIA-39 EEO Complaints, AR 4031:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4031.htm>
- Ref.IIIA-40 Sexual Harassment Complaints Procedures, AR2700:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR2700.htm>
- Ref.IIIA-41 (HRIS) Human Resources Information System – Oracle:  
<http://netra.glendale.edu/intranet/selfservice.htm>
- Ref. IIIA-42 IT Disaster Recovery Plan:  
[http://netra.glendale.edu/it/Documents/CCCC%20Documents/Accreditation/IT%20Disaster%20Recovery%20Plan%20\\_06%2010%2009\\_.pdf](http://netra.glendale.edu/it/Documents/CCCC%20Documents/Accreditation/IT%20Disaster%20Recovery%20Plan%20_06%2010%2009_.pdf)
- Ref.IIIA-43 Campus Profile 2008: <http://research.glendale.edu/downloads/cp-2008.pdf>
- Ref.IIIA-44 GCC Mission Statement & Core Values:  
<http://www.glendale.edu/index.aspx?page=90>

- Ref.IIIA-45 Diversity, BP7100:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2692>
- Ref.IIIA-46 Nondiscrimination in Employment, BP 4030, 4032, 4034,4034.1, 4035, 4035.1, 4036: <http://netra.glendale.edu/policies&regulations/BPweb/IND4000.BP.htm>
- Ref.IIIA-47 AR 4110 - Staff Equal Employment Opportunity Plan:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4110.htm>
- Ref.IIIA-48 HR Strategic Master Plan: <http://www.glendale.edu/accreditation/evidence/HR%20Strategic%20Master%20Plan%20r09.pdf>
- Ref.IIIA-49 Senate Motion Resolution Report – Faculty Diversity 5.24.07  
<http://netra.glendale.edu/senate/Minutes/2006-2007/051707.htm>
- Ref.IIIA-50 ASGCC Campus Project Support Grant Program (hard copy only)
- Ref.IIIA-51 ASGCC-Clubs: <http://www.glendale.edu/as/IOC/index.htm>
- Ref.IIIA-52 International Student Information:  
<http://www.glendale.edu/index.aspx?page=1734>
- Ref. IIIA-53 Student Equity Committee Mission Statement (hard copy only)
- Ref.IIIA-54 Conflict of Interest, BP2710:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2545>
- Ref.IIIA-55 Student Grievance Procedure:  
 a. BP 5100: <http://netra.glendale.edu/policies&regulations/BPweb/BP5100.htm>  
 b. AR 5101: <http://netra.glendale.edu/policies&regulations/ARweb/AR5101.htm>
- Ref.IIIA-56 Classified Handbook: <http://www.glendale.edu/index.aspx?page=1253>
- Ref.IIIA-57 GCC Catalogue:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2748>
- Ref.IIIA-58 Professional Development. BP 4091 and 4140:  
<http://netra.glendale.edu/policies&regulations/BPweb/IND4000.BP.htm>
- Ref.IIIA-59 Professional Development/Flex Guidelines, AR 4141:  
<http://netra.glendale.edu/policies&regulations/ARweb/IND4000.AR.htm>
- Ref.IIIA-60 Staff Development Calendar of Events:  
<http://www.glendale.edu/index.aspx?page=1935>
- Ref.IIIA-61 Two Year Faculty & Staff Development Plan & Self Study 2006-2008:  
<http://www.glendale.edu/accreditation/evidence/Fac%20&%20Staff%20Dev%20Plan%2006-08%20EV.doc>
- Ref.IIIA-62 Flex Policy Manual:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2243>
- Ref.IIIA-63 AR 4110-Faculty Hiring:  
<http://netra.glendale.edu/policies&regulations/ARweb/AR4110.htm>
- Ref.IIIA-64 Board Policies and Administrative Regulations (4000 series, Article 4):  
<http://vision.glendale.edu/index.aspx?page=308>



**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**IIIB.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

**IIIB.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **Description**

The college strives to develop and maintain high-quality physical resources in order to provide a positive environment to support excellence in instruction and learning. The college has been able to do this by maintaining current physical resources while planning for the future needs of its learning programs and services. Planning has resulted in the receipt of funds for projects from a variety of sources.

The main campus is located at 1500 N. Verdugo Road in Glendale, CA, and comprises approximately 59 acres of hillside land, of which 43 acres are built out with most of the remaining amount unusable on a hillside. The college has a total of 39 buildings: 24 permanent buildings, 15 movable buildings and, a parking structure for a total of approximately 600,000 square feet. Included in the 39 buildings, are the Child Development Center (CDC), the Professional Development Center (PDC) located in Montrose (3 miles north of the college) and the Garfield Campus located at 1122 E. Garfield Avenue (2.5 miles south of the college). The on-campus CDC houses the Early Childhood Education Program, a nationally accredited laboratory school by the National Association for the Education of Young Children. The PDC facility provides contract education programs on-site and at business sites throughout much of Southern California. The Garfield Campus houses classes and services for students enrolled in continuing education, non-credit, and community services programs [Ref.IIIB-1].

Additionally, the college operates a field station in Bahia de Los Angeles in Baja California, Mexico. GCC has been offering field classes and trips for GCC students in the Baja California peninsula of Mexico since 1974. The property incorporates approximately 1¼ acre comprised of five main buildings and a sizeable garage/storage facility that meet ADA requirements. The program aims to expose students to a pristine and complex natural environment as well as a unique experience in Mexican culture. Bahia de Los Angeles is famous among scientists and educators because of its natural beauty and incredible diversity of life that provide great opportunities for students to learn about the environment. Courses such as Introduction to

Marine Biology (Biology 125), Natural History Field Studies (Biology 131), Physical Geography Laboratory (Geography 111), The Human Struggle (Humanities 105), and Geography of Baja California (Geography 114) are examples of recent field classes [Ref.IIIB-2].

Previously, the district leased the field station in Bahia de Los Angeles. When the district lost its lease, it set up a Mexican non-profit corporation to acquire property on the beach and to build a new field station. The district broke ground on the new field facility in 2007, which was completed in 2009. The field station has been rented out to other educational institutions, and through marketing, the college expects additional revenue will be realized in the future. Maintaining the facility is done by the field station manager and local vendors when needed, while the Mexican police provide security for the gated station.

The college leases classrooms from the Glendale Unified School District, and local churches, parks, athletic fields and other community sites on an as-needed basis.

Capital projects completed since the last accreditation include:

- The expansion of the Culinary Arts facility in the Los Robles building;
- An upgrade to the HVAC system at the Garfield campus;
- The construction of a three story, 39,714 square-foot building for nursing, science, digital imaging, as well as the facilities department including a new north central plant to provide cooling to five buildings on campus;
- Completion of an 850 space parking structure, including photo-voltaic (solar panels);
- The renovation of the athletic field which included a synthetic playing surface, all-weather track; scoreboard, lighting, and utility upgrade;
- The expansion of the south central plant;
- Air conditioning of the Vaquero Gymnasium; and
- Baja Field Station.

The current project under construction is:

- A new facility was funded by the Measure G bond at the Garfield campus to replace bungalows. This project was one of five initial design/build projects approved by the State Chancellor's Office.

Projects in design from the Facilities Master Plan include:

- A new, 80,000 square-foot Classroom/Lab/College Services building funded 70% by the State and 30% by Measure G bond funds. The building plans are in the working drawings phase, with construction and equipment funding the next State Higher Education Bond Measure;
- Seismic replacement/retrofit of the 1937 PE building and men's gymnasium locker room project;
- Renovation of the 28,300 square-foot Aviation/Arts building to reconstruct space vacated by the elimination of the aviation program; and
- Renovation of the auditorium to bring the building up to current code requirements. [Ref.IIIB-1, IIIB-3].

The facilities management department is responsible for maintaining the physical resources of the college. Oversight of this department is the responsibility of the director of facilities, who reports to the executive vice president of Administrative Services. Departmental responsibilities include planning, building and maintaining the physical resources of the college. The director of facilities is responsible for the supervision of the various aspects of the department, including work order services, shipping and receiving, and facilities service storage and maintenance. Directly reporting to the director of facilities is the manager of maintenance and operations, who coordinates maintenance, custodial services, grounds upkeep, repair operations, recycling, small construction projects, installations and maintenance and service to the energy management system. With a recent retirement of the director of facilities and the current fiscal situation, these two positions are currently filled with an interim director of facilities.

The college assesses its facilities needs in a number of ways:

- Various areas self-identify needs are noted through the instructional, student and administrative areas or through program review reporting;
- End users report on facility needs on an ad hoc basis;
- The college works with facilities to track maintenance needs; and
- The college contracts with 3DI Company every five years for an evaluation of building and equipment conditions. This information is then uploaded by 3DI into the state data base, FUSION. All data is compiled and entered into the State Five Year Construction Plan.

The Campus Development committee is a governance committee with overall responsibility in prioritizing facilities issues. This committee provides input into the decisions relating to new facility usage, renovations, and expansion, as well as the function, maintenance and appearance of the district's facilities. The committee reviews and prioritizes applicable projects in the State Five Year Construction Plan, the Facilities Master Plan, and the Scheduled Maintenance Plan. Requests for facility renovations or expansion are submitted to Campus Development. The requests are evaluated and prioritized based on safety concerns and student and administrative needs. Costs are estimated and projects are completed as funding becomes available. Projects are also vetted against the college's Strategic Master Plan and program review. This committee was recently responsible for identifying and prioritizing additional potential classroom space to support state mandated block scheduling [Ref.III B-4]. However, with the increase in enrollment and the proposed block schedule being able to provide more classes than anticipated, the project has been put on hold as there doesn't appear to be a need for additional classrooms to maintain apportionment funding.

The Campus Development committee convenes the Facilities Master Plan Task Force as needed. This task force reports to the Campus Development committee, and was formed to address future long term educational and facilities needs based on educational trends and the 2005 Educational Master Plan. Specific projects have included:

- Relocation vs. removal/demolition of the Los Robles building prior to the start of the Classroom Lab Building; and
- Secondary effects of the new Classroom/Lab/College Services building (use for vacated space).

Both of these projects have been put on "hold" pending state funding.

At five-year intervals and under a state supported contract, the campus is surveyed and assessed by the 3DI Company for building and equipment conditions. Factors such as age, condition, premature wear, and damage are noted in 3DI's report. This information is then uploaded by 3DI into the state data base, FUSION. The college uses this information, as well as information received from the college's maintenance staff, to best determine which projects will be submitted to the state for funding. Every year, the college reevaluates its needs, adjusts the State Five Year Construction Plan and applies for state-scheduled maintenance funds earmarked for repairs [Ref. IIIB-1].

The State Five Year Construction Plan identifies facility needs and evaluates these needs based on capacity load ratio. This is the data used by the Chancellor's Office to determine the viability of requests for new facilities. In addition, the college periodically does a facilities utilization study prepared by an outside contractor. This study evaluates how classrooms, laboratories, and other rooms are utilized. The college has been very successful in obtaining state funding for its capital projects due to its thoughtful space utilization and capacity load ratios calculations.

The college developed a comprehensive Facilities Master Plan in 1992, which was updated in 2002 for the Measure G bond campaign. The college is currently updating the plan to identify our facility needs for the next five years. The Facilities Master Plan looks at educational, student services, and administrative services program needs [Ref.IIIB-3].

There is also a non-governance committee that has the task of managing the college's enrollment issues. The Enrollment Management committee serves as a "think tank" and a forum for issues such as scheduling, maximizing fill rate, and the efficient utilization of our classrooms and laboratories. Over the past two years, this committee has made significant strides in this area.

## **Evaluation**

The college has existed in its present location for nearly 74 years, and some of the buildings and infrastructure need improvement and non-routine maintenance. In 2002, the district was successful in passing Measure G, securing \$98 million in General Obligation bonds. Measure G outlined the following projects:

- Renovate outdated classrooms and job training facilities;
- Add new classrooms and instructional support space;
- Complete the new Science Center;
- Construct new facilities for training nurses;
- Expand Garfield campus;
- Upgrade electrical and technology infrastructure;
- Improve energy efficiency and deteriorated plumbing, lighting, and security systems;  
and
- Upgrade buildings, structures, walkways and roads for safety.

Over half of the Measure G projects have been completed. Exceptions include ongoing projects in the areas of technology, infrastructure and facility renovation, the Garfield campus is scheduled for use in 2011 and the Classroom/Lab/College Services building in fall

2013 (pending state bond funding). The college has also been successful in pursuing state constructions funding of approximately \$48 million to date to assist with these projects. The generosity of outside donors also facilitated the building of the Bhupesh Parikh Health Sciences and Technology building [Ref.IIIB-5a, IIIB-5b].

The college has a good system of identifying and responding to maintenance and repair needs and ensures the safety and sufficiency of its physical resources. Maintenance gives high priority to safety and security repair requests. The facilities management department is continually trying to find ways to improve its services to GCC. The facilities department has recently implemented electronic tracking for shipping and receiving, which has greatly increased productivity, security, and efficiency in that area. To improve communication between the department and the college, the facilities department has installed an online work order system and recently expanded it to process key requests. This system has increased the efficiency with which work orders are processed and tracked and will be supplemented by the addition of a facilities Website that will allow easy access for turning in and checking the status of work orders. The streamlined work order system, an improvement over the previous paper process, provides a higher level of accountability. In the future, relevant information such as emergency shutdown of utilities or equipment failures will be available. This system will also include advanced notice of major construction or repair that will affect class or office operations.

In 2004, the facilities department sent out a survey to the campus community in order to assess how well it was meeting its goals of customer satisfaction, timeliness of response, quality assurance, quantity of work performed, and good safety practices. The results of the survey indicated that faculty and staff were satisfied with the services provided by the facilities department. The mean scores for issues such as work quality and custodial operations ranged from 7.20 to 7.58 on a scale of 1 to 10, 10 being best. However, scores for timeliness of work performed, communication, and cleanliness of work area were lower, ranging from 6.58 to 6.90 on the same scale. These responses, coupled with the additional comments, seem to indicate that while faculty and staff members find some inconsistencies in the quality of service, they are aware that the facilities department needs to increase productivity. This may have resulted from layoffs in the Facilities Department that have not been filled. In order to increase productivity and address issues from the 2004 survey, the Facilities Department moved the start time of the night shift to 10 p.m. in order for the majority of classrooms to be available for cleaning [Ref.III.B-24].

A survey of other colleges in California was taken in order to compare our current staffing with colleges in the same general range based on square footage. This survey indicates that we are in line with them in our custodial staff numbers. We have approximately 1 custodian per 26,667 square feet compared to 1 custodian per 29,600 square feet for other colleges [Ref.IIIB-3]. Despite this comparison, the college has recognized the need to increase the custodial staff and will hire additional custodians when resources become available.

The facilities department attends to each building's exterior and interior maintenance needs including painting, graffiti, exposure related problems, damage, etc. The facilities department currently hires outside contractors to address large maintenance and repairs as required. The college is proud that it has established consistent architectural design and color schemes, throughout the campus. The college wanted to ensure that as facility renovation occurs, there will be a coherent, consistent, and high-quality appearance to all

campus facilities. The college received a merit design award for the parking structure which was completed in 2008. The parking structure was a joint venture with the City of Glendale-Glendale Water & Power Division, including the photo voltaic system (solar panels on the top level) which generates 375 watts of electricity daily for use on the main campus as part of the project design. Most of the power is consumed by the lighting and elevator use in the structure. Any excess power goes to the main campus as required with the power used by the main grid [Ref. IIIB-6].

## **Plan**

The college will complete its update of the Facilities Master Plan upon completion of the 2010 Educational Master Plan.

The college will monitor and analyze data from its new online work order system to improve timeliness of work.

The college will monitor the cleanliness of the campus through its annual survey to faculty and staff.

The college will develop a plan to address the graffiti and cleanliness on campus.

The college will develop a marketing plan for it Baja Field Station.

**IIIB.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.**

## **Description**

In order to ensure the safety of its buildings, the college follows the laws, codes, and regulations of state, regional and local agencies, including the Division of the State Architect (DSA), Fire Marshal, Health Department, Air Quality Management District, Occupational Safety and Health Administration, Vector Control and Americans with Disabilities Act. DSA-approved inspectors are on site during the construction process to ensure building code compliance. Architects meet with area administrators, division chairs, faculty, and staff to develop designs based on college needs within the confines of the budget.

Because the college is located on a hilly location, a great deal of effort was made to provide accessibility to buildings for students with disabilities. The design of new construction included ramps and bridges to provide easy access and navigation within the college. In addition, the college offers a shuttle service for disabled students during its main operating hours.

The risk manager, contracted by our property and reliability insurance provider, Alliance of Schools for Cooperative Insurance Programs (ASCIP), hosts training sessions for faculty and staff which include instruction on safety, proper use of chemicals, and hazardous materials handling. Trainings such as the Utility Vehicle Safety Training Program and the Forklift Training Program offer both instructor- and video-based training of the proper care and use of these vehicles. Any campus staff member planning to use these vehicles is required to attend this training.

The college's risk manager has the responsibility to ensure that the college is in compliance with all federal and state laws with regard to safety, safety training for all staff, the identification and correction of unsafe conditions on campus, and environmental safety. The risk manager makes regularly scheduled and unscheduled visits to the Garfield campus and the Professional Development Center. Of great value to the college has been the work in the area of environmental safety. Through ASCIP, the college has access to an environmental safety firm. This firm has been on campus many times during the year to assess and investigate issues and concerns regarding all types of environmental issues. To address concerns made by faculty and staff at the Garfield and main campuses, internal periodic environmental studies have been performed to address specific issues.

Police officers of the Glendale Community College Police Department are armed, duly sworn peace officers of the State of California. Empowered by section 830.32 of the California Penal Code, officers possess the same authority and adhere to the same state-mandated standards as municipal police officers. The GCC Police Department is accredited by the State of California Commission on Peace Officers Standards and Training (P.O.S.T). The department is audited for compliance annually by the Commission on P.O.S.T. and the Department of Justice [Ref. IIIB-7]. The GCC Police Department also employs police cadets to support the patrol division and gain experience in the field of law enforcement. GCC police cadets are trained in police tactics and emergency response. The college has 10 full-time officers and as of spring 2009, 17 cadets.

Currently, the police department employs officers between the hours of 6:00 a.m. and 12:00 a.m., 365 days per year. The department is an authorized terminal user of all local, regional, state and federal criminal justice information systems (e.g., wanted persons, DMV, stolen vehicles/property, criminal records, etc.).

The college police are committed to maintaining a safe environment for students, faculty, staff and visitors [Ref. IIIB-8]. In 2008, as part of the ongoing upgrade process, the college police department implemented the AlertU mass mobile phone text messaging notification system [Ref. IIIB-9]. This system has been approved by the Chancellor's Office with GCC taking part in the initial implementation. Every fall semester, students are notified of the program, and all students and staff have been encouraged to participate in the program. In compliance with the Clery Act, the college police also posts its annual security report on its Website which includes statistics for the previous three years concerning crimes that occurred on campus [Ref. IIIB-17].

The college has also installed seven emergency telephone communication pedestals (call boxes) around the main campus. These pedestals allow students, faculty, staff and visitors to communicate with campus police any time an emergency arises. Upon completion of the renovation and expansion of the Garfield campus, additional call boxes will be located there. [Ref. IIIB-10]. Dialing 4000 from any campus phone will connect directly with the police dispatch center. Any situation is then handled in conjunction with appropriate in-house or local emergency personnel.

The GCC Police Department is also responsible for maintaining a Disaster Response Plan and a NIMS (National Incident Management System) plan mandated by Federal and State agencies [Ref. IIIB-14]. Employees and students, as well as other interested parties, are issued Emergency

Procedures Guides [Ref. IIIB-11] and an Emergency Procedures “flipchart” is available in every classroom [Ref.IIIB-12]. The District annually holds workshops on disaster preparedness, response, and safety, which are open to all employees, students, and community members. The GCC Police Department also participates in regional emergency response training drills. The District utilizes e-mail blasts, SMS texting, a public address system, and an intercom system to disseminate information in a disaster or other emergency.

Maintenance issues are addressed by a staff of maintenance and custodial technicians and contracts with outside services as needed. The college has a well-established and trained maintenance workforce and does a reasonable job of maintaining the buildings and equipment on campus, given reduced budgets. Cleanliness and graffiti have become a major concern for faculty, staff, and students. A survey of other colleges in California, cited in the 2007 Facilities Management Plan, indicates that the level of current custodial staffing is in line with other colleges. While there is recognition of the need for more custodians, and there is general support for it in the Facilities Master Plan, the resources simply have not been present [Ref.IIIB-13].

In March 2009, the college began implementing the new Emergency Operations Plan which updates the principles contained in SEMS (Standardized Emergency Management System) to comply with NIMS requirements [Ref. IIIB-14]. The NIMS plan provides for a multiple level emergency response organization within the college. The plan is designed to effectively coordinate the use of college and community resources to protect life and property immediately following a major natural, accidental disaster or emergency. It will be placed into operation whenever an emergency affecting the campus cannot be controlled through normal channels. The primary emergencies envisioned by this plan are biological and environmental emergencies, bombs and explosives, disturbances, earthquake, fire, flooding, shootings, terrorism, and governmental responses to pandemic flu. Currently, all key staff members have received training and a simulation exercise will be scheduled.

In 2008, acting proactively, the college engaged the services of Home Safe Environmental Inc. to assess the risk of lead paint contamination at the Child Development center on campus. The procedures followed the regulations as contained in the United States Housing and Urban Development guidelines and Section 403 of the Toxic Substances Control Act. The report verified that the college was in compliance with these rules [Ref.III.B-15].

During the construction of the new parking facility, the college hired the services of Executive Environmental Services Corporation to conduct air monitoring at the Child Development center to ensure that the staff, students, and children were not being exposed to substantial pollutant concentrations from dust or diesel fumes. The study was requested by the executive vice president of administrative services and conducted during a heavy earth-moving day to reassure parents that their children were not being exposed to unhealthy air. The results from the study showed that air pollutants were well below the 24-hour standards and significantly below the results collected on a non-earth-moving day [Ref.IIIB-16].

In 2008, the Academic Senate initiated the creation of a release time position for a Sustainability coordinator. The coordinator is responsible for the development of programs that will make the campus more environmentally compliant. An ad-hoc committee called the “Green Team” has been created which includes students, staff, faculty, and administrators. The “Green Team” meets monthly to plan and strategize a green future for the college. The



committee has begun work on a power saving system that involves computer software that automatically puts any computer in hibernation mode when not in use. The City of Glendale's Water and Power Department currently will fund via rebate any program that promotes energy efficiency. The Sustainability coordinator is also working with the maintenance department to build an in-house recycling program and to acquire cigarette waste receptacles to address the problem of cigarette litter on campus. The college is committed to conservation and has an aggressive recycling program utilizing an outside vendor. Additionally, the college uses reclaimed water for all its irrigation and has installed waterless urinals college-wide [Ref.IIIB-17].

In addition, the Board of Trustees adopted a resolution requiring all new buildings at the college to qualify for LEED (Leadership in Energy and Environmental Design) certification. The college adapted the current design of the Garfield campus to the state's "certified" level as the first project to be built with LEED certification.

Finally, the college has a Safety committee that addresses all safety issues on campus. It reviews crime reports and accident reports and makes recommendations to the appropriate department for corrections.

### **Evaluation**

Safety on campus is one of the college's top priorities. The Campus Police and College Safety committee work collaboratively with students, faculty and staff to create a safe and welcoming campus atmosphere that promotes student learning [Ref. IIIB-18]. The latest Student Survey from June 2009 reports that 82 percent of all students rated their safety on campus 'excellent' or 'good' [Ref. IIIB-19]. The Department of Education database ranks Glendale Community College's safety as high [Ref.IIIB-20]. Campus police provides district service and is available whenever and wherever needed. Students at the Garfield campus rated security well in the *Continuing Education* section of the 2009 Student Views [Ref. IIIB-19]. Currently, the police department operates from 6:00 a.m. to 12:00 a.m. A police department operating 24 hours per day would improve safety, but the operation of a 24-hour police department has not been implemented due to fiscal constraints.

### **Plan**

The college will continue its implementation of its Emergency Operation Plan and take part in a simulation exercise of a possible emergency.

The college will continue to monitor and assess its current procedures on campus safety.

The college will review its smoking policy.

**IIIB.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**IIIB.2.a Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

### **Description**

Physical resource planning is a component of the college's institutional planning process. The college uses its governance structure to plan and evaluate facilities. The Campus Development committee evaluates and prioritizes issues concerning the college's physical plant, including reviewing plans and evaluating new facilities, renovation of existing facilities, and scheduled maintenance projects. Any matters requiring funding are introduced during the budget process through the appropriate resource request form. Proposed projects are reviewed, evaluated and prioritized by the Campus Development committee. A prioritized project list is sent to the Budget committee for funding. Requests that come in during the year are evaluated by the Campus Development committee to determine if they are critical to the operations and success of the institution. For those considered essential (such as health or safety issues), a request for funding is made to the Budget Committee which has the authority to recommend to the Board of Trustees that the request be funded from the contingency reserve in the budget.

In addition, the Campus Development committee periodically directs the Facilities Master Plan Task Force (FMPTF) to convene. In 2008-2009, this task force met for the purpose of outlining a plan for the secondary effects resulting from the construction of the proposed Classroom/ Lab/ College Services building. The composition of the committee included representatives from the Strategic Master Plan, Research and Planning, Program Review, managers, faculty, and staff. Requests for secondary effects funding were required to justify and prioritize their requests and to determine their linkage to educational plans and program review documents. Both instructional and student service areas were requested to make proposals for use of the future vacated spaces. These activities have since been put on hold due to the lack of state funding. The FMPTF also met with the architect in anticipation of updating the 2002 Facilities Master Plan because there was no educational master plan to prioritize projects.

While the college currently does not have a plan to determine the total cost of ownership for facilities and equipment, the college always considers custodial needs, utility costs, and maintenance agreement costs for all new facilities and looks at maintenance cost for new equipment. The college needs to identify the appropriate costs associated with new facilities and equipment and to consider these costs in its short- and long-term planning.

Major facilities decisions are tied to institutional and educational planning activities and health, safety, and compliance issues. Minor facility decisions often flow from selected planning activities or program review information. Examples of major facility decisions include:

- The Classroom/Lab/College Services building came out of the planning activities of the Student Services area as they Student Services evaluated how to best serve students. The decision to create a “one-stop shop” for most student functions flowed out of the Strategic Plan of 2003. Goals three and four of this plan identified the need to improve the delivery of student services and responsiveness to student needs. The decision to seek state matching funds for our Measure G projects resulted in the addition of a number of classrooms and labs to the original Classroom/Lab/College Services building. The decisions on the number of new classrooms and labs came from the 2006-2011 Educational Master Plan which identified the space needs for the college’s various programs [Ref.IIIB-21].
- The decision to convert the empty aircraft hangar in the Aviation/Arts building into music studios and a performance venue originated from a renovation project to improve the administration of instructional programs in the Auditorium building and provide new and alternative space for programs currently housed in the auditorium.

This decision was supported by the music department’s program review [Ref.IIIB-22] and the 2006-2011 Educational Master Plan (page 143 of the EMP) as well as by the physical need for additional space due to the music department’s outgrowing its existing space.

- The Garfield campus project, designed to create a permanent facility to replace existing bungalows and rental facilities, came about as a result of the recognition that the college should expand the delivery of educational programs and services to south Glendale. This need was identified in the Strategic Plan of 2003 as goal number five and confirmed by the 2006-2011 Educational Plan [Ref.IIIB-21].

In March of 2002, the voters of Glendale Community College’s service area voted approval of Measure G, a \$98 million General Obligation Bond to fund needed facilities and infrastructure upgrades. Where feasible, the college has sought to share costs with the state as needed for projects such as classroom/laboratory building and others. Measure G funds are reviewed, and appropriations from the obligation are approved each month by the Board of Trustees. No funds may be used without the board’s approval. A bond oversight committee ensures compliance with regulations concerning the use of bond funds.

Based upon the institutional planning done in the 2011-15 State Five Year Construction Plan [Ref.IIIB-1], projects under construction or soon to be in construction with Measure G funds or capital outlay funding include

- Garfield campus expansion
- Laboratory/College Services building
- Seismic replacement 1937 PE building
- Aviation/Art building modernization
- Auditorium building modernization
- Administration/San Rafael remodel (secondary effects)

## Evaluation

The college regularly evaluates its physical resources. Various committees evaluate and prioritize facility and equipment needs. The college also conducts regular facility maintenance that is well-identified by multiple procedures. Considering the age of our buildings and infrastructure, maintenance needs to stay on top of the institution's basic needs. A recent staff satisfaction survey identified timeliness, communication, and cleanliness as areas for improvement. The issues of timeliness and communication were addressed by the creation of an online work order request process. Classroom cleanliness improved when evening custodians' shifts were changed to begin at 10 p.m.

The college recognizes that it needs a more formalized process to calculate the total cost of ownership. Based on the Strategic Master Plan and Technology Plan, a budget request was made to establish a line item for computer replacement as the college does not have an on-going budget for such replacements. Unfortunately, the budget was not sufficient to support this request and funding was made on a one-time basis. Instead, replacement and purchases are dependent on Instructional Equipment grant funding and other one-time money, such as the fund balance and block grants that may be available.

The college's liability insurance carrier regularly reviews potential risk and college safety concerns which are forwarded to the Administrative Services committee's attention.

## Plan

The college will develop a total cost of ownership model in conjunction with facilities planning activities.

The college will investigate an on-going revenue source so that the replacement of equipment and technology can be scheduled and planned.

**IIIB.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

## Description

Physical resource planning is an integral part of college planning and evaluation. The 2008-2014 Strategic Master Plan (SMP), the last revision of which was completed in fall 2008, sets the college's long-term, high-level goals. Facilities needs related to SMP goals are identified during the master plan revision process. The current goal most directly related to facilities planning is Goal 6: "Expand the academic and the career and technical education programs offered on the main and the Garfield Campuses." This goal, and a nearly identical goal in the previous SMP, helped to drive the planning of the college's current construction at the Garfield campus [Ref.IIIB-23].

The 2006-2011 Educational Master Plan (EMP) details program level goals for instructional programs and student services and includes space requirements as a component. As part of the EMP development process, individual programs were asked to estimate enrollment

growth and facilities needs. A spreadsheet included on pages 6-8 of the 2005 EMP document summarizes the facilities needs for each instructional program [Ref.IIIB-21].

The college has currently contracted with KH Consulting to develop an Educational Master Plan for both the main campus and the Garfield campus. The development of this Master Plan will entail both an internal and external scan to determine the instructional future of the college. The Facilities Master Plan will be updated based on the results of this Educational Master Plan.

Program-level planning, including facilities planning, has been incorporated into the program review process for instructional, student services, and administrative programs. Section 5: Resources of the current program review document asks programs to identify and provide rationale for facilities and space needs. Programs also address these needs in section 6: Program Plans of the document which includes a three-year plan for the program. These needs are also to be linked to the individual goals of the Strategic Master Plan. Programs use their program review documents as the basis for funding requests, and funding requests are evaluated in part on their relationship to validated program review documents.

The effective use of physical resources is assessed by a variety of efforts, including surveys of students and employees. The annual spring student survey asks students to rate their satisfaction with safety, campus appearance, and parking. The faculty/staff survey, conducted in 2007 and 2008 and intended to be an annual survey, asks college employees about safety on the main and Garfield campuses, the maintenance of facilities, and other issues such as adequate equipment and office space. The facilities management department conducted a faculty/staff survey in 2006 to assess customer satisfaction, response timeliness, quality and quantity of work, and safety. The results of this survey showed that timeliness was rated lower than quality of work. In order to address the issue and increase productivity, facilities moved the start time of the night shift to 10:00 p.m.

The effective use of classroom facilities is evaluated and improved through monitoring fill rates and classroom utilization. The Enrollment Management committee has examined fill rates and made changes to improve the efficiency of room utilization. Division chairs and deans worked together to maximize classroom usage by looking closely at fill rates and by being proactive. The political science department, for instance, looked at enrollment in Political Science 106 and found low or slow fill rates across all offerings. The division chair cancelled one and successfully consolidated students into two classes. Large lecture classes are also being considered, when feasible, to meet demand and maximize classroom use. The social science division has five such classrooms that are used to offer more than 15 large lecture sections. The division's chair and assistant chair have additionally initiated plans to create staff development opportunities for faculty to discuss specific student success issues and to develop pedagogy (or share best practices) for large lecture classes.

The college recently installed a new electrical meter that is networked to facilities and allows the college to monitor peak loads and take corrective action to conserve energy. The original energy system which included boilers, chillers, and various light fixtures, has been replaced with new high energy efficiency systems that have resulted in significant energy savings. These savings have been utilized to achieve further savings with an Energy Management System (EMS). The 2007 Five Year Facilities Management Plan has identified facilities that will need to be repaired or renovated [Ref. IIB-13]. This list includes:

- Administration building – upgrade HVAC system and replacement of exterior doors and hardware;
- Auditorium building – upgrade HVAC, lighting upgrade in lobby, high efficiency lighting in the main auditorium and replacement of exterior doors and hardware;
- Aviation Arts building – upgrade restroom fixtures, ceiling tile repairs, art classroom flooring, cabinet and interior walls, connection of HVAC to EMS and resurfacing of all flooring;
- Arroyo Seco building – upgrade interior waste sewer lines and the HVAC system;
- Camino Real building – sewer replacement and main air handler rebuild;
- Garfield campus – The entire campus is scheduled for a major renovation;
- Library – upgrade two air handler units, two multi-zone damper controllers, and change out 188 transformers and upgrade EMS;
- San Gabriel building – upgrade EMS, replace flooring, and external roof and drain remediation.
- Verdugo Gym – water main upgrade and roof replacement.

## **Evaluation**

Facilities implications are discussed during the Strategic Master Plan revision process. Linkage between Strategic Master Plan goals and the facilities planning process has improved in recent years with the latest meetings of the Facilities Master Plan Task Force, which includes the faculty planning coordinator, the associate dean of institutional research and planning, and the program manager in charge of program review. However, due to statewide budget difficulties, the work of the Facilities Master Plan Task Force has been put on hold.

Programs develop facilities needs as part of their program reviews. However, major renovations are the program manager's responsibility; each program must follow through on its program review and its three-year plan by initiating facilities requests and by requesting budget augmentations. If a program review report shows a need for adding or updating facilities, the program manager must initiate a budget request for funding.

## **Plan**

Improve the linkage of resource needs identified and validated by program review with the Strategic Master Plan and the budget process.

## EVIDENCE FOR STANDARD IIIB

- Ref. IIIB-1 2011-2015 Five Year Construction Plan (hard copy only)
- Ref. IIIB-2 Baja Field Studies Program: <http://www.glendale.edu/index.aspx?page=226>
- Ref. IIIB-3 2007 Facilities Management Five Year Plan (hard copy only)
- Ref. IIIB-4 Campus Development Committee:  
<http://www.glendale.edu/index.aspx?page=391>
- Ref. IIIB-5 a. Measure G, GO Bond Finance Report Nov.2009:  
<http://www.glendale.edu/accreditation/evidence/Board%20of%20Trustees%20Report%20%20Dec.%2009.pdf>  
b. Board Report, Dec.2009:  
<http://www.glendale.edu/accreditation/evidence/Board%20of%20Trustees%20Report%20%20Dec.%2009.pdf>
- Ref. IIIB-6 Parking Structure Solar Panel Project with Glendale Water & Power:  
<http://www.glendalewaterandpower.com/news.aspx?item=25>
- Ref. IIIB-7 Campus Police Audits (hard copy only)
- Ref. IIIB-8 Campus Police Public Safety Plan (hard copy only)
- Ref. IIIB-9 AlertU Police E-Mail Notification: <http://www.alertu.org/gcc>
- Ref. IIIB-10 Call Boxes: T.R.E. Communications Pedestal Plans (hard copy only)
- Ref. IIIB-11 Faculty and Staff Emergency Procedures Guide (hard copy only)
- Ref. IIIB-12 Emergency Procedures Flipchart (hard copy only)
- Ref. IIIB-13 2002 Facilities Master Plan Update (hard copy only)
- Ref. IIIB-14 2009 Emergency Operations Plan (hard copy only)
- Ref. IIIB-15 Lead-Based Paint Inspection Report (hard copy only)
- Ref. IIIB-16 Air Monitoring Report (hard copy only)
- Ref. IIIB-17 Crime Statistics: <http://www.glendale.edu/current/information/police.htm>
- Ref. IIIB-18 Safety Committee: <http://www.glendale.edu/index.aspx?page=392>
- Ref. IIIB-19 Student Views Survey June 2009:  
<http://research.glendale.edu/downloads/student-views-2009.pdf>
- Ref. IIIB-20 DOE Safety Report/Database (hard copy only)
- Ref. IIIB-21 2006-2011 Educational Master Plan:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4267>
- Ref. IIIB-22 Music Department - 2005 Program Review:  
<http://www.glendale.edu/index.aspx?page=1879>
- Ref. IIIB-23 2008-2014 Strategic Master Plan:  
<http://www.glendale.edu/accreditation/evidence/SMP%2010.20.08.doc>
- Ref. IIIB-24 2004 Facilities Program Review Survey (hard copy only)

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

**IIIC.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### **Description**

The college assures that the technology support it provides meets the needs of all segments of the institution. College technology needs are identified, prioritized and addressed through a comprehensive planning process that involves multiple governance committees and several assessment activities.

Two main planning documents identify and assure that any technology support provided, meets the needs of the college. The first is the Technology Master Plan and the second is the Information and Technology Services program review document. The Technology Master Plan focuses on establishing strategic goals and the technology infrastructure design used to meet those needs, while the program review document focuses on assuring that the college needs are met by measuring effectiveness in terms of learning outcomes and progress towards completing prioritized annual goals.

The college's third Technology Master Plan was completed in fall 2009 [Ref.IIIC-1]. It is considered a working document that is intended to focus on the current and future technology needs of the college. The plan was developed by the Information and Technology Services (ITS) department in consultation with the Campuswide Computer Coordinating Committee (4 Cs) and is used to identify and quantify the current technology infrastructure, establish policies/guidelines, determine and prioritize strategic technology goals, and prioritize information technology projects for the next five years. The plan is the basis for the incorporation of Information and Technology Services into the overarching Strategic Master Plan of the college. The Campuswide Computer Coordinating Committee reviews the Technology Master Plan regularly as technology is ever changing and the needs of the college are constantly evolving. The recommendations and suggested modifications by this committee are incorporated into the Technology Master Plan by the Information and Technology Services department on an annual basis.

The Information and Technology Services department completed its latest program review in spring 2009 [Ref.IIIC-2]. The program review process identified four high-level learning outcome categories with associated assessment methods and corresponding results. Three of the learning outcome categories indicated that improvements in effectiveness needed to be addressed and a plan was identified for each. One outcome that did not have an assessment method identified was "students have adequate access to information regarding their academic progress". The program review process also identified four prioritized annual goals and a set of strategies and resources needed to achieve each goal. Resources needed



to achieve program goals identified during the program review process are combined with supporting data and the Information and Technology Services Master Plan. These needs are then submitted to the Strategic Master Plan committee for review and consideration. This process encourages all educational programs including the Information and Technology Services department to complete a program review more frequently or update their program review document on a regular basis. As a result of the spring 2009 program review process, the Information and Technology Services department submitted a budget augmentation request [Ref.IIIC-3].

Three key governance committees guide the Information and Technology Services department in the identification of technology needs, prioritization of technology goals, and subsequent implementation strategies. These committees are part of the college's shared governance system that provides structural assurance of collegial consultation to the campus executive committee. The first is the Campuswide Computer Coordinating Committee. The second is the Technology Mediated Instruction committee, and the third is the Technology Mediated Services committee. Each of these committees is composed of voting members representing all college constituencies, as well as non-voting resource members who possess knowledge needed by the committees voting membership. Each meeting is open to all campus employees and students.

The Campuswide Computer Coordinating Committee is composed of seventeen voting and ten non-voting resource members and meets at least 8 times each year [Ref.IIIC-4]. The committee membership is a representative cross section of the college governance structure, including the administration and students, and is chaired by the associate vice president of information and technology services. The agendas for the meetings along with minutes from previous meetings are posted on the college website. The mission of the Campuswide Computer Coordinating Committee is to develop, oversee, and review the implementation of campuswide policy and planning efforts as they relate to the use of information technology at the college. The committee is a sub-committee of the Campus Executive committee and accomplishes the following key tasks:

- Acts as a central focal point for input from all campus constituencies on computer and information technology related issues
- Identifies and resolves any computer related policy, standard, or guideline issues
- Acts as a communication conduit for computer and information technology related issues
- Advises the Campus Executive committee on campuswide information technology issues and concerns

The Technology Mediated Instruction committee is composed of sixteen voting and one non-voting member and meets at least 8 times each year. The voting membership of this committee emphasizes instructional faculty, but maintains a representative cross section of the college governance structure including the administration, staff, and students. The committee is chaired by the associate dean of instructional technology. The agendas for the meetings along with minutes from previous meetings are posted on the college Website [Ref.IIIC-5]. The mission of the Technology Mediated Instruction committee is to assess the current and future state of instructional technology. It also establishes plans, policies and ensures that the procedures are in place to meet the needs of faculty, staff, and students using instructional technology. Over the past two years, The Technology Mediated

Instruction committee has spent a significant amount of time and effort developing the Distance Education Course Approval Process to determine the appropriateness and fit of the methods and tools for the course being offered, and the ability of the college to support the proposed methods. Use of college supported tools is encouraged, but innovative use of non-supported tools is not discouraged. The committee reviews new instructional technology tools and methods in addition to evaluating and recommending improvements to existing methods and tools. The recommendations from this committee are submitted to the Academic Affairs committee for consideration, prioritization, and possible inclusion in the next budget cycle. Some examples of recommendations that have been implemented are listed below:

- License the Respondus program (a tool that simplifies the process of creating and managing
- Prepare exams for our Blackboard courseware delivery tool
- License the Turnitin program (a tool that ensures originality as well as use of proper citation)
- Pilot iTunes U and Podcasting project (a tool and delivery method that allows our campus community to access and produce educational content, including lectures and interviews, 24 hours a day, 7 days a week)

In 2006, the Academic Senate and the Academic Affairs committee created a taskforce to assess and respond to issues of quality in distance education. The Quality In Distance Education Taskforce was charged with three objectives:

- Ensure that courses offered in the distance education mode are high quality
- Courses are supported by the college technology infrastructure
- Courses meet the needs of the students

A report from this taskforce was submitted to the Academic Senate in fall 2009 [Ref.IIIC-6].

The Technology Mediated Services committee is composed of eleven voting and five non-voting members and meets at least 8 times each year [Ref.IIIC-7]. The voting membership of this committee reflects its student services orientation, but it maintains a representative cross section of the college governance structure, including the administration and students. The committee is chaired by the associate dean of financial aid. The agendas for the meetings along with minutes from previous meetings are posted on the college Website. The mission of the Technology Mediated Services committee is to provide a forum for monitoring and evaluating the use of technology to ensure access to all services for students. The committee recommends programs, plans and policies that will foster an integrated technological approach to the delivery of student services. The goal is to maintain the integrity of the services while increasing convenience and improving the quality of the user experience.

The chairs of the Campuswide Computer Coordinating Committee, Technology Mediated Instruction committee, and Technology Mediated Services committee, along with the chairs of each of the standing governance committees and each of the academic divisions are voting members of the college's planning committee which develops the Strategic Master Plan of the college (Team A). This broad inclusion of constituent groups, along with the college's shared governance process, provides structural assurances of collegial consultation as it relates to the college's ever-changing information technology needs.

The college has upgraded its legacy VAX information system to an Oracle e-Business Suite System for Human Resources and Finance management, and is currently upgrading to a PeopleSoft Campus Solutions System for student administration. The Oracle finance and human resources enterprise systems are stable and functioning with reliability. The implementation of the PeopleSoft Campus Solutions student information system began in December 2008 and is planned to be in use in the summer of 2010. Key milestones are:

- Financial Aid Record Processing in February 2010
- Application for Admission in March 2010
- Registration for Classes in May 2010
- Full implementation of student records system in June 2010

In order to improve efficiency and reliability, the Information and Technology Services department, in consultation with the Campuswide Computer Coordinating Committee, regularly prepares and publishes guidelines and policies on the campus Website. Examples of some of these guidelines and policies are listed below:

- Computer Cascade Policy
- Using IT Resources at GCC
- IT Disaster Recovery Plan
- Student Email Policy

The college Help Desk is one of the most important campuswide information technology services. The goal of the Help Desk is to provide all college personnel with user support for computer and traditional A/V equipment issues. Help Desk callers are able to ask for phone support for networking, e-mail, hardware, and software questions. Troubleshooting and help from a computer technician is available to support both PC and MAC platforms. The Help Desk operates from 8:00 a.m. to 7:00 p.m. Monday through Friday. After hours, college personnel can leave a voice message or send an email that will be answered in a timely manner.

In addition, the college operates an in-house Blackboard and Instructional Technology Help Desk to support both students and faculty. This Help Desk is staffed by a full-time instructional technology specialist and a part-time assistant instructional technology Help Desk specialist. The office operates Monday-Friday 9 a.m.-5 p.m.

## **Evaluation**

The college meets this standard. Through a combination of college-wide planning and governance committees, the college's technological needs are identified and addressed.

The spring 2009 faculty, staff and student satisfaction surveys included likert items assessing user satisfaction among faculty/staff and students (24 and 9 items, respectively). Responses indicate that faculty respondents were satisfied in all areas except for support with Macintosh computers, requests for new software, and assistance with purchasing computers/other technology. The surveys indicated that student respondents were satisfied in all areas except for quality of computers and projectors in labs, and TVs, DVD players, and VPU overheads in classrooms.

The information technology focused governance committees, especially the Campuswide Computer Coordinating Committee, Technology Mediated Instruction committee, and Technology Mediated Services committee should be reviewed regarding structure and membership. This is critical given the recent, numerous changes in campus administration, management, faculty, and staff, as well as the pervasive changes in process that will result from the Oracle/PeopleSoft implementation. The college needs to support the Campuswide Computer Coordinating Committee and Information and Technology Services department in its assessment and promotion of information technology related issues.

## **Plan**

Review the structure, membership and role of information technology focused governance committees, especially Campuswide Computer Coordinating Committee, Technology Mediated Instruction committee, and Technology Mediated Services committee.

Establish an assessment method to evaluate students' ability to access information needed for academic progress.

Develop an end user support plan to improve the support for Macintosh computers.

Develop a system for requests for new software, and assistance in purchasing computers for other campus use technology.

Develop a budgetary plan to ensure that all classrooms are at least Level 3. (See below IIC.1.a Description-chart)

### **IIC.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

#### **Description**

The college assures that all instructional and administrative support systems are designed to enhance the operation and effectiveness of the institution. Instruction and administrative support systems are maintained by the Information and Technology Services department. This department is subject to administrative review, oversight by multiple governance committees, and a regular program review process.

The Information and Technology Services department is led by an associate vice president and is composed of three specialized units: Administrative Information Systems (AIS), User Support Services (USS), Network and System Services (NSS). Each of these collegewide units specializes in a specific range of information technology and supports activities that cover the following functional areas: academic computing laboratories, classroom technology, campus network, administrative systems, college Websites, desktop technology, and institutional research [Ref.IIC-8].

The Administrative Information Systems unit is responsible for ensuring that the college's campuswide administrative and student administration systems are designed to enhance the operation and effectiveness of the college. The unit is directly responsible

for the campuswide Oracle e-business Suite System for Human Resources and Financial management, and the PeopleSoft Campus Solutions System for student administration. The unit is led by the director of systems and programming who manages a senior programmer analyst and a web coordinator (webmaster). The senior programmer analyst supervises five programmer analysts. This unit specializes in providing solutions that include the development, maintenance and production of administrative systems. It also monitors access, online information systems, web applications and college website management. Finally, this unit supervises the central repository of administrative databases while ensuring the integration and security of data.

The User Support Services unit is responsible for ensuring that the college's end user support and service activities are designed to enhance the effective operation of the college. This unit is primarily responsible for the following:

- Purchasing, installation, use, maintenance and repair of computer equipment, peripherals, and classroom technology (including AV equipment)
- Purchasing, installation, licensing, and use of office productivity software
- Management and operation of the open access labs in the San Gabriel and San Rafael buildings
- Management of the academic programs' DVD, CD and other media collections
- Support of multimedia development
- Provision the Help Desk to support the college's end users

The unit is led by a director who supervises six support specialists, one computer graphics analyst, one computer system administrator, and two computer lab supervisors. The first computer lab supervisor manages five lab technicians who work in two large open labs that are equipped primarily with Windows-based computers. The second computer lab supervisor manages a Macintosh open lab and a few Windows-based labs for the English/Credit ESL/Language Arts, CAD and Geography programs.

The Network and Systems Services unit is responsible for ensuring that the college's network and associated computer systems hardware and software are functional and efficient. The unit is led by a systems manager who supervises one senior database administrator, one assistant database administrator, one network administrator, and two system administrators. This unit specializes in providing solutions for the campuswide voice, video and data network infrastructure. It is also responsible for deploying, maintaining and supporting the server systems that run critical applications such as the administrative information systems electronic mail, and telecommunications.

The college has fourteen academic divisions at the main campus. All but one of these divisions has at least one computer lab that is managed directly by the respective division support staff. Two of the fourteen academic divisions are based at the Garfield campus. Both of these divisions manage their own computer labs. The day-to-day support in these labs is handled by instructional and non-instructional lab technicians. Instructional lab technicians have direct interaction with students along with other lab related responsibilities. Non-instructional lab technicians are directly responsible for the installation, maintenance and repair of the computers in their respective labs. Support needs for higher-level technical issues in these labs, such as the network and server-based applications, are referred to the support staff in the Information and Technology Services department.

The college is committed to supporting students with disabilities and ensuring that they are all given equal opportunity to earn a quality education. Compliance at the college is monitored by staff at the High Technology Center with higher-level technical support provided by the Information and Technology Services department. The college High Technology Center has its own specialized lab and offers specialized computer classes, computer evaluations and test proctoring for students with disabilities.

The Information and Technology Services department maintains a secure server room for mission critical college servers that supports the needs of learning, teaching, collegewide communications, research, and operational systems. The server room is equipped with uninterruptible power supplies that provide one-hour emergency power to critical systems including servers, network equipment and cooling/humidity control systems. All servers are backed up daily from Monday through Friday and monitored to ensure immediate recovery from a system failure, system crash or natural disaster. Backup tapes of mission critical data are stored off-site on a weekly basis. Approximately one month of backups are kept off-site at any given point in time. The college verified the reliability of the systems during a power outage in 2007.

In spring 2009, the Information and Technology Services department conducted a business impact analysis as a prelude to the development of a comprehensive Disaster Recovery Plan [Ref.IIIC-9]. This plan provides procedures for the orderly and smooth restoration of all mission critical systems and was approved and adopted by the Campuswide Computer Coordinating Committee in 2009.

A reliable and secure high-speed network is maintained by the Information and Technology Services department. The network is made up of approximately 2018 computers (1544 PCs and 474 Macs) spread across the main campus in 23 buildings and 330 computers (329 PCs and 1 Mac) across the Garfield campus in 4 buildings [Ref.IIIC-11]. The main campus network is composed of a fiber optic cable backbone that connects the 26 buildings with a redundant path for failover. The cable distribution inside the buildings is done via copper cabling with Category 5 as the current standard. The Garfield Campus connects to the main campus via two (2) T-1 lines that each provides a 1.54 Mbps data transmission rate. This bandwidth is currently under review for upgrade. Comparable to the main campus, the buildings at Garfield are interconnected via a fiber optic cable backbone and the inside building wiring is copper. The college has a voice over IP telephone system with 730 telephones and nearly 1400 voicemail boxes combined in the main and Garfield campuses.

The college went through a technology infrastructure upgrade in 2005. The upgraded infrastructure now supports the transmission of data, voice and video also known as a converged infrastructure. The college's converged network provides many advantages and benefits. First, it provides an infrastructure that minimizes cabling requirements and enables the college to transmit voice, video and data over the same wire. Second, it is capable of adding new technology as dictated by need, while integrating existing systems and equipment. Third, the installed infrastructure allows the system to evolve without the need to install a completely new system. Due to the converged network infrastructure, the college now has a telecommunications system that uses the same wire to transmit data and video. This technology is popularly known as voice over IP.

The college has an Instructional Technology office that supports all divisions at both the main and Garfield campuses. This office supports faculty and student use of college

approved instructional technology needs including Blackboard, multi-media creation such as video and podcasts, and software such as Turnitin. Instruction Technology also coordinates with division chairs and governance committees including TMI, TMS, Web Oversight, staff development and Academic Affairs to provide teaching tools and training for online offerings and faculty. The office is supervised by an associate dean of instructional technology who reports to the vice president of instruction [Ref.IIIC-13]. The associate dean is supported by one full-time classified employee who is devoted to providing information and guidance to faculty and students. The associate dean chairs the Technology Mediated Instruction committee that reviews the current and future state of instructional technology and makes recommendations to Academic Affairs committee for plans, policies and procedures that relate to instructional technology at the college. Student support for online courses is provided through the course instructor, the campus instructional technology office and the Blackboard Help Desk, as well as a contracted company that is available seven hours a day, seven days per week. The college recognizes that demand for online and hybrid courses have grown over the past several years. The college is committed to providing effective access and support for this mode of instruction.

Blackboard Campus Edition 8.0 is used as the college course management system [Ref. III-14]. This system is hosted internally by the Information and Technology Services office. Support for end users, both faculty and students, is provided by the Instructional Technology staff. Additionally, online, hybrid, and web-enhanced courses utilize a variety of additional software and services, including, but not limited to, Turnitin, Respondus, Interactive Whiteboards, CCCConfer, and Intelcom Online Resources Network to facilitate varied approaches to learning [Ref.IIIC-15].

The college maintains an accurate and up-to-date Web presence that meets accessibility requirements. Because the college Website meets both the college’s informational technology and marketing needs, it is overseen by the Web Oversight committee, which reports directly to the Campus Executive committee. The Web Oversight committee was recently reconvened to review the deployment of the recently redesigned Website. The new content management system used to build and maintain the new Website has helped improve the navigation and consistency, but is not able to be used to build or maintain Websites from a Mac computer.

Multimedia instruction is widely supported at the college. Classrooms are classified in levels according to their multimedia capability. To date, there are:

Room	Description	Quantity of Rooms
Level 1	TV Monitors, Overhead Projector w/ screen, and Internet Accessibility (via Ethernet or WiFi)	13
Level 2	VPU and Internet Accessibility (via Ethernet or WiFi)	20
Level 3	VPU and Multimedia Cabinet (Computer with Internet Access, VCR, and DVD Player)	96

The college has funded many of its technology needs from sources outside the college's general fund. These sources include State Lottery Funds, State Instructional Equipment Funds, or various grants. The current fiscal crisis has compelled the college to examine this model because it is currently unable to fund upgrades of computers in student labs and faculty/staff offices.

## **Evaluation**

The college meets this standard. Using the total cost of ownership model, which is a widely used benchmark for the California Community Colleges, the Information and Technology Services department can be considered as adequately staffed with one vacant position waiting for funding.

The college has made a significant financial commitment to information technology in order to improve services to faculty, staff and students. Funding for computers, infrastructure and training has traditionally been supported in several different cost centers, which include individual instructional departments, Information and Technology Services, Instructional Technology, and Library. Additional funding sources, such as Measure G bond funds, TTIP (Telecommunications Technology Infrastructure Program), SIEF (State Instructional Equipment Funds), and VTEA (Vocational Technology Education Act), have been used sporadically to help purchase computing equipment and software.

As a result of the current state budget circumstances and the elimination of the usual funding streams and rapidly changing technology, the college recognizes the need to find additional sources of revenue. The college's technology assets have not been leveraged to support the institution's needs for financial and environmental stability. For example, the college has purchased a wide range of printing and reprographic equipment which is spread across campus. These resources are also used to produce a variety of announcements on paper for broad distribution on campus and to the community.

## **Plan**

The college will assess the revision of the physical and logical information technology structure as it relates to campuswide technology, technology mediated instruction, technology mediated services, and web oversight in order to make more efficient use of resources.

The college will evaluate the possibility of implementing a virtual computing approach in order to make software available to the campus community.

The college will evaluate the possibility of implementing an online reprographics center with centralized and distributed printing capability.

The college will consider further developing its online college event calendar of college related events, activities, and training opportunities.

The college will establish a plan that ensures that Information and Technology Services staff have training to support the emerging and future information technology needs of the college.



### **IIIC.1.b The institution provides quality training in the effective application of its information technology to students and personnel.**

#### **Description**

To ensure the effective use of technology on campus, the Staff Development committee's mission is to provide professional and personal development training programs for all college employees. The number one goal for the 2006-2008 Faculty and Staff Development Plan [Ref.IIIC-16] is to provide technology training. To accomplish this goal, the following objectives have been identified:

- Provide training on emerging technologies and improve proficiency in using new operating systems such as Windows Vista and MAC OSX 10.6
- Continue training on the use of Microsoft applications and software
- Encourage all staff to use presentation software such as Microsoft PowerPoint and FrontPage
- Provide training on the use of the Oracle ERP software
- Provide Microsoft Office User Specialist (MOUS) training
- Continue training on the use of campus email and improve proficiency in using email software such as Eudora, Outlook Express and Outlook
- Continue training in the use of the Internet
- Train employees to use the Internet as a global resource for information networking
- Train employees to use, create and maintain a Webpage
- Train staff to develop desktop publishing documents
- Train faculty in the processes necessary to convert face-to-face instruction to online delivery instruction
- Train faculty in the processes necessary to use instructional software such as Turnitin, Respondus, and Podcasting

The Staff Development committee has worked with the associate dean of instructional technology and the ITS department to conduct training sessions that are relevant to the faculty and staff in the performance of their jobs. The amount of training available has been dependent on limited funding. The training sessions are usually provided internally by local campus staff, ITS staff, instructional technology staff or instructional faculty.

Technical staff training is handled with the Information and Technology Services department. Typically when new technology is implemented, training is available in some form, such as self-study CDs or books, self-paced classes, instructor-led classes (off-campus or on-campus), and webinars or online classes. For example, the @ONE Project makes it easy for California Community College faculty and staff to learn about technology that will enhance student learning and success [Ref.IIIC-17]. Because @ONE's programs are subsidized by the California Community College Chancellor's Office, Telecommunication and Technology Infrastructure Program (TTIP), the college can access training and online resources at little or no cost [Ref.IIIC-18].

## Evaluation

The college meets this standard. A staff development needs assessment survey was conducted in 2007 as part of the 2006-2008 Faculty and Staff Development Plan [Ref.IIIC-16]. There were 159 respondents to the survey. The respondents' interest in many possible training areas is shown below:

- Web page (FrontPage): 43%
- Class management (Blackboard): 41%
- Presentation (PowerPoint): 40%
- Using the internet for research: 39%
- Spreadsheets (Excel): 38%
- Oracle system: 36%
- Podcasting: 33%
- Creating tests online (Respondus): 33%
- Anti-plagiarism software (Turnitin): 32%
- Word processing (Word): 32%
- Email software (Outlook): 30%
- Virtual meetings (CCCConfer): 30%
- Database (Access): 27%

The coming PeopleSoft/Oracle ERP implementation will result in many changes in campus business. The college recently sent a cross section of faculty, staff, managers, and administrators to multiple classes through Oracle University to familiarize them with the coming system and consequent changes. Several of the attendees were classified as functional experts, who are expected to take on instrumental roles in training peers in similar positions.

## Plan

Ensure that the Instructional Technology department staff is appropriately qualified and trained to meet the future technology needs of the college.

Investigate the possibility of establishing a college technology center where faculty and staff can have access to up-to-date hardware/software and digital multimedia equipment for hands-on training.

Assess the final training recommendations of the Quality in Distance Education Task Force.

Identify additional funding to address the increasing demand for technology training and support.

### **IIIC.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Description**

The college assures that the institutional needs for technology infrastructure acquisition and maintenance are met. Systematic plans in the form of guidelines, standards and policies are used as the basis to acquire, maintain, upgrade and replace infrastructure equipment. These planning documents are established by the Instructional and Technology Services department in consultation with the Campuswide Computer Coordinating Committee.

The current Information and Technology Services Standards and Purchasing Guidelines [Ref.IIIC-20] were revised and adopted by the Campuswide Computer Coordinating Committee in fall 2009. The plan lists all technologies supported by the college. It is used as a guideline for all technology purchasing including hardware, software, peripherals, and network components. The primary goals of developing and implementing such a policy are:

- To ease purchasing decisions by pre-evaluating and pre-approving technology solutions
- To reduce training and support costs and create economies of scale by narrowing the number of technologies and products used
- To ensure integration and interoperability between technologies
- To set parameters for future technology innovation and development

In an effort to guide the college in the effective use and distribution of technology resources, the Campuswide Computer Coordinating Committee formally adopted a Computer Cascade Policy in 2007 [Ref.IIIC-21]. The Computer Cascading Policy calls for the replacement of computers in student computer labs every three years and the replacement of faculty and staff computers every five years. Rotating lab computers to faculty and staff is the current practice. At three years of age, lab computers still meet the functionality requirements of most college employees.

The college maintains approximately 90 servers in its server room. These servers were purchased and deployed to meet the emerging needs of the college over the last twenty years. The cooling system, battery, and data backup systems were subsequently purchased to keep pace with the server acquisitions. The room's layout also changed as a function of new acquisitions, rather than as a result of a broader Information and Technology Services plan.

The college recently deployed 23 servers to host PeopleSoft/Oracle EMP. During the fall 2009 semester, the college began its partnership with CIBER consultants to transition our existing administrative information systems to PeopleSoft/Oracle. This transition was the first time that the PeopleSoft/Oracle servers were used extensively since their purchase. Their deployment resulted in thermal fluctuations that caused various problems with the college network.

#### **Evaluation**

The college meets this standard. In order for the Computer Cascading Policy to be effective, the Information and Technology Services department must conduct an annual inventory of computer equipment. This inventory includes the age of the computer, as well as the makeup

of the system, i.e. memory, hard drive size, processor, etc. Although this policy is currently in effect, it is not adequate. Purchasing new systems every three years and cascading those older systems to college employees poses two problems. One, it is costly to purchase new systems, and to use people power to install new systems and reassign old systems. Two, this policy actually results in a technological disparity that detracts/deters innovation, especially among the academic faculty of the college. Under the current policy, a faculty member will receive a 5-year old 'new' computer that is often unable to take advantage of emerging technologies or even keep pace with the computers used by many of their students.

The Instructional and Technology Services Standards and Purchasing Guidelines are reviewed periodically by the Campuswide Computer Coordinating Committee [Ref.IIIC-20].

The college's server room has several issues that became evident recently with the launch of the newly acquired PeopleSoft/Oracle system. Unanticipated thermal problems caused by the new servers resulted in an inadequate cooling situation in the server room. The heat issues are the result of a poor physical room layout (i.e., the PeopleSoft/Oracle servers are housed in a closed room within the server room. This causes inadequate ventilation (i.e., the server is currently dependent on two separate cooling units; one of which requires a manual override by the Facilities Dept before it can be turned on after 10pm). The excessive numbers of servers and back up systems have been installed in a manner that does not meet industry best practices.

In light of these concerns, the college has recently initiated an evaluation of the server room, and it is in the process of addressing these issues and exploring the possibility of virtualization as a method to resolve the issues. The Information and Technology Services Disaster Recovery Plan was in place and therefore no data was lost and no servers were damaged.

## **Plan**

Automate the Information and Technology Services department's inventory collection process by implementing Microsoft Active Directory and System Center Configuration Manager.

Develop a plan to investigate virtualization as a means for better managing resources and funds used to carry out the college's Computer Cascading Policy, particularly in student labs and for general office workers.

Monitor and assess the server room to ensure that college data is protected and reliably accessible.

**IIIC.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

**Description**

The college assures that technology resources are distributed and used to enhance college programs and services. This is assured through a planning process that involves governance committees and the program review assessment process.

Decisions about the distribution and utilization of technology resources are made by the Information and Technology Services department in conjunction with the Campuswide Computer Coordinating Committee and are based on the prioritized goals identified in the annual Technology Master Plan. Decisions relating specifically to online instructional technology are made by the Instructional Technology office in conjunction with the Technology Mediated Instruction committee. The chair of the Technology Mediated Instruction committee sits on the Campuswide Computer Coordinating Committee to insure that sufficient consideration is given to equipment selected for distance programs.

**Evaluation**

The college meets this standard. The majority of the college's network infrastructure was upgraded in 2005 with local Measure G bond funds. The infrastructure includes the firewalls, routers, switches, intrusion detection systems, application security appliances and monitoring systems.

Through basic skills funding, classroom technology was upgraded in 2008 and 2009. All Level 3 classrooms now have a computer system with Internet access, combo DVD/VCR player, and VPU projection system [Ref.IIIC-22].

**Plan**

The college will monitor and assess the distribution of technology resources on campus.

The college will re-evaluate the Computer Cascade Policy to ensure that it meets institutional and instructional needs.

**IIIC.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Description**

The college assures that technology planning is integrated with institutional planning and that assessment measures are the basis for improvement. The two main planning and assessment documents created by the Information and Technology Services department, in consultation with the Campuswide Computer Coordinating Committee, are the Technology Master Plan and the Information and Technology Services program review. The Technology Master Plan focuses on establishing strategic goals and a technology infrastructure designed

to meet college needs. The program review document focuses on assuring that the college needs are met by using assessment standards, identifying prioritized annual goals, and substantiating any budget augmentation requests that are necessary to improve the support that is provided.

Both of these documents are formally integrated into the institutional planning process through the establishment of program and institutional strategic goals and assessment activities. The strategic goals identified by these two plans are reviewed in combination with the strategic goals from other college plans and are prioritized into the college's annual Strategic Master Plan. In addition, any Information and Technology Services program review goals that require budgetary augmentations must be justified by assessment measures. They are then reviewed in combination with other unit-level review plans before being prioritized into the strategic goals of the Educational Master Plan. The Educational Master Plan, along with its prioritized strategic goals, are then reviewed and prioritized into the college's Strategic Master Plan. It is then reviewed by the superintendent/president, the Executive committee, and the Board of Trustees before entering the budget process.

The budgeting process is driven by the prioritized college Strategic Master Plan goals. It is dependent on the match between the budget request and the relevant program's program review document and the match between the request and the prioritized goals of the college Strategic Master plan.

## **Evaluation**

The college meets this standard. The Information and Technology Services department completed its first program review in spring 2009 [Ref.IIIC-2]. Through an internal scan, the Information and Technology Services department was able to gather feedback from the faculty, staff and students regarding its performance in providing for the management, maintenance, and operation of the technological infrastructure of the college. In collaboration with Research and Planning, two surveys were conducted: one for faculty and staff [Ref.IIIC-24] and another for students [Ref.IIIC-25] regarding the quality and effective use of technology resources as well as the quality of service that Information and Technology Services provides in supporting the technology needs of the college. The 2009 Faculty and Staff Survey generated 171 responses with 33% full-time faculty and 31% classified staff responding [Ref. IIIC-26]. On the other hand, the student survey generated only 32 responses out of a sample of 200 students enrolled in classes with computer lab components [Ref.IIIC-27].

In 2007, the college surveyed its faculty and staff in preparation for developing the accreditation self study. The 2007 survey included accreditation issues but it also included items assessing progress toward the ten goals of the 2008-2014 Strategic Master Plan [Ref. IIIC-28]. A similar survey was conducted in 2008 [Ref. IIIC-29].

The 2007 survey asked seven questions about technology resources with results showing more positive responses in technology resources than negative responses. As of 2009, there are 59 online courses and 46 hybrid courses, most of which use Blackboard's Campus Edition 8.0 as the course management system. In the same 2007 survey, faculty and staff were asked to respond to two questions related to the Strategic Master Plan's goal 10, which addressed the college's information infrastructure and its management information system. Overall, 55% of the faculty and staff agreed that the college's information infrastructure

system kept pace with their needs. 49% agreed that the management information system kept pace with their needs.

The 2008 survey included questions about technology resources. The first five questions asked about: technology meeting needs in the areas of distance education, traditional non-distance education, student services, administration, and communication. Responses were positive for each of these areas.

The last questions focused on: the effectiveness of technology, technical support, maintenance of equipment, technology training, technical infrastructure, technology resources, and technology planning.

In general, the college community gave positive responses in all but two areas: technology planning and evaluation for improvement, and the integration of technology and institutional planning.

The program review process provided Information and Technology Services with necessary feedback on how well it is performing in providing the technology needs of the college programs and services. The Faculty and Staff Survey showed that there are areas where improvement is required. Some items worth noting are:

- 46% of all respondents agree or strongly agree that the implementation of technology solutions such as the financial management system, the human resources management system and the student services system are effective. By contrast, only 35% of the full-time faculty agreed
- 34% of all respondents agree or strongly agree that the Information and Technology Services department provides support for Macintosh computers. Faculty responded very differently, with only 13% of full-time faculty and 20% of part-time faculty in agreement; 54% of the respondents feel that they are getting the assistance from Information and Technology Services in purchasing computers and other technology. However, only 39% of full-time and 25% of part-time faculty are in agreement
- Perceptions of the help desk have improved with 66% indicating that it is easy to reach at convenient times, 72% stating that the help desk schedules support calls at convenient times, 71% agreeing that the help desk person communicates effectively, 77% indicating that the help desk solves technology problems, and 64% agreeing that the help desk solves problems in a timely manner

The survey also showed that 100% of the college community uses the electronic mail communication system heavily. The respondents requested an email system upgrade because the current webmail system is not as user-friendly as more popular email systems, such as Yahoo mail. The respondents state that they are using Microsoft Outlook as the front-end application, but need more training and assistance in using it.

In terms of technology needs, a sample of the requests made by the faculty and staff respondents to the 2009 survey included:

- Some respondents said that Information and Technology Services should update operating systems and software regularly, while others felt that they should be given permission to update their classroom or office computer without waiting for Information and Technology Services to do it

- Faculty/staff computers, particularly those that are 6 years or older, need to be upgraded as they will not run new versions of software
- There is concern about network security and access to inappropriate Websites
- Many respondents requested MA C software like Office for MAC, iWork, iLife, etc.
- Miscellaneous software requests such as collaboration software, calendaring software, room scheduling software, voice recognition with transcription software, and Adobe software such as Illustrator, Acrobat Professional, and Photoshop
- More training for Information and Technology Services personnel

The student survey focused on the quality of technology and support in the San Gabriel building and San Rafael building for open computer labs. Both labs are managed by the Information and Technology Services department. In general, the responses to all the questions were positive. The lowest rating was regarding the quality of TVs, DVD players, VPU overhead projectors in classrooms where only 59% were positive. The survey also showed that 84% of the students have internet access from home and 16% do not. The survey was conducted via email so all the student participants were required to have access to an email system. These participants indicated that they would use a GCC email system when the college begins to use an internal email system as the primary method of communication with students. In terms of suggestions for improvement, the most common request was for computer upgrades in the labs and an addition of computers and printers to the labs. One student suggested enforcing some restrictions on the use of computers for non-school oriented purposes such as social networking, YouTube watching, and personal email checking.

## Plan

The college will perform an annual review of the 2007-2012 Technology Plan to ensure that it is integrated with institutional planning.

## Evidence for Standard IIIC

Ref. IIIC-1	2007-2012 Technology Master Plan: <a href="http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5097">http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5097</a>
Ref. IIIC-2	ITS Program Review 2009: <a href="http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/ITS Program Review Revised 11.02.09.pdf">http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/ITS Program Review Revised 11.02.09.pdf</a>
Ref. IIIC-3	ITS Budget Augmentation Requests for Fiscal Year 2009-2010: <a href="http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/2009-2010 IT Budget Requests.pdf">http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/2009-2010 IT Budget Requests.pdf</a>
Ref. IIIC-4	Campuswide Computer Coordinating Committee Blue List: <a href="http://netra.glendale.edu/it/Documents/CCCC Documents/CCCC Bluelist.pdf">http://netra.glendale.edu/it/Documents/CCCC Documents/CCCC Bluelist.pdf</a>
Ref. IIIC-5	Technology Mediated Instruction Committee: <a href="http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084">http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084</a>
Ref. IIIC-6	Quality in Distance Education Taskforce Report: <a href="http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5456">http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5456</a>
Ref. IIIC-7	Technology Mediated Services Committee: <a href="http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084">http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5084</a>



- Ref. IIIC-8 ITS Organizational Chart:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/Current ITS Org Chart.pdf>
- Ref. IIIC-9 Disaster Recovery Plan:  
[http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/IT Disaster Recovery Plan 06 10 09\\_.pdf](http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/IT Disaster Recovery Plan 06 10 09_.pdf)
- Ref. IIIC-11 Network Diagram:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/GCC Network Diagram.pdf>
- Ref. IIIC-13 Instructional Technology Office Organization Chart: <http://netra.glendale.edu/it/Documents/CCCC%20Documents/Accreditation/Current%20ITS%20Org%20Chart.pdf>
- Ref. IIIC-14 Link to Blackboard/WebCT Website:  
<http://www.glendale.edu/index.aspx?page=2265>
- Ref. IIIC-15 Link to GCC iTunesU Website: <http://vision.glendale.edu/index.aspx?page=269>
- Ref. IIIC-16 2006-2008 Faculty and Staff Development Plan:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/GCC Faculty & Staff Development Plan 2006-2008.pdf>
- Ref. IIIC-17 Link to @ONE Project Website: <http://www.ccone.org/>
- Ref. IIIC-18 Telecommunications and Technology Infrastructure Program (TTIP): <http://www.ccco.edu/LinkClick.aspx?fileticket=I5wG0Qnqvys%3D&tabid=458&mid=1247>
- Ref. IIIC-20 Information and Technology Services, Procurement Guidelines:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/IT Standards and Purchasing - 09.18.09.pdf>
- Ref. IIIC -21 Computer Cascade Plan (see Appendix C on pg. 49):  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5097>
- Ref. IIIC-22 Level 3 Classroom Upgrades Using Basic Skills Funds (Fall 2007):  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/Technology Requests Fall 07 - Basic Skills Funds.pdf>
- Ref. IIIC-24 Faculty Survey, ITS Program Review 2009: <http://www.glendale.edu/accreditation/evidence/ITS%20Prog%20Rev%20Survey%20Form%20Fac.Staff%20c.24.pdf>
- Ref. IIIC-25 Student Survey, ITS Program Review 2009: <http://www.glendale.edu/accreditation/evidence/ITS%20Prog%20Rev%20Survey%20Form%20Students%20c.25.pdf>
- Ref. IIIC-26 2009 Faculty/Staff Technology Survey Results:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/ITS Program Review Faculty & Staff Survey Results.pdf>
- Ref. IIIC-27 2009 Student Technology Survey Results:  
<http://netra.glendale.edu/it/Documents/CCCC Documents/Accreditation/ITS Program Review Student Survey Results.pdf>
- Ref. IIIC-28 Campus Views 2007:  
<http://research.glendale.edu/downloads/campus-views-2007.pdf>
- Ref. IIIC-29 Campus Views 2008:  
<http://research.glendale.edu/downloads/campus-views-2008.pdf>

**IIID Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource plan is integrated with institutional planning.**

### Description

The college's Unrestricted General Fund has an annual operating budget of approximately \$88 million [Ref.IIID-1]. For the last two years, the college has served significantly more students than what the state funds. This discrepancy has occurred because Glendale Community College is in a "mature" district where there is little growth in high school graduates or the adult population. As a result, the college has enrollment growth caps of less than one percent (1%), which has limited new revenue for operations. Optimally, a larger budget is required to serve the current number of students.

The main sources of new discretionary revenue for the college's operations come from cost of living adjustments (COLAs) and enrollment growth revenues. With the state's recent fiscal problems, COLAs have been cut, resulting in enrollment growth revenue as the sole source of new operating revenue. Because of a nominal enrollment growth cap, this cut has resulted in insufficient revenues to support the increasing expenses or any program expansion.

The college signed a contract with Anchor Consulting, a federal lobbyist, in an effort to secure additional funding for the college. Eight proposals were written that are being presented to legislators for potential funding.

The college has been able to survive by implementing budget cuts and by being more efficient. To balance the 2008-09 budget, across the board budget cuts were made to the non-personnel line items (supplies, travel, repairs, printing, equipment etc.) and reductions were made to the hourly instructor line item. In addition, a retirement incentive was offered in 2008-09 with a plan to keep positions vacant to address both the 2008-09 and 2009-10 budgets. An Enrollment Management committee was also created in 2007 to increase the efficiency in the instructional programs. The committee began allocating hourly budgets to divisions on a full time equivalent faculty (FTEF) basis and conducted an analysis of room/resource use. An ad-hoc FTEF taskforce has been formed to perform a more in-depth analysis of hourly faculty budgets to increase efficiency. The work of this committee resulted in increased enrollment with reduced class sections.

The college does have a shared governance process that sets priorities for funding institutional improvements. All new requests for funds are reviewed and validated by sub-committees of Strategic Master Planning and Program Review. Those requests that show a link to a Strategic Master Plan goal [Ref.IIID-2] and are supported by Program Review

are forwarded through the governance process. The standing committee (Academic Affairs, Student Affairs, Administrative Affairs, and Campus Wide Computer Coordinating committee) is responsible for prioritizing those budget requests within its division. These prioritized lists of requests from each standing committee are forwarded to an Expanded Budget committee that consolidates and prioritizes all requests into a final priority list.

### **Evaluation**

The college meets this standard. With a minimal enrollment growth cap, the college does not have sufficient revenues to support educational improvements. For the last two years, there have been no budget augmentations for educational improvements. The college has had to rely on budget cuts and on becoming more efficient to balance its budgets.

The college does have a process for setting priorities for funding institutional improvements that is linked to its Strategic Master Plan but it has not had an opportunity to fund any of these priorities because of limited revenue.

### **Plan**

The college will develop additional revenue sources through partnerships, individual donations grants etc.

The college will continue to work with Anchor Consulting, its federal lobbyist, and its Foundation to secure additional revenue.

## **IIID.1 The institution relies upon its mission and goals as the foundation for financial planning.**

### **IIID.1.a Financial planning is integrated with and supports all institutional planning.**

#### **Description**

The college's budget development and financial planning processes have been improved to ensure that financial resources are used to support the college's Strategic Master Plan. The main committee involved in the Strategic Master planning process is the Master Planning Team "A" committee. Team "A" consists of approximately 60 members that represent all major constituent groups throughout the college, including administrators, division chairs, faculty, classified employees and students. Team "A" reviews the college's Mission and Core Values as part of the annual fiscal planning process. Then on a six-year cycle, Team "A" develops the Strategic Master Plan, which defines the high level, long-term institutional goals of the college. With each goal, objectives, strategies and assessments are identified. Each year, Team "A" meets on a regular basis to prioritize the most important goals for the subsequent year's resource allocation [Ref.IIID-3].

Besides the Strategic Master Plan, the college prepares the following plans:

1. Capital Construction Plan
2. Technology Plan
3. Human Resources Strategic Plan
4. Facilities Plan

The college uses the development of its annual budget as the main tool for financial planning. The college has institutionalized its budget development process through Board Policy 6200 [Ref.IIID-4] which establishes the superintendent/president as ultimately responsible for the preparation of the budget and its presentation to the Board of Trustees, and Administration Regulation 3110 [Ref.IIID-5], which addresses the organization, development and management of the budget.

The budget development process begins with the estimating of new year revenue sources by the vice president, administrative services and the controller. The college, like all of the other 108 community colleges in the state, is dependent for the majority of its operating revenue on an apportionment from the state and property taxes. The college's revenue is linked closely to an allocated rate times the number of full time equivalent (FTE) students in its credit and non-credit instructional programs. The college has implemented a conservative practice of not including any anticipated growth revenues in developing its budget. Only growth revenue that has been earned in the prior year is included in its revenue estimates. For other revenue line items, such as lottery, student fees, interest, and part time faculty programs, conservative estimates are made based on information from the State Chancellor's Office, current year projections or other sources. These revenue estimates are presented to the Budget committee for approval. The Budget committee is a sub-committee of the Executive committee that was created through the governance process to allow all constituents of the college to have representation into the budget process. The Budget committee consists of representatives from the Academic Senate, AFT Guild, Classified School Employees Association (CSEA), administration, and the Associated Students of Glendale Community College (ASGCC). Included on the Budget committee are the coordinators of the main institutional plans: master planning faculty coordinator; program review coordinator; associate vice president, human resources; and the associate vice president, information technology.

Updating of the college's position control system for all changes to permanent employees is done annually. These changes can be new assignments, step and column increases, or changes in account distribution. Once the position control system is updated, the salary budgets are loaded into a budget preparation file. For non-personnel accounts, the current budgets are rolled over from the prior year.

The budget preparation file is then updated for all augmentation or reductions into the accounts classified as "exempt costs." These "exempt costs" have been defined as those costs that benefit the college as a whole, but managers have no control over these costs. Examples include utilities, employee benefits, workers' compensation, and insurance. In addition, any new costs created as a result of collective bargaining are also updated in the budget preparation file to create a preliminary budget. The budget adjustments for "exempt costs" [Ref.IIID-6] are presented to the Budget committee for approval.

With the updating of position control and “exempt costs,” a preliminary budget document (turn-around document) [Ref.IIID-7] is printed and distributed to each taxonomy of program (TOPS) manager that has budgetary responsibility. The TOPS managers are then permitted to adjust their initial budgets between hourly staff, supplies, and service items to meet the goals of the Strategic Master Plan and the needs within their departments.

Early on in the budget process, TOPS managers are given the opportunity to request budget augmentations for those needs that cannot be funded through their current allocation. These budget augmentation requests are identified and explained by completing a “Request for Additional Funding” form [Ref.IIID-8]. The “Request for Additional Funding” form has sections to describe the request, provide a justification, and estimate an amount. In addition, the requestor must indicate which Strategic Master Plan goal is being addressed and whether there is a Program Review report that will support the request.

All “Request for Additional Funding” requests are sent to two subcommittees for review and validation. The first sub-committee is from Program Review. This sub-committee will evaluate the request to assess whether the request is supported by a program review report. The second sub-committee is from Team “A”. This sub-committee evaluates each request to assess whether the request addresses any of the goals of the Strategic Master Plan. Both sub-committees will record the results of their evaluation on the request.

Those requests that address a goal of the Strategic Master Plan and are supported by a program review report or have not gone through a program review are forwarded to the appropriate standing governance committee. Academic Affairs, Student Affairs, Administrative Affairs, and the Campus Wide Computer Coordinating committee receive those requests from departments that fall within their areas of responsibilities. The standing governance committees prioritize the budget requests and forward their prioritized request list to the Budget committee.

The Budget committee reviews all “Requests for Additional Funding” to determine which requests are “must dos.” The “must do” requests are defined as those that benefit a single department and are required by law, union contract, other contractual arrangements, health and safety or college commitment. Examples of “must do” requests are as follows:

- a. Legal (minimum wage, hazardous waste disposal)
- b. Bargaining unit agreement (police uniform allowance)
- c. Contractual obligation (licensing fee, maintenance agreement)
- d. Health and safety
- e. College commitment (new facility support staff)

“Must do” requests are funded each year. Although there is not a formal process to identify the institutional plan that is addressed by the request, the funded “must do” requests can be linked to a plan.

The Expanded Budget committee consists of the Budget committee, Cabinet, and the Executive committee. It also includes additional representatives from the Senate, Guild, CSEA and ASGCC. This committee was formed to provide a wider range of input into the budget process. Each June, the Expanded Budget committee meets to review the prioritized

“Requests for Additional Funding” priority lists from each standing governance committee. The Expanded Budget committee then consolidates the prioritized lists of “Requests for Additional Funding” from the standing committees and prepares a final collegewide prioritized list.

Budget reductions are required in those years when the estimated revenues are not sufficient to support the total appropriations of the preliminary budget and the “must do” augmentations. collegewide savings and budget cuts are first identified to address the deficit. If these savings are not sufficient, each functional division (President’s Office, Instruction, College Services, Administrative Services, Human Resources, and Information Technology) is given an amount to cut based on its share of the operating budget [Ref.IIID-5]. The senior administrator of each functional division is then responsible for funding his/her operations and determining internal priorities within its budget allocation and the goals of the Strategic Master Plan. The district is working on an improved process to strengthen the link of budget reductions to the Strategic Master Plan.

In those years when the estimated revenues exceed the appropriations in the preliminary budget and the funding of the “must do” requests, funding is provided to the collegewide prioritized list of budget requests developed by the Expanded Budget committee. It is through this budget process that the college has linked its financial planning to its Strategic Master Plan.

The Board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning. As the entire process is conducted within our governance process, all major constituent groups are informed at every step. The Board receives information at its planning retreat and in the budget presentations and the actual budget documents.

## **Evaluation**

The college meets this standard. The college has made great strides in strengthening the link between financial planning and the Strategic Master plan. The process allows the college to make informed and intelligent decisions related to the distribution of relatively scarce resources. Each year the college’s budget process has been reviewed and revised to improve the link between its Strategic Master Plan and its budget process. Unfortunately, for the last few budget years, the college has received insufficient revenue and has not been able to provide funding to any of the prioritized requests from the Expanded Budget committee’s list.

Although new budget requests are evaluated with the Strategic Master Plan and Program Review data, the district does not evaluate existing budgets as a rollover budget process is used.

The link of budget requests is made only with the Strategic Master Plan. Requests for Additional Funding are not reviewed for a link with other institutional plans, i.e. Technology, Human Resources, Facilities, etc.

## Plan

The college will continue to strengthen its link between its financial planning and its related institutional plans for the 2010-11 budget process.

The college will develop procedures to use the Strategic Master Plan and Program Review to evaluate and prioritize the college budget.

The college will develop a process to review and justify rollover budgets with the Strategic Master Plan and Program Review data.

### **IIID.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

#### **Description**

The college's annual budget development process begins with an assessment of the expected revenues for the new fiscal year. Revenues for the new year are estimated by the vice president of administrative services and the controller. In making these estimates, information is gathered from a variety of sources including the State Chancellor's Office, enrollment projections, and internal accounting records. This information is incorporated into an overall resource projection and presented to the Budget committee as a parameter for developing next year's budget.

The college has made a practice of using conservative and realistic estimates in its assessment of revenues. The college does not budget anticipated growth revenues until the subsequent year. As a result, all current year growth revenue goes directly into the fund balance for future years' operations and is available for budgeting after it has been earned.

The downturn in the state economy has limited the amount of new operating revenue available to the college. Growth revenues and cost of living adjustments (COLAs) are the main source of new discretionary revenue. The college is in a "mature" district that is not experiencing significant growth in population or high school graduates. As a result, its growth cap is minimal, resulting in insufficient growth revenues and unfunded enrollment. When the state is having fiscal problems and COLAs are cut, the college tries to achieve additional funding through alternative sources including the Associated Students, the Foundation, business partnerships, and grants.

The Associated Students has always supported the college's operations. Each year, the Associated Students has pledged a portion of its ASB fee to the college. This pledge has resulted in approximately \$175,000 of revenue which the college uses to balance its operating budget. In addition, the Associated Students has provided an additional \$250,000 per year to use for the debt service payment of two Certificates of Participation bond issues. The first issue in 1997 was partially used to construct the bookstore and the second was used to complete construction of our parking structure. Each year, the Associated Students also requests proposals for special college projects and will provide funding up to \$2,500 per project.

The college's Foundation has also been very supportive of the college. The Foundation has provided significant funding for the college's capital projects. Included in its contributions are a \$1 million donation from a private individual and a \$200,000 grant from the Weingardt Foundation for the Health Sciences building, funding for the electronic score board on the new football field, funding for the electronic sign where information is shared with students and the public, and a loan for the college to purchase and construct its field station in Mexico.

The college has also formed business partnerships that have given the college the ability to generate new student enrollment, enabling it to reach its growth cap. An example is the Tri-Cities Fire Academy, which is a partnership with the Burbank, Pasadena, and Glendale fire departments. The college has entered into an agreement with these agencies to provide on-going vocational training.

The college is becoming more active in competing for grants that provide relief to the college's operating budget. The college has hired a federal lobbyist, Anchor Consulting, to pursue federal funding. In addition, the college has hired a grants consultant who will be solely responsible for writing grant proposals. Recently, the college has been awarded the following competitive grants:

1. Title V Hispanic Serving Institution grants
2. NASA grant
3. Carnegie grant
4. Nursing Enrollment and Capacity State grants
5. NSF Grants

## **Evaluation**

The college meets this standard. The college's main sources of discretionary operating revenue are growth revenues and COLAs. With a low growth cap, the college does not have sufficient sources of revenue to fund its required expenditure needs each year when a COLA is not received. The college's conservative fiscal policies in estimating revenue have resulted in ending reserve balances that exceed the state's five percent recommended level.

## **Plan**

The college will continue its work in competing for grants and pursue additional business partnerships that will provide additional funding.

The district will develop a process to align proposed grants with the annual master plan goals to include total cost of ownership.

The district will continue working with federal and state lobbyists in an effort to bring additional revenue into the college.



**IIID.1.c When making short-range financial plans, the institution considers its long range financial priorities to assure financial stability. The institution clearly identifies and plans for payments of liabilities and future obligations.**

**Description**

Other than planning for the payment of its long term debt and accrued liabilities, little is done on the college's long-range financial planning because of its dependence on state revenues. Because of the uncertain nature of annual state funding for higher education, any meaningful long-range financial planning is difficult. As a result, the college develops only one year budgets. As part of developing its 2009-10 budget, the college has implemented a two-year projection of its operating budget. The college has been able to maintain its financial stability by maintaining a reserve of at least five percent of unrestricted general fund expenditures each year.

In March 2002, the college was successful in passing a \$98 million general obligation bond (Measure G) for capital construction and renovations at the college. This bond has been the primary source of funding for its long term capital projects. Each year the college submits an update to the state in the form of a five-year capital plan that is based on the overall Master Plan. Ongoing capital planning decisions are made through the governance process, primarily by the Campus Development committee.

The college has been very conservative in the issuance of long term debt. It currently only has two Certificates of Participation outstanding: one issued in 1997 for the construction of the Science Center and bookstore and a second issued in 2008 for the completion of the parking structure. In issuing these bonds, the college has always identified revenue sources for the bond payments. The 1997 issue is funded by approximately \$300,000 from the operating budget and \$150,000 from the Associated Students. The 2008 issue is funded by parking permit and Associated Student fees.

In addition to the Certificates of Participation, the college had the following long-term liabilities as of June 30, 2008.

Accumulated Employee Compensation  
Post Employment Benefits  
Early Retirement Incentive

These obligations are identified in the annual budget process, and funds are allocated on a year-by-year basis. At this time, load banking is fully reserved, and there is a reserve set up for unused vacation which is augmented by \$50,000 each year.

GASB 45 requires that Post Employment Benefits liability be included on the college's financial statements. An actuarial [Ref.IIID-9] has been prepared to estimate the college's liability of \$16 million as the total liability. The college has developed a plan for funding GASB 45 but has had a difference of opinion with the unions on whether the funding was a negotiable item that had to be agreed on at the collective bargaining table. As a result, the plan has not been implemented.

## Evaluation

The college meets this standard. The annual budget is done on a year-by-year basis with no long range financial planning other than the college's facilities master planning and its two-year projection. To assure financial stability, the college needs to implement multi-year financial planning using best available information.

With the exception of GASB 45, the college has done an excellent job in meeting its long term obligations. It has a minimal amount of bond indebtedness, and for those bonds it has issued, funding is met through identified revenue streams outside the operating budget. As of June 30, 2008, the college had reserved over \$1.8 million for its vacation and load banking liabilities.

The college had an actuarial study of its post employment benefits in compliance with GASB 45. The actuarial estimated an unfunded liability of \$16.3 million for all benefits.

## Plan

The college will incorporate its two-year projection into its budget process.

The college will continue to with the unions on funding GASB 45.

### **IIID.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

## Description

The college has institutionalized its budget development process through Board Policy BP 3110 [Ref.IIID-4], which establishes the superintendent/president as ultimately responsible for the preparation of the budget and its presentation to the Board of Trustees, and through Administrative Regulation 3110 [Ref.IIID-5] which defines the organization, development and management of the budget. All Board Policies and Administrative Regulations are posted on its Website so that they are available to all employees. The budget development policies were developed in a shared governance process. The policies were drafted in the Budget committee, and then reviewed and approved by Administrative Affairs and finally Executive committee. All of these committees are governance committees that have representatives from all major college constituencies. In addition, beginning in 2008-09, the college began having the Board define principles in developing that year's budget in a formal board action.

In developing the college's budget, a budget calendar is defined to comply with the guidelines in the California Code of Regulations and the college's policies. Specifically, the budget calendar ensures that the Board of Trustees adopts a tentative budget by June 30 and a final budget by September 15. Study sessions are provided at a board meeting prior to each budget adoption in a public session for all college employees and the community. The presentations for these study sessions are placed on the college's Website for those employees who cannot attend the board meeting and for major constituencies to review.

The development of the budget is discussed in detail in the Budget committee. In general, all revenue and expense changes proposed for the budget are reviewed and approved by the Budget committee. In addition, the Budget committee's minutes are posted on the college's Website for all employees to review.

The Budget policies define a process by which departments can request additional funds. This process requires that all new budget requests reference a Strategic Master Plan goal that will be satisfied by funding and that each request is supported by a Program Review report. Those requests that support a strategic master plan goal and are supported by a program review study are forwarded for prioritization to the standing governance committee over the division making the request. The standing governance committees include Academic Affairs, Student Affairs, Administrative Affairs and Campus Wide Computer Coordinating committee. The prioritized lists of requests for each standing committee are reviewed by an Expanded Budget committee (which includes Budget committee, Executive committee, Cabinet, and additional members from the unions, Academic Senate, and the Associated Students) and prioritized at a budget retreat. This process gives all constituencies ample opportunity to provide input.

### **Evaluation**

The college meets this standard. The college has developed budget development policies through Board Policy 3110 and Administrative Regulation 3110. These policies were developed through the shared governance process and provide appropriate opportunities for all major constituencies to participate. Budget information is disseminated to the entire college throughout the budget development process at board meetings and governance committees, and through the college's Website.

### **Plan**

The college will continue to assess its budget development processes to ensure and increase opportunities for major constituent groups to participate.

**IIID.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

**IIID.2.a Financial documents, including the budget and independent audit, reflect appropriate allocations and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### **Description**

The Final Budget document [Ref.IIID-1] reflects the cost of carrying out the district's annual operating objectives. It incorporates the availability of state and local funding and identifies the activities that will be funded. Each year annual goals [Ref.IIID-15] are identified which the college strives to attain. This approach has enabled the college to continue to make steady progress in its efforts to address the needs of its students.

All California Community Colleges are subject to certain regulations that define guidelines for operational expenditures. One of these regulations is the “fifty percent law” (Education Code Section 84362) which requires that a community college spends at least fifty percent of its operating budget on direct instructional expenditures. The second regulation is the full time faculty obligation which sets the number of full time faculty that must be employed at a community college. The college has always met these two requirements.

<u>Fiscal Year</u>	<u>50% Law</u>	<u>Faculty Obligation</u>	<u>Faculty Employed</u>
2004-05	51.64%	226	229
2005-06	51.14%	238	242
2006-07	50.51%	241	250
2007-08	51.62%	230	238
2008-09	50.85%	231	242

The college’s Controller’s Office is responsible for coordinating the annual audit [Ref.IIID-10] and responding to all audit recommendations in as timely a manner as feasible. The college has consistently received an “Unqualified” opinion stating that the college’s financial statements are accurate and that there are no material findings on internal control and financial management.

When findings are identified in the audit, the controller works with the department that has the finding to develop corrective action. Most findings are corrected within the next audit cycle.

**Evaluation**

The college meets this standard. The college has always placed a high priority on student learning and programs. Student learning and programs have consistently placed high on the Strategic Master Plan, resulting in a high priority on new funding.

The college’s careful approach to budgeting is reflected in the college’s bond ratings. The college has received an AA- bond rating from both Moody’s and Standard and Poor’s on its recent General Obligation bond issues.

The college has always been in compliance with the fifty percent law and full-time faculty obligation requirements.

The college’s audited financial statements have always indicated a high level of fiscal responsibility. The college has consistently received an “unqualified opinion” on its annual audit. When findings are stated, college staff works with departments that have received the findings to implement corrective action to ensure future compliance.

## Plan

The college will continue its processes to ensure compliance with the CCLC on the “fifty percent law” and full-time faculty obligation.

The college will continue to respond to audit findings on a timely basis.

### **IIID.2.b Appropriate financial information is provided throughout the institution.**

#### **Description**

The college regularly distributes financial information throughout the institution in a timely manner. The college has used the following methods of providing information:

1. **Financial Reports:** Each year the college prepares a tentative budget and a final budget that is presented to the Board by June 30<sup>th</sup> and September 15<sup>th</sup> respectively. These documents are provided to the Board of Trustees, Cabinet members, TOPS managers, Budget committee members, Guild, CSEA, Academic Senate, and Student Government. In addition, a public copy is on file in the library.
2. **Board Presentations:** Board presentations are conducted on both the tentative budget and final budget. Prior to these presentations, copies of the document are made available for public comment. In addition to the budget presentations, presentations are made to keep the Board and constituent groups informed on the financial health of the college. These presentations include mid-year budget reports, fiscal updates, and enrollment strategies to maximize state apportionment revenues.
3. **Board Reports:** Financial information is included each month in the Board of Trustees agenda. This information includes the following:
  - a. Listing of purchase orders issued during the month
  - b. Listing of contracts issued during the month
  - c. Listing of commercial warrants issued during the month
  - d. Summary of payroll warrants issued during the month
  - e. Agreements recommended for Board approval
  - f. Acceptance of new grant funds
  - g. Quarterly financial reports for all funds
  - h. Quarterly Status Report (CCFS-311)
  - i. Measure G Fiscal Report
4. **College Website:** The college has established a section on its Website where it posts financial information that both employees and the public can access ([www.glendale.edu/budgetinfo/](http://www.glendale.edu/budgetinfo/)). Every budget or financial PowerPoint presentation made to the Board is posted. In addition, there is an overview of the college’s budget written for both the tentative and final budgets, which are also posted.

5. Campuswide e-mails: E-mails on budget updates are periodically sent to all employees. This has been an effective method of keeping all employees informed on financial issues. This method is used extensively when state budgets are late in adoption and when potential mid-year budget cuts must be made [Ref.III.D-16].
6. Meetings: The Budget committee meets twice a month. This is a shared governance committee responsible for making recommendations for budget development and is made up of all constituent groups. Included on the Budget committee are the coordinators of the major institutional plans including the Strategic Master Plan coordinator; Program Review coordinator; associate vice president, Human Resources; and associate vice president, information technology. Detailed financial information regarding revenue and expenses is discussed with committee representatives taking the information back to their constituent groups. In addition to the Budget committee, financial information is provided on a regular basis at the following meetings:
  - a. Board meetings – See section above.
  - b. All campus meetings – Updates are made by the president and vice presidents for their area of responsibility.
  - c. Faculty meetings – Budget presentations are periodically done.
  - d. Town Hall meetings – These are scheduled when important financial information needs to be communicated to the campus. These were used in 2002-03 when the state made mid-year budget cuts and in 2007-08 to explain the financial health of the college. They were also used in 2006 and 2009 to plan the implementation of block schedules.
7. Online financial inquiry system: In 2003, the college implemented the Oracle Financial system. In implementing this system, a financial inquiry system was also implemented with a link for access on the college's Website. This system is on-line real time and provides financial information for managers and administrative staff so that they can check budget, encumbrance, expenses, and available balances for all accounts. Drill down capabilities were programmed so that users can go back to individual purchase orders, invoices, and employee charges.

## **Evaluation**

The college meets this standard. Disclosure of financial information is deemed important and is therefore practiced at the college. This information is provided in a variety of forms and venues such as Board presentations, meetings, e-mails, and the college's Website and through access to the Oracle financial system. The college has shared financial and budget information throughout, so that there is no reason for any staff member not to be informed.

## **Plan**

The college will monitor and assess its processes in disseminating financial information throughout the institution.

**IIID.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

**Description**

Recently all of the California community colleges have experienced a series of difficult financial years. The economic downturns that accompanied the burst of the dot com industry and more recently that of the housing market have had a major impact on the state's funding for community colleges. In addition, the late adoption of the state's budget has delayed funding to community colleges. All of these events affected the college's cash flow which the college has been able to weather without significantly impacting operations.

The college has been able to retain sufficient cash flow to maintain stability through its implementation of sound fiscal policies and procedures. In addition, these policies and procedures include strategies for appropriate risk management and realistic plans for meeting financial emergencies and unforeseen occurrences.

The college has been able to maintain an ending Fund Balance of at least five percent in the Unrestricted General Fund as recommended by the State Chancellor's Office. Following are the ending reserve balances and percent of total expenditures for the Unrestricted General Fund:

<u>Fiscal Year</u>	<u>Ending Balance</u>	<u>Percent of Expenditures</u>
2005-06	\$3,599,844	5.1%
2006-07	\$5,138,602	6.6%
2007-08	\$5,040,608	6.1%
2008-09	\$6,391,038	7.7%

The college has been able to maintain this balance through conservative fiscal policies and accounting practices. In 2007-08, the college strengthened its budget process by implementing a policy that requires the establishment of a five percent General Reserve as the first step of the budget process. The college's ending balance has been the primary source of funds to ensure fiscal stability and sufficient cash flow throughout the year. In addition, the college has a healthy fund balance in other funds such as the Restricted General Fund, which has on occasion provided temporary cash for operations. The Restricted General Fund has over \$2 million and the General Obligation (GO) Bond fund over \$17 million of funds available for temporary borrowing.

The college has also implemented a practice of issuing Tax Revenue Anticipation Notes (TRANS) through the Los Angeles County Pooled Financing Program each year. TRANS are short term notes issued specifically for cash flow needs. Even though the college has had to access these funds only once during 2008-09 when the State budget was late in being approved, they are still issued as a protective measure by the college. Proceeds from the TRANS are invested in a guaranteed investment contract at rates that exceed the coupon rate of the TRANS. As a result, they provide a secondary benefit to the college by providing an additional source of revenue through arbitrage.

All of the college's funds are invested with the Los Angeles County Treasurer. As a last resort, the college has the option of borrowing cash from the treasurer if additional cash is required. The college has never needed to exercise this option.

The college has an established policy on risk management through Board Policy 3551 [Ref. IIID-11]. This policy requires the following types of coverage:

1. Comprehensive liability insurance indemnifying the college's Board of Trustees, officials, employees, college agents and members of the student body, on account of injury to persons or property with a limit of \$5,000,000.
2. Fire extended coverage on the basis of 90 percent co-insurance to cover building and contents that may be damaged by fire, windstorm, hail, explosion, riot, aircraft, vehicles, smoke, etc.
3. Employees' blanket bond governing losses which would be sustained by the college through any fraudulent or dishonest act or acts committed by an employee or employees.
4. Boiler and machinery insurance policy covering boilers, water heaters, generators, other pressure vessels, and air conditioning systems against loss or damage of objects insured.
5. Workers compensation insurance covering on the job injuries to employees and volunteers.

The college is self-insured for property, liability, and workers compensation and participates in two joint ventures under joint powers agreements (JPA's) for insurance purposes: Schools Linked for Insurance Management ("SLIM") and the Alliance for Cooperative Insurance Programs (ASCIP). SLIM provides workers compensation coverage for its members, and ASCIP provides property and liability insurance and risk management services for its members. All members of the JPA's are educational institutions and pay an annual premium commensurate with the level of coverage requested. Currently, the limits of coverage are \$15 million for liability, replacement cost for property and \$3.25 million for the employee blanket bond.

The college has also contracted with ASCIP for risk management services. Three days a week a risk manager is on site to ensure compliance with major safety and environmental rules and regulations pertaining to public schools. The risk manager identifies the types and magnitude of losses and exposures inherent in the operations and recommends improvements to reduce costs and exposures. Specific areas that have been reviewed are air quality monitoring, compliance with federal and state posting requirements, hazardous material surveys, sound level studies, and safety inspections to numerous departments. The risk manager also coordinates staff training in the areas of trams and forklift operations, "back" training, and handling of asbestos.

Other actions the college has taken to address the risk management program are the following:

1. The college has been budgeting funds for handicap/safety repairs and ergonomic furniture each year from the Self Insurance Fund. These funds have been used to make sure workstations are properly equipped and the campus is safe.
2. The Safety Governance committee meets to address facilities safety, unsafe working conditions, and student accident prevention.



In addition to its General Reserve, the college budgets a contingency reserve at an appropriate level as part of its budget process. The contingency reserve is established to meet all financial emergencies and unforeseen occurrences.

### **Evaluation**

The college meets this standard. The college's fiscal policies and accounting practices have always provided sufficient cash flows and reserves to maintain stability and meet all identified obligations and financial emergencies. The utilization of the TRANS has not only provided the college with a source of cash for operations but has also provided additional discretionary operating revenue.

The college has implemented policies for appropriate levels of risk management. The choice to be self-insured for liability, property, employees' blanket bond, and workers' compensation has so far been a prudent and cost effective decision.

The contingency reserve has always been at a level to meet all financial emergencies and unforeseen occurrences.

### **Plan**

The college will develop a plan to increase reserves to provide fiscal stability during an extended fiscal crisis.

## **IIID.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### **Description**

The controller, under the direction of the vice president of administrative services, is responsible for ensuring that the college's finances are conducted in accordance with sound business practices and college policy. The college uses the Oracle Financial System to track and process all financial transactions. Separate accounts are established and maintained for all departments, including financial aid, grants and other externally funded programs. Within the Oracle system are controls to ensure that financial transactions are properly edited, approved and within budget before updating. Each user is assigned a user ID, password and access based on job responsibilities. In addition, the accounts through which each user is authorized to expend funds and a dollar limit are defined within the system. This practice ensures that all requisitions and purchase orders are properly approved. The college has also developed a financial inquiry system that is accessed through its Website so that all managers have immediate up-to-date information on their programs and departments for fiscal monitoring.

The college has implemented fiscal practices that allow effective oversight of finances. These practices include the following:

1. The controller monitors cash for each fund on a daily basis.
2. Projections of revenue, expenses, and fund balance for the Unrestricted General Fund are prepared monthly.

3. A General Obligation Bond report is prepared each month as an informational item for the Board.
4. On a quarterly basis, financial statements for all funds are produced and presented to the Board. In addition, the Quarterly Financial Status Report (CCFS-311) is provided to the Board as an early warning for financial problems.
5. On an annual basis, the financial records and internal controls are audited by an independent certified public accounting firm, Vavrinek, Trine, Day & Co.

The director of business services, under the direction of the vice president of administration has lead responsibility for overseeing the college's entry into contractual relationships for a wide variety of services. To maintain the integrity of the district and safeguard it from potential liabilities, the college has implemented policies on contractual agreements through Board Policy and the associated Administrative Regulations [Ref.IIID-13a, IIID-13b, IIID-13c]. The college also has access to attorneys whenever they are needed on contract issues.

The bookstore and the Foundation maintain their own accounting records on separate systems. The bookstore is operated by the Associated Students of Glendale Community College. A bookstore manger under the direction of the dean of student activities is responsible for overseeing the bookstore finances. The Foundation is a separate entity with its own Board of Directors. The Foundation director is responsible for overseeing its finances. Both the bookstore and Foundation are audited annually by Vavrinek, Trine, Day & Co.

All of the college's cash is invested with the Los Angeles County Treasurer. The investments are overseen by the Los Angeles County Board of Supervisors. Each month all investments are reported by type, issuer, date of maturity, par value, historical cost market value and source of valuation.

### **Evaluation**

The college meets this standard. The college's financial statements have received an "unqualified" audit opinion for each of the last six years. College programs, grant and categorical funded programs and financial aid programs are included in the audit and have all received positive reviews with no material findings.

The Foundation and bookstore have also received "unqualified" audit opinions. Over the last six years, the market value of our Foundation's endowment has grown over 152%. The bookstore, which is owned by the Associated Students, always runs a profitable operation. The Associated Students has been paying the college over \$250,000 per year for its share of a COPS bond payment issued to construct a new bookstore and the parking structure. The outstanding financial performance of the Foundation and bookstore is due to their effective oversight of finances.

The provisions implemented in the contractual agreements with external agencies are sufficient. During the last 15 years, there have not been any losses resulting from a challenge to our contracts.

### **Plan**

The college will monitor and assess its practices on overseeing externally funded programs, contractual relationships, auxiliary organizations, and institutional assets.

**IIID.2.e All financial resources, including those from auxiliary activities, fund raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

### **Description**

The Associated Students of Glendale Community College (ASGCC) is funded by the bookstore's operations and an optional student services fee. This revenue supports student clubs and co-curricular activities and provides students with organizational leadership experience that enhances their academic experience. The ASGCC budget is developed by established processes and is monitored and controlled by the ASGCC legislature under the general supervision of the dean of student activities. Requisitions for budget expenditures must be approved by the ASGCC legislature, and checks must be signed by the dean of student activities. The ASGCC financial records are included in the college's annual audit.

The Glendale College Foundation is a 501c(3) organization that raises funds for student scholarships and college programs and facilities, fosters community relationships and partnerships, and accepts donations from businesses and individuals on behalf of the college. In addition to providing student scholarships, the Foundation has identified donors that have established endowments for many college programs. The Foundation has its own Board of Directors and a separate independent audit. The Foundation has always received a clean audit.

Restricted General Fund programs which include grants are established for the purpose of providing specialized services. These services are funded by revenues collected from program participants or from revenues provided by a federal, state, or local agency. Prior to preparing a proposal to compete for a grant, a Grant Summary Sheet [Ref.IIID-12] is completed to determine whether the grant supports the overall college goals and objectives and identifies all facility, staffing, and matching needs. The Grant Summary Sheet is completed by the initiator of the grant proposal and is submitted to his/her respective vice president and to the president for approval.

### **Evaluation**

The college meets this standard. The activities of the ASGCC and Foundation as well as grants support the overall mission and goals of the college. In addition to fully funding its student activities, the ASGCC has been providing over \$250,000 in support to the college to pay for its share of Certificate of Participation (COPS) bonds that were issued to construct a new bookstore and parking structure.

The Foundation has built an endowment of approximately \$7.76 million which has enabled it to provide over \$380,000 for student scholarships each year and additional support for most divisions. It has also been the primary fundraiser for many of the college's major construction projects, including funding the scoreboard on the new athletic field and the new electronic sign as well as finding million dollar donors for the construction of both the Science Center and Nursing Sciences buildings.

The development of the Grant Summary Sheet to decide which grants are approved for application is valuable in making sure that the grant will support the college's mission and goals. The Grant Summary Sheet will also identify college resources required in satisfying a grant to determine if the grant is one that should be pursued.

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## Plan

The district will develop a process to ensure that grants applied for will achieve annual master plan goals and include total cost of ownership.

### **IIID.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

#### **Description**

To maintain the integrity of the college and safeguard it from potential liabilities, the college has implemented policies on contractual agreements through Board Policy [Ref.IIID-13a, IIID-13b, IIID-13c] and the associated Administrative Regulations. The college updates each Board Policy to comply with applicable changes in state law. Effective procedures are in place to ensure that the college staff follows these policies. These procedures include taking all contracts to the Board for approval and having semi-annual audits of its disbursements by the Los Angeles County Office of Education.

The college has instituted levels of contractual protections according to the scope of a project or purchase undertaken and the dollar value involved. The complexity and legal requirements increase proportionately to the scope of work required. In general, all contracts contain the following clauses in written agreements with external vendors. These provisions include:

1. Work to be performed or product to be delivered
2. Dollar value involved
3. Terms of payment
4. Delivery/period of performance
5. Points of awareness
6. Indemnification or hold harmless clauses
7. Insurance for all parties involved
8. Compliance with applicable laws including Section 508 of the Rehabilitation Act
9. Handling of change orders to the original contract
10. Acceptance terms of final payment and lien releases
11. Termination clauses
12. Signatures of parties involved

In addition to the above general conditions, a contract may carry special conditions and supplemental conditions outlining specific times when work can be performed. In the case of software purchases, a special list of contract items is examined. A Code of Conduct has been incorporated outlining what is acceptable conduct of a contractor's employees and contractor's obligations, should a violation of the Code of Conduct occur.

There are also various other clauses covering drug-free workplace; discrimination, workers' compensation; minority, women, and disabled veterans business enterprises; proper licensing; and bidder qualifications.

The director of business services has been a practicing attorney and has experience necessary to review all contracts wherein a possible liability can occur. All contracts are listed in the Board report and are approved by the Board, which allows a review by all campus constituencies. Finally, the college has retained legal counsel to provide outside opinion as required.

In addition to the college's review, contractual relationships are monitored by the Los Angeles County Office of Education, which requires appropriate documentation in the form of certificates of completion, proof of insurance, and ten percent retention on construction contracts held 30 days following completion of the contract.

### **Evaluation**

The college meets this standard. The college negotiates contractual agreements with external entities that are consistent with its mission and goals and governed by college policies and which contain appropriate provisions to maintain the integrity of the college with evaluation and review by legal counsel as appropriate and with final approval by the Board. As a result, the college has not had any lawsuits or complaints regarding its contracts in the last six years.

### **Plan**

The college will continue its oversight of contractual agreements to maintain the integrity of the institution and protect it from potential liabilities.

## **IIID.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

### **Description**

The college has regularly evaluated its financial management processes to make improvements. Prior to the implementation of the Oracle financial system in 2003, the college completed a process re-engineering of its financial management system. Key financial personnel formed a task force to document the current processes within the financial system and to identify areas of improvement. The results of the task force were then used in the evaluation of enterprise systems which eventually led to the purchase of Oracle.

Part of the re-engineering process was the use of focus groups to survey employees on what was good and bad about the current system. The top criticisms from the departments were that the financial screens provided were not "user-friendly," that the financial information was not timely, and that there was too much paper processing. Since users were not comfortable using the online system, they used reports that were distributed by the Controller's Office for budget monitoring. As these reports were distributed after the month end close, they were not received for at least two weeks into the subsequent month, which meant that the information was not always current. This delay resulted in many departments maintaining manual "shadow systems" to monitor their budgets. To address this problem, the college developed a financial inquiry system that was intuitive so that users would have access to up-to-date financial

information. The system provides budget information and drill down capabilities to individual invoices, purchase orders, requisitions, and employee salary charges. The system is very user friendly with only an hour of training required to teach users.

To minimize the paper processing, the college implemented the Oracle system's fully automated purchasing process, which eliminated all paperwork required prior to the issuing of the purchase order to the vendor. All requisitions items are entered online with approvals done electronically.

Each year the college is audited by an independent CPA firm, Vavrinek, Trine, Day & Co. As part of its audit, the firm reviews the entire financial system, including internal control systems, compliance with laws and regulations, and accuracy of financial systems. Findings are issued for deficiencies in the financial system, which the college corrects in a timely manner.

Besides the audit, the college requested an independent review by the Fiscal Crisis Management Assistance Team (FCMAT) in 2007. The Fiscal Crisis Management Assistance Team was brought in to the college on a request by the president for an independent review of the budget and the college's financial practices. The Fiscal Crisis Management Assistance Team produced a report with recommendations regarding district processes including the California Community Colleges Sound Fiscal Management Self-Assessment Checklist [Ref. IIID-14]. The college reviewed the FCMAT recommendation and has implemented many of the recommendations.

In 2009, the college hired its CPA firm, Vavrinek, Trine, Day & Co., specifically to review its financial processes. A report [Ref. IIID-16] was issued to which the college is working on developing a response plan.

## **Evaluation**

The college meets this standard. The college regularly evaluates its financial management processes with the goal of improving them. The college performed a process re-engineering of its financial system and improved its system through the implementation of the Oracle financial system and the development of a financial inquiry tool. The college is audited each year and corrects its findings in a timely manner. Finally, the college contracted with both FCMAT and its CPA firm to review its financial management systems and is in the process of implementing recommendations. There were thirteen recommendations on the FCMAT report, of which ten have been implemented or are in process. There were three recommendations on the Vavrinek, Trine, Day & Co. review, of which two have been implemented or are in process.

## **Plan**

The college will evaluate and implement the recommendations from the FCMAT report and the Vavrinek, Trine, Day & Company financial management system review.

### **IIID.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

#### **Description**

The assessment of the effective use of financial resources occurs at regular intervals. At the beginning of the budget development process, departments are given a rollover budget that can be re-allocated for non-permanent employee line items. Budget line items that can be adjusted to support goals of the department would include hourly budgets (except faculty), supplies, services, equipment, etc.

Budget needs that cannot be funded through a department's base allocation must be requested through the "Request for Additional Funds" form. These requests are validated by both Program Review and Master Planning to ensure that they will support a college goal and are supported by a program review study. Those requests that both support a college goal and are supported by a program review study are prioritized for funding through the college's governance process.

Program Review studies are a method for evaluation and form the basis for improvement. These studies are done every six years. Program Review studies are used in subsequent years in justifying department budget requests.

The college recently improved its method of allocation of hourly faculty budgets. Each division is provided a faculty full time equivalent (FTEF) allocation for its hourly faculty budgets. The allocation method is being reviewed, and an Enrollment Management committee has been formed to develop practices and policies to increase efficiencies.

The college also hired the Fiscal Crisis Management Assistance Team (FCMAT) to review the college's budget policies and processes, which included budget development and monitoring.

#### **Evaluation**

The college meets this standard. With the state's budget problems, the college has not had significant new revenues to fund new services or expand existing programs over and above our "exempt cost" and "must do" budget augmentations. As a result, it has not been able to test its process for funding and assessing its use of financial resources. Although it has a clear process for funding new items, it does not have such a process to evaluate the use of existing budgets, as a "rollover" budget is in place.

The college is in the process of implementing recommendations in the FCMAT report in improving its budget policies and processes.

#### **Plan**

The college continues to work on reviewing and implementing the FCMAT recommendations.

## EVIDENCE FOR STANDARD IIID

- Ref.IIID-1 2009-10 Final Budget (hard copy only)
- Ref.IIID-2 2008-14 Strategic Master Plan:  
<http://www.glendale.edu/index.aspx?page=1823>
- Ref.IIID-3 Annual Top 3 Goals 2009-2010:  
<http://www.glendale.edu/accreditation/evidence/2009-2010%20Top%203%20Annual%20Goals.pdf>
- Ref.IIID-4 Board Policy 6200 The District's Budget:  
<http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=2677>
- Ref.IIID-5 Administrative Regulation 6200 - The District's Budget:  
<http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=4912>
- Ref.IIID-6 Exempt Costs: <http://www.glendale.edu/accreditation/evidence/Exempt%20Costs%20Comparison%20IIID-6.pdf>
- Ref.IIID-7 2009-2010 Turn-Around Budget Document (hard copy)
- Ref.IIID-8 Request for Additional Funding Form (2009-2010): <http://www.glendale.edu/accreditation/evidence/Request%20for%20Additional%20Funding%20Form.pdf>
- Ref.IIID-9 GASB 45 Actuarial (hard copy only)
- Ref.IIID-10 Annual Audits (2006-07, 2007-08, and 2008-09) (hard copy only)
- Ref.IIID-11 Board Policy 3551 - Risk Management:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP3551.htm>
- Ref.IIID-12 Grant Summary Sheet (hard copy)
- Ref.IIID-13 a. Board Policy 3050 - Conflict of Interest:  
<http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=2567>  
b. Board Policy 6340 – Bids:  
<http://vision.glendale.edu/Modules/ShowDocument.aspx?documentid=2672>  
c. Board Policy 3322 Joint Group Purchasing:  
<http://netra.glendale.edu/policies&regulations/BPweb/BP3322.htm>
- Ref.IIID-14 FCMAT Report (hard copy only)
- Ref.IIID-15 Vavrinek, Trine, Day & Co. Financial Process Review (hard copy only)
- Ref.IIID-16 Sample of budget e-mails for college employees (hard copy only)



# Standard IV

*Leadership and  
Governance*

*Standard IV A:  
Decision-making  
Roles and Processes*

*Standard IV B:  
Board and  
Administrative  
Organization*



**Verdugo Fire  
Academy**

The college's Verdugo Fire Academy is a one-year program sponsored by the Glendale Fire Department. The program makes use of the college grounds, the Glendale Fire Department Training Center, and other locations such as the Chevron Oil Refinery (pictured) where students participate in lab and training exercises. The Verdugo Fire Academy has ongoing relationships with the Area C Fire Departments and the Los Angeles City and County Fire Departments, enabling the college's fire academy cadets access to a vast variety of equipment, resources, personnel and facilities. Cadets receive a well-rounded education that includes personal leadership, integrity, communication, character and personal development enabling them to become highly competent fire fighters.

Photo Credit: Anthony Bagan

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the organization. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.

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**Standard IVA****Decision-making Roles and Processes**

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The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

**Description**

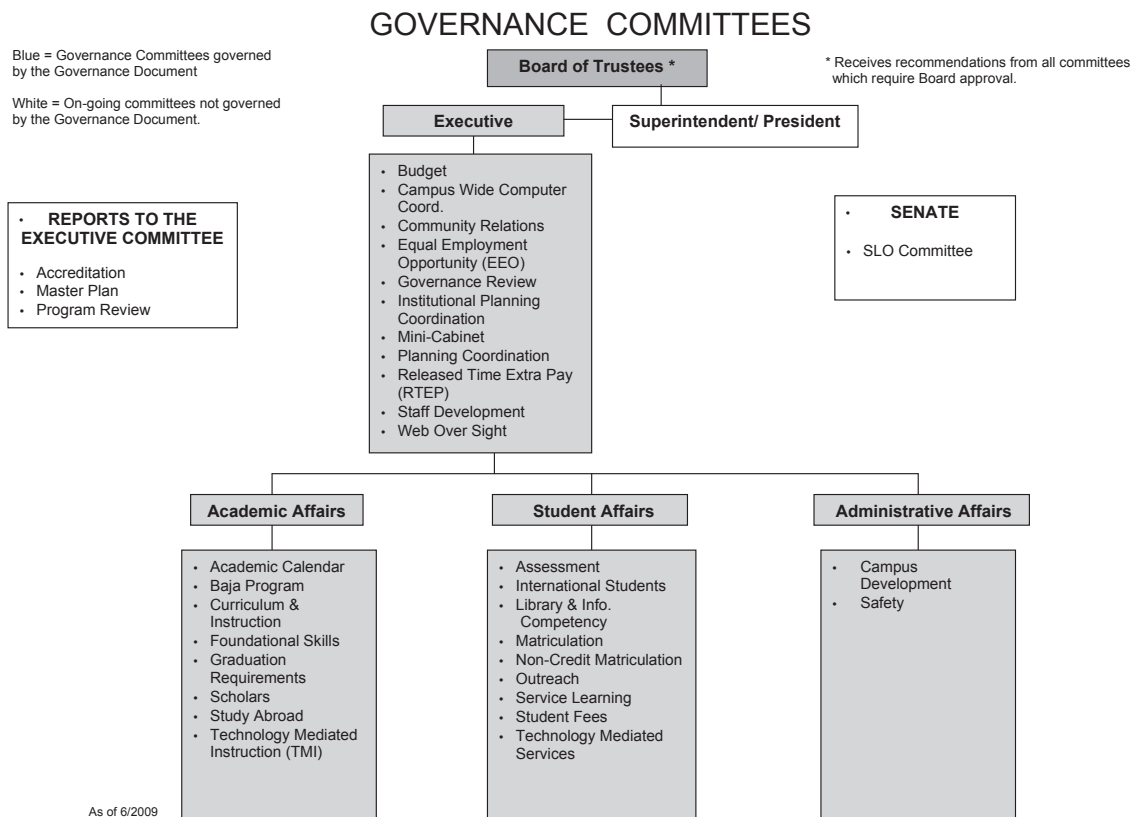
Glendale Community College (GCC) has created an environment that fosters empowerment, innovation and institutional excellence. Institutional leaders from the faculty, staff, students and administration work diligently with their respective constituencies and with each other to ensure systematic participation in discussion, planning, and implementation of college goals, plans and initiatives. Ideas for institutional improvement are solicited from all members of the campus community (including both the main campus and the Garfield campus) via formal means, such as GCC's governance process, as well as informal means, such as one-on-one discussions.

The Glendale Community College Governance Policy (Governance document), which describes the GCC governance structure and procedures, including the mission and make-up of governance committees, is designed to foster institutional improvement and participatory decision-making processes. As declared in the Governance document mission statement:

Governance is a process involving students, classified staff, confidential employees/managers, faculty and administrators in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations which the Superintendent/President carries forward to the Board of Trustees for final approval [Ref. IVA-1].

This process, which takes as its mandate “the continuing development of the institution and its mission,” and recognizes “the need for the broadest possible constituency participation and information dissemination,” is carried out through four major standing committees: Campus Executive, Academic Affairs, Administrative Affairs, and Student Affairs and their 28 subcommittees. These committees collectively are published online as the Blue List which describes the missions of existing governance committees and identifies the current membership of the committees. Members of governance committees are appointed for four-year terms by one of the following constituencies: the Academic Senate, the Guild (“Joint Faculty” are also appointed by the Guild and the Academic Senate), California School Employees Association (CSEA appointments are for two-year terms), the Administration (both for administration and manager/confidential seats), and ASGCC (appointments change each semester to correspond to student’s schedules) [Ref. IVA-2, IVA-3]. In some cases, membership is based on a position held rather than an appointment by a constituency organization (e.g., division chair seats in the Academic Affairs committee.)

The specific goals, responsibilities, workings and structure of these committees, and the governance system as a whole, are described in detail below. The relevant point, however, is that the means for significant institution-wide improvement and participatory decision making are designed into the GCC governance process itself. An overview of the governance committees may be found on the Governance Flowchart [Ref. IVA- 4].



In addition to governance committees, there are other committees which are identified on the Green List. These committees are defined as non-governance committees which are “substantial and on-going”. These may include ad-hoc committees or task forces. Non-governance committees do not report to any governance committees.

Because these committees tend to have more specialized purposes (such as the Employee Wellness & Benefit committee which is ancillary to the negotiations process or the Core Competencies taskforce which is a Senate committee) or specialized membership (such as the Strategic Master Plan committees), they do not fall into the more standardized pattern of Blue List governance committees. The maintenance of the Green List is in the early stages of development at present [Ref. IVA-5].

<b>Green List Committee</b>	<b>Reports to</b>
Accreditation Steering Committee	Superintendent/president
Catastrophic Illness	Associate vice president, Human Resources
Classified Hiring Allocation Committee (CHAC)	Associate vice president, Human Resources
Core Competencies Task Force	Academic Senate
Cultural Diversity Program	Vice president of Instructional Services
Distinguished Faculty Award	Academic Senate
Employee Wellness & Benefit Committee (aka Insurance Committee)	Bargaining units
Enrollment Management committee	Vice presidents, Instructional & Student Services
FSA Committee	Associate vice president, Human Resources
Financial Aid Satisfactory Academic Progress (FASAP)	Associate dean, Student Financial Aid Services
Flex Committee	Staff Development Committee
Gallery Committee	Division chair, Visual & Performing Arts
Instructional Hiring Allocation Committee (IHAC)	Superintendent/president & vice President, Instructional Services
Student Services Hiring Allocation Committee (SSHAC)	Superintendent/President & Vice president, Student Services
Master Plan Committee	Campus Executive committee
Parker Award Committee	Academic Senate
Program Review	Vice president, Instructional Services
Quality in Distance Education task force	Academic Senate and Academic Affairs committee
Research Across the Curriculum (RAC)	Library and Information Competency Committee
Supplemental Instruction program: Ann Reed Award	Supplemental Instruction program coordinator
SLOAC Committee	Academic Senate
Sabbatical Committee	Superintendent/president

Science Center Committee	Physical Science division meetings & dean, Instructional Services
Student Equity Committee	Academic Senate
Writing Across the Curriculum (WAC)	Vice president, Instructional Services

However, the means of affecting decisions on campus are not limited to the committee system. Individuals can bring forward ideas for institutional improvement through five separate avenues: at the division level; to the Academic Senate; through their respective unions; via the Associated Students of Glendale Community College (ASGCC); and directly to the appropriate dean or vice president.

The first avenue for faculty to bring forward input is at the division level. Division chairs at Glendale Community College are elected faculty who administer their division. Individuals can discuss ideas and opinions with the division chair, with the chair bringing them forward either directly to the appropriate agency on campus or to the Academic Affairs Committee (the appropriate governance committee). There are also monthly division meetings that provide another avenue for faculty and staff to bring forward ideas for institutional improvement [Ref. IVA-6]. Faculty in Student Services can make recommendations to their division chairs or department managers who in turn can take them to the Student Affairs committee.

Individuals can also bring forward ideas for institutional improvement to the Academic Senate. Each division elects one Senator (for a total of fifteen), while another eight are elected at large by all faculty. In addition, an academic adjunct Senator is elected at large by adjunct faculty. This representation thus combines division interests with faculty-wide concerns in addressing academic and professional matters [Ref. IVA-7, IVA-8].

In addition to the standing committees and the Academic Senate, faculty and staff may contact union leadership to make suggestions for institutional improvement in the area of wages and working conditions. The faculty union (Glendale Community College Guild) and classified union (Classified Schools Employees Association-CSEA) have direct input into institutional policies through their contract negotiations and through their power to appoint members to committees, as well as their role in the Campus Executive committee (CEC), the governance committee with the highest authority in making recommendations to the Board of Trustees [Ref. IVA-1].

The most effective means for students to bring forward ideas for institutional improvement is through the Associated Students of Glendale Community College (ASGCC). The elected students serve on all of the governing bodies that conduct policy decisions on campus. Students can present ideas directly to their elected student representatives at the weekly meetings of student government, and students can have a more direct impact by running for office. The ASGCC is a very active organization on campus, with an important financial role as well as its governance function. For example, the ASGCC owns the campus bookstore; funds student activity groups, faculty project grants and student scholarships; and has partially underwritten the remodel of the J. W. Smith Student Center and construction of the new parking structure.

Lastly, staff can bring ideas directly to administrators on campus. Glendale Community College, being a single-college district, has the advantage of direct contact between

administrators and both faculty and staff. It is not unusual for faculty to meet directly with the vice-presidents to discuss issues of institutional improvement and for the vice presidents to then bring those issues to the appropriate committee or the academic senate. The personal nature of Glendale Community College is one of its defining features and allows for significant dialogue among the many constituencies that comprise the campus community.

Thus, GCC has established the relationship between governance and decision-making for the staff, faculty, administrators, and students to allow them to take initiative in improving the practices, programs, and services in which they are involved. However, the governance process has experienced considerable change with the arrival of a new president in July 2006, who replaced a well-respected leader who had served as the college president for 21 years. In addition, other key positions experienced new leadership due to retirements and administrative vacancies. Between 2007 and 2009 all three vice presidents retired and were replaced, and in 2009, the president resigned and was replaced by an interim president.

The transition to the new leadership in 2006 proved to be a difficult one for the college. Many faculty felt that established procedures of shared governance were being ignored and labor negotiations between the district and the faculty union (the Guild) became difficult. In a series of surveys, faculty were critical of the president's communications skills. Over time, the faculty became increasingly critical of the Board of Trustees as well [Ref. IVA-9].

The former president, who served between 2006 and 2009, believed that even though she attempted to work within the parameters of previous practice, difficulty and frustration arose. In an interview with the accreditation team, she indicated these difficulties arose in part as a result of the existing governance process not being in line with written policies. The president also indicated that her directive from the board was to move the college towards compliance with written policies, as well as state and regional accreditation expectations [Ref. IVA-10, IVA-11].

The changes in administrative leadership were coincident with a new approach by the Board of Trustees in which the board became more actively involved in the college's affairs. This new orientation sparked criticism that the board had overstepped its proper role, especially when relations between faculty leadership and the new administration worsened.

In response to these difficulties in governance, in the fall of 2008 the superintendent/president and the Academic Senate decided to invite outside mediation (known as 'technical assistance') from representatives of the Academic Senate of the California Community Colleges and the Community College League of California. The team visited the campus on January 30, 2009 and met with members of the faculty, staff, administration and Board of Trustees. Subsequently the team sent the superintendent/president and Academic Senate president a report with recommendations for improving participatory governance at the college. The four main recommendations of the report were that the college should:

1. Invite an external facilitator to provide team building and communications training.
2. Develop a culture of mutual respect.
3. Adopt a board policy specifying the roles and responsibilities of faculty, staff, and students in participatory governance.
4. Encourage the participation of the Board of Trustees in annual development activities that review its roles and responsibilities [Ref. IVA-12, IVA- 13].

The difficulties experienced between the new administration and the faculty on the one hand and the recommendations of the technical assistance team on the other suggested that a common understanding of the shared governance system and the Governance Document was lacking. Accordingly, in the summer of 2009, the Campus Executive committee proposed to the Board of Trustees a new board policy defining the roles of the various constituencies in the campus decision-making process. This new Board Policy 2510, Participation in Local Decision-making, drew more explicitly on the California Education Code and Title 5 of the California Code of Regulations to define the decision-making relationship between the Board of Trustees and the superintendent/president, the Academic Senate, Guild, CSEA, ASGCC, and administrators and managers. The Board of Trustees adopted the policy on September 14, 2009 [Ref. IVA-14].

Further implementation of the recommendations of the technical assistance report began in June, 2009. A team of outside facilitators (a former senate president and a current president of a California community college) held a series of workshops with the individual constituency organizations to promote improved communications among the constituencies of the college. In October 2009, a campus forum was held to discuss the results of these workshops in order to promote a common understanding of governance and improved communications and trust. In November, 2009, the facilitators submitted their report which was taken up by the Academic Senate and the Campus Executive committee. As of this writing, these bodies were reviewing the report for implementation of appropriate recommendations [Ref. IVA-15].

## **Evaluation**

One of the great resources of GCC has been its strong tradition of shared governance embodied in the Governance document. However, with new leadership and a change in board approach, the basis for the common understanding of shared governance deteriorated. Aggressive steps were taken to clarify governance relationships by developing policies and reestablishing mutual trust and understanding. These steps were taken by utilizing technical assistance and the subsequent facilitation process. Accordingly, Glendale Community College exceeds this standard, for not only has it established participative processes, it has also used those processes to surmount major institutional difficulties.

## **Plan**

The college will build on the recommendations of the technical assistance plan and the facilitation team to clarify governance relationships and promote trust by an ongoing self-evaluation process of the state of shared governance, including an annual leadership survey.

As it has done for the past several years, the Campus Executive committee will continue to review board policies, administrative regulations and existing governance practices in light of California law and regulations.

The Board of Trustees will continue to participate in annual development activities.

**IVA.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

### **Description**

The Glendale Community College Governance Policy (Governance document) is published on the GCC Website. The Governance document establishes a broad-based representative governance system that facilitates participatory decision making. All campus groups have clearly defined roles in the process, giving each constituency a substantial voice in the planning and implementation of policies related to their areas of interest and expertise. Thus each of the constituency groups (students, classified staff, faculty, management/confidential employees and administrators) has defined representation on governance committees. The relationship of the Board of Trustees and the superintendent/president to the governance committees is specified. The special status of the Academic Senate in academic and professional matters is also noted, as is that of the Guild and CSEA in collective bargaining.

In addition, the newly passed Board Policy 2510, Participation in Local Decision Making, specifies the relationship between the Board of Trustees and the superintendent/president on the one hand and on the other the Academic Senate, the Guild, the classified staff, students, administrators and managers in participation in developing policies and procedures [IVA-14].

### **Evaluation**

The college meets this standard through its Governance document and new Board Policy 2510 - Participation in Local Decision Making.

### **Plan**

The Governance Review Committee will continue to review the Governance document and make recommendations for change as needed.

The Governance Review Committee will monitor the implementation of Board Policy 2510.

**IVA.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibilities and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

### **Description**

The Governance document and Board Policy 2510 establish the process for faculty, administrator, student and staff participation in governance and policy making. The keystone of this process is the Campus Executive Committee (CEC). The CEC is comprised of the college president, who chairs the committee, the vice presidents of Instruction, Student Services, and Administrative Services, the associate vice president of Human Resources, the Academic Senate president, the Guild president the California School Employees Association



president, and the president of the Associated Students of Glendale Community College. The other three main standing governance committees (Academic Affairs, Administrative Affairs, and Student Affairs) report to it, as do all of their subcommittees. The CEC in turn reports directly to the superintendent/president and it is the CEC – through monthly meetings – that empowers administrators, faculty, staff and students to be active participants in leading the institution toward its mission of excellence.

As the keystone of the governance process, the CEC operates to fulfill the guiding principle embodied in the governance mission statement, i.e., the active involvement of students, classified staff, confidential employees/managers, faculty and administrators in decision-making and planning. The CEC reviews and approves, amends, or rejects actions taken by the other standing committees and their subcommittees. Therefore, its decision-making jurisdiction embraces the entire spectrum of campus decisions. The CEC recommendations to the board are, in the words of the Governance document, “carrie[d] forward to the Board of Trustees for final approval” by the superintendent/president. However, in the event that urgent action needs to be taken, the superintendent/president is authorized to do so without the approval of the CEC under specified conditions in the Governance document [Ref. IVA-1].

Specific aspects of institutional planning and policy-making are delegated by the Master Plan committee to the three standing committees: Academic Affairs, Student Affairs, and Administrative Affairs. Each of these committees allows institutional management to be examined by those with the knowledge base and institutional understanding to produce recommendations reflecting core institutional values. Committee members are aware of the issues concerning the constituency that appointed them to the governance committee and are given the task to vote according to the agenda of their constituency. This awareness is enhanced by well-established reporting procedures and guidelines (e.g., the Senate FAQ on participation, Guidelines for Guild Appointees and the CSEA page on governance representation) [Ref. IVA-16, IV-17, IV-18].

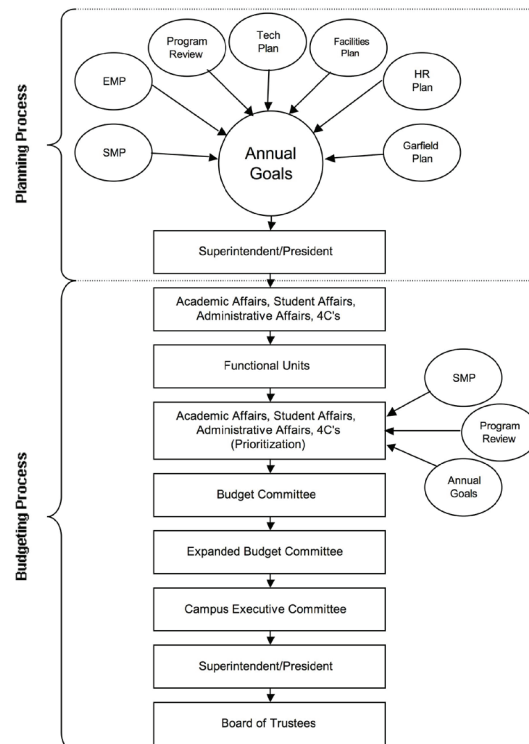
In cooperation with the Academic Senate, the Academic Affairs committee is responsible for the academic integrity and excellence of the institution. Academic Affairs, according to its mission statement, “recommends plans, policies, and procedures to the Executive Committee in support of the instructional activities of the college.”<sup>1</sup> It meets monthly and is chaired by the vice president of Instruction, and, as is the case with all Glendale Community College governance committees, has broad campus representation: five faculty appointments, two staff classified appointments, the co-chair of the Curriculum and Instruction committee, fifteen division chairs (who are faculty elected by each academic division), three student representatives appointed by the ASGCC, and ten administrators (the two deans of Instructional Services, dean of Student Services, associate vice president of Instruction, four associate deans of Instruction, associate dean of Instructional Technology, and an administrator from Administrative Services). The composition of this committee ensures that all constituencies involved in instruction at the institution have a means of effecting campus decisions in this area [Ref. IVA-1, IVA-2].

The second of these standing committees is the Student Affairs committee. Responsible for areas of direct student services, this committee also meets monthly. This committee, according to its mission statement, “recommends plans, policies, and procedures to the Executive Committee in support of the range of student services needed to assist students in attaining their educational objectives.”<sup>2</sup> Student Affairs is chaired by the vice president

of Student Services and is comprised of the division chair of student services (an elected faculty member from this area), nine other faculty representatives, two classified staff representatives, ten administrators, and three ASGCC representatives [Ref. IVA-2].

The Administrative Affairs committee meets regularly throughout the year and is chaired by the vice president of Administrative Services. The mission statement for this committee states that it: “recommends plans, policies, and procedures to the Executive Committee to ensure the smooth fiscal operation of the college.”<sup>3</sup> The Administrative Affairs committee is comprised of: four faculty, three classified staff, six administrators, and three ASGCC officers [Ref. IVA-2].

Academic Affairs, Administrative Affairs, and Student Affairs, are also an integral part of the budget process which is linked to the college’s Strategic Master Plan. The integration of planning with budgeting begins when the Master Planning committee, which includes representatives from the three governance committees as well as representatives of all the campus constituencies, establishes budget priorities based on the Strategic Master Plan and recommends these to the superintendent/president who accepts or revises this list and returns it to the vice presidents who chair the three major governance committees. The vice presidents then refer the budget priorities to the areas they supervise with instructions to link their budget requests to the budget priorities established by the Master Planning committee and the superintendent/president. The submitted requests are then referred to the budget sub-committee of the Master Planning committee for review to assure that the requests do meet the budget priorities. The items that meet this standard are then referred to the Program Review committee to establish whether the request is supported by Program Review validation reports. Items which meet both standards are then referred back to the three major governance committees to be prioritized. Upon completion of this step these budget requests are submitted to the Budget committee. After review by the Budget committee, these requests are referred to the Expanded Budget committee, consisting of the Budget committee, the Administrative Executive, and the Campus Executive which meets to establish the final priorities.



## **Planning and Budgeting Process**

(from the Planning Handbook)

To clarify planning and budgeting, the Planning Booklet and Planning Handbook were developed to summarize the planning and budget process, and work towards defining linkage between planning, budgeting, program review and student learning outcomes [Ref. IVA-19].

As is evident from above, the role of the Budget committee is central to the budgeting process. The mission statement for the Budget committee outlines the process for institutionally integrated planning and budgeting. It states:

The Budget subcommittee is responsible for monitoring the budget development process and the ongoing implementation of the annual college budget. This committee is responsible for setting priorities within both short-term and long-term income and expense expectations.

The budget process begins with units preparing a recommended budget for their specific area. A participatory process is used within each unit to ensure that requests are responsive to campus needs and reflect established goals and objectives of the college. The units' requested budgets are forwarded to the appropriate Vice-President of Administrative Affairs, Student Affairs, and Academic Affairs. The Vice-Presidents then forward area budget priorities to the Budget Subcommittee which is charged with recommending to Campus Executive Committee a complete budget proposal. The superintendent/president is responsible for presentation of the final budget proposal to the Board of Trustees.

Under the direction of the Vice President of Administrative Services, administrative services personnel will produce the various fiscal documents requested by the budget subcommittee, the Board of Trustees, and various state agencies. Statutory regulations and deadlines, relative to budget development, must be adhered to [Ref. IVA-20].

Representation on the Budget committee accords with the pattern of all governance committees: two faculty, two classified staff, two students and four administrators. Non-voting resource representatives from Human Resources, Program Review, Planning and the student government are also part of the committee.

The Board of Trustees also participates in the budget process by annually defining principles for budget development in a formal board action [Ref. IVA-21].

## **Evaluation**

Glendale Community College meets this standard. The college has a broad-based representative governance system involving faculty, administrators, students and staff who have a substantial voice in creating institutional policies, developing planning goals, and shaping the budget. The Budget committee has representation from all significant constituencies (as with all the governance committees).

In the past, there was concern that some budget decisions were insufficiently linked to the strategic master plan and program review. However, since 2006, there has been increasing linkage of these elements, culminating in the revision to Administrative Regulation 3110, The District's Budget, which linked budgetary requests to both the strategic master plan and program review [Ref. IVA-22].

To promote further the linkage of planning, budgeting, program review and student learning outcomes, the college has created an Institutional Planning Coordination committee (a governance committee which reports to the Campus Executive committee) whose function is to both promote the linkage of the various plans and their ongoing self-evaluation processes. This committee began operation in the fall of 2009.

## **Plan**

The Expanded Budget committee will continue its efforts to foster the links between budget and planning. The new Institutional Planning Coordinating Committee will define its mission.

### **IVA.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations for student learning programs and services.**

#### **Description**

Student learning programs and services at Glendale Community College are developed by faculty and academic administrators by means of the Academic Affairs committee, the Student Affairs committee, the Academic Senate, and program review. Academic and professional matters are addressed by both the Academic Senate and the Academic Affairs committee. The division of labor between the Senate and Academic Affairs is delineated in the Mutual Gains document. This document adapted the college's shared governance system to changes in the California Code of Regulations, Title 5, which specifies academic and professional matters in the areas of policy development which require consultation between the Academic Senate and the Board of Trustees. These functions are commonly referred to as the 10 + 1<sup>4</sup> [Ref. IVA-23].

The Academic Senate, the Academic Affairs committee and the Student Affairs committee facilitate the development of academic programs and services that meet state-mandated regulatory standards, articulation and transfer, and the core values of the college mission statement:

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

- providing an extensive array of student services and learning tools, including state-of-the-art technology, to assist students in all aspects of their college experience;
- creating a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner [Ref. IVA-24].

According to the Academic Senate constitution, the purpose of the Academic Senate is ...to represent the faculty in the formation of policy on academic and professional matters.... It is the duty of the Senate to address, either directly or through its designated committees, all matters pertaining to the educational well being of the college, to develop and establish faculty positions on all such matters and to inform all relevant constituencies, inside and outside the college, of these positions [Ref. IVA-5].

In the past several years, the Senate has been instrumental in developing policies in the following areas: Student Learning Outcomes Assessment Cycles (SLOACs) at the course, program and institutional levels; the adoption, revision or deletion of board policies and administrative regulations; grading policies; the orientation of new faculty; the adoption of new majors; and the hiring procedure for instructional and student services faculty, to name but a few. The Academic Senate has also established task forces to propose policies regarding the feasibility of a Middle College High School program and the review of graduation requirements. Jointly with the Guild, another task force has made recommendations for the revision of tenure-track faculty procedures.

The Academic Affairs committee, with input from its various subcommittees (including, for example, Curriculum and Instruction, Foundational Skills, and Study Abroad, etc.) is responsible, in cooperation with the Academic Senate, for the academic integrity and excellence of the institution. As with all GCC governance committees, it has broad campus representation which includes members of the faculty, staff, administration, and students. The composition of this committee ensures that everyone involved in instruction at the institution has a means for making campus decisions in this area [Ref. IVA-2].

With guidance and input from campus divisions and the Academic Senate, Academic Affairs reviews existing academic programs, and reviews and approves course revisions and new course proposals which are forwarded from its Curriculum and Instruction (C&I) subcommittee. C&I reviews and makes recommendations for new courses, majors, certificates, etc. It also ensures that curriculum complies with community college standards and recommendations. In 2007-2008, Curriculum and Instruction approved 60 new courses, reviewed 95 courses with proposed substantive changes, and deactivated 54 courses from the curriculum. [Ref. IVA-25].

The Academic Affairs and Student Affairs committees, in coordination with the Academic Senate, also maintain oversight of SLOACs and program review. Student learning outcomes are developed by faculty with area-specific knowledge to describe the knowledge, skills and values expected of students who complete specific classes and academic programs. The SLOs have assessment tools that faculty use to make student evaluation more meaningful, benefit teaching, and improve student learning. The college is moving forward with an SLO plan and timeline to meet the commission's fourth level rubric requirement of *Sustainable Continuous Quality Improvement* in 2012.

Program review enables faculty and administrators to assess learning programs and services. Program review is overseen by the Program Review committee which consists of a faculty coordinator and program manager (who administer and coordinate the program), the associate dean of Research and Planning (who provides data and technical support), five faculty, one classified staff, one administrator, one representative of Administrative and Student services, and one representative of Instructional Technology and Human Resources.

GCC's program review process includes the self-evaluation of approximately 90 instructional, student support service and administrative programs on a six year reporting cycle. Through data and/or service analysis, SLO assessment and relationship to the college's mission and Strategic Master Plan goals, programs provide evidence for resource needs and stated program plans. Independent validation of these reports is performed by trained teams that additionally rate each program's resource needs. These ratings are then forwarded to the budget committee. Discussions regarding shortening the reporting cycle are progressing, and piloting the new online document in 2009-2010 will help to promote this effort.

The primary responsibility for recommendations about student services is assigned to the Student Affairs committee. The broad reach of Student Affairs in recommending policy is demonstrated by its various subcommittees: Assessment, International Students, Library and Information Competency, Matriculation, Non-Credit Matriculation, Recruitment/ Outreach, Service Learning, Student Fees/Tuition and Technology Mediated Services.

### **Evaluation**

Glendale Community College meets this standard. Appropriate participation by faculty, classified and administrators in the Academic Affairs committee, the Student Affairs committee and the Academic Senate ensures joint responsibility for the academic integrity and excellence of the institution for student learning programs and services. While the Academic Affairs committee has more of a curriculum focus and the Student Affairs committee has a student services focus, the Senate has a broader academic and professional focus. All three campus entities have broad representation to ensure that everyone involved at the institution, and, in particular, the faculty, has a means of making campus decisions regarding student learning programs and services [Ref. IVA-2].

### **Plan**

The college will monitor faculty, staff and administrator perceptions of levels of participation in its annual leadership survey.

**IVA.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

### **Description**

The college has a governance structure which encourages its faculty, staff, students and administration to participate in the decision-making processes that affect the college,

as described in detail above. These processes are largely defined by the Governance document which establishes a broad-based representative governance system that facilitates participatory decision making. Faculty, administrators, students and staff all have defined roles in the process, giving each constituency a substantial voice in the planning and implementation of policies related to their areas of interest and expertise. The process empowers administrators, faculty, staff and students to be active participants in leading the institution toward its mission of excellence. Approximately 225 different individuals participate in governance committees (not including student members). Attendance at the four standing committees (Campus Executive, Academic Affairs, Student Affairs, and Administrative Affairs) is usually over 80 percent. Classified staff are also able to attend committees meetings.

There are a variety of avenues that promote effective communication. The widespread participation in governance committees itself is a vital conduit of information. As previously mentioned, the constituency organizations (including the Academic Senate, the Guild, CSEA and ASGCC) have reporting mechanisms for their appointees to report back to the parent organization. A detailed summary of governance decisions, the Governance Update, is reported monthly by e-mail and posted online.

Monthly faculty meetings also afford opportunities for the administration, the Academic Senate, and the Guild to address the faculty on issues of importance and also allow for other presentations, such as current developments in the implementation of SLOACs. There are also occasional question-and-answer periods with the superintendent/president and the vice-presidents at the faculty meetings. During the immediate past president's tenure, the format of faculty meetings was changed to deemphasize the role of the superintendent/president and increase opportunities for presentations.

Monthly division meetings provide another means for faculty to discuss division policies as well as hear reports from their division senators. The administration, CSEA, Guild, and the Academic Senate also are afforded opportunities to report at Board of Trustee meetings [Ref. IVA-26].

The campus publication, *Chaparral*, distributed online and in print, is another avenue of communication. Columns by the presidents of CSEA, the Classified Council<sup>5</sup>, the Academic Senate, and the Guild allow employees to keep up not only with their own organizations, but also with the other employee organizations as well. *Chaparral* also covers stories of topical interest, e.g., the accreditation process and the recent changes in administrative leadership.

The GCC Website is very informative as to the governance issues/decisions affecting the campus, and is easily accessible to all campus constituencies. The Governance Website contains the names of all committee members as well as the minutes of governance committee meetings, both current and archived. Additionally, the Website provides guidance through links on governance best practices, frequently asked questions, special resources for committee chairs and recording secretaries, etc. [Ref. IVA-27].

While there are many avenues of communication to the general GCC community, there has been a lack of direct communication with the classified staff. Previously, there was no regular and far-reaching meeting (such as the faculty meetings) to update the classified staff on current information about budget, governance, and other pertinent issues. This may have contributed to misunderstandings and miscommunication of facts among classified staff. However, the college has moved to rectify this situation by holding regular meetings for classified staff beginning

in the summer of 2009. Another change in recent years was the bi-annual Student Services Convocation, which helped spread information about programs and services.

## Evaluation

Glendale Community College exceeds this standard because of its aggressive and proactive response to institutional challenges.

The transition in administrative leadership in 2006 described previously has presented major new problems for cooperative governance at the college. Thus, in the 2008 and 2009 Leadership Surveys, only 35-40% of respondents agreed that "Campus Leadership... work together for the good of the institution." In 2009, only 25% of full-time faculty and 14% of adjunct faculty agreed with that statement [Ref. IVA-9].

There are, however, other strong signs of the continued vitality of the governance system and the desire of all parties to work together cooperatively. Examples of this vitality and spirit include:

- Despite the recent conflicts, all constituencies strongly supported the statement that "Governance works effectively" at the college in the 2008 Campus Views survey. This survey was conducted in December of 2008 [Ref. IVA-9].
- The college was proactive in responding to governance problems by requesting technical assistance from the Academic Senate of the California Community Colleges (ASCCC) and the Community College League of California (CCLC). Action was taken by the superintendent/president, Academic Senate, the Campus Executive Committee and the Board of Trustees to enable the visit [Ref. IVA-28, IVA-29, IVA-30].
- The technical assistance report itself concluded with the following observation:  
During the technical assistance visit, faculty, staff, administration, and board members expressed a sincere desire to improve the functioning of the district to benefit students. The evident level of passion and emotion among all involved reveals a strong connection to the district. Their commitment to the college and district they represent and their desire to move forward bode well in their effort to establish clear policies on participatory governance that will allow the district to function in an atmosphere of collegiality and clarity [Ref. IVA-8].
- The college responded promptly to the technical assistance report. A motion was passed by the Academic Senate and adopted by the Campus Executive committee to search for facilitators to conduct workshops on communication and team-building. The Campus Executive Committee approved the team in a special meeting on May 19, 2009 [Ref. IVA-31, IVA-32].
- Between July and October 2009, the facilitation process was conducted with meetings of the various constituency leadership groups (the Board of Trustees, the executive committees of the Academic Senate, the Guild, the CSEA, and administrators) and the team of facilitators. In October of 2009, a campus forum was held to discuss the assessment and recommendations of the facilitation team. In November, 2009, the facilitation team submitted its report and the Academic Senate and the Campus Executive committee promptly reviewed its recommendations for possible action.
- The college implemented a new board policy on participation in local decision-making (2510) which explicitly responded to the recommendations of the technical assistance report [Ref. IVA-12, IVA-34].



- The college continues to focus on student success, as evidenced in myriad ways throughout this self-study.

With regard to effective communication, there has been some concern on the part of administrators that the dissemination of information about the decisions of governance committees is overly reliant on the Governance Update and that important decisions need to be communicated more formally and consistently at division meetings. Also, as a result of the discussions of the accreditation steering committee, President Lindsay has agreed to reorganize the faculty meetings to enhance the role of the superintendent/president.

On a lesser scale, obtaining quorums at the subcommittee level has been an occasional problem since no action may be taken without a quorum. The Governance Review committee is presently monitoring and addressing this issue. Student attendance of governance committees has been a problem in the past, but the ASGCC legislature has implemented a system of alternate committee members, which has helped improve consistent attendance by ASGCC student committee members [Ref. IVA-35].

### **Plan**

The college will implement the recommendations of the technical assistance report and the facilitation process.

The college's Governance Review Committee will continue its work to improve attendance at subcommittee meetings.

Campuswide classified staff meetings (comparable to faculty meetings) will continue to be held on a regular basis.

**IVA.4 The institution advocates and demonstrates honesty and integrity in its relationship with external agencies, it agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

### **Description**

Glendale Community College is an institution that has demonstrated honesty and integrity in its relationship with external agencies. The college has complied with all Accrediting Commission requirements in a timely fashion, such as the annual report and substantive changes report. GCC has put forth an ongoing effort over the past several years to address the commission's 2004 recommendations through dialogue, planning, and ongoing evaluation to improve college processes. In response to the 2004 Accreditation visit, the college organized a task force to develop a linkage plan for budget, planning and program review. Subsequently, GCC hosted the president of the Accreditation Commission to familiarize campus personnel with the Commission's accreditation process (March 2008), began work on the Educational Master Plan (fall 2005), and prepared and submitted a Focused Midterm Report (winter 2007) [Ref. IVA-36, IVA-37, IVA-38].

The college has also widely disseminated information and developed dialogue about accreditation by means of presentations at faculty meetings, board meetings, and on its Website which prominently features a link to accreditation resources on its home page. For example, the 2004 Self-Study and 2007 Focused Midterm Report have been the basis for much campus discussion and were made available on the college Website and in print.

College personnel have attended commission training as required. Further, college personnel also attended CCLC and ASCCC accreditation training workshops and conferences annually to enhance knowledge and relevancy.

The superintendent/president, the accreditation liaison officer, administrators, key staff, steering committee members, and standards chairs attended training workshops sponsored by the Commission to acquire the information needed to prepare the self study. The release time for full-time faculty and stipends allocated to several adjunct and other faculty working on accreditation indicates the college's support for the accreditation process. The immediate past president was a team leader on two accreditation site visits using the new accreditation standards in addition to participating on numerous teams under the prior standards. The current interim president also participated in two accreditation site visits. Many additional members of the college administration have served on recent accreditation teams. Finally, the college is also currently considering the adoption of a new board policy on accreditation to formally demonstrate its commitment to the accreditation process.

The College has a successful working relationship with several federal, state and private agencies such as the Board of Registered Nurses, the United States Department of Commerce, the Jet Propulsion Laboratory, the National Science Foundation, the Western States Athletic Conference, the California Student Aid Commission, and the United States Department of Education. In these relationships, the college has complied with all relevant standards, policies and reporting requirements. The college shared two United States Department of Education Teaching American History grants with the Glendale Unified School District. The fact that a second grant was awarded speaks to the success of the college in adhering to the standards and policies of the U.S. Department of Education.

GCC has also worked collaboratively with other federal and state agencies concerning grant opportunities and meeting stringent ongoing reporting requirements, e.g., the Verdugo School to Career Coalition (local grant oversight for K-14) and the Los Angeles-Orange County Regional Consortium (LAOCRC) oversight for Career Technical Education, Perkins grant funding and Tech Prep programs.

### **Evaluation**

GCC has worked diligently to address the Accreditation Commission's recommendations and thus meets this standard. We are committed to a vision of continuous self-improvement. In the most recent report to the Accreditation Committee, the Focused Midterm Report, GCC demonstrated that it had met or made significant progress on the ten recommendations. This document was made available to the campus electronically via the GCC Website, and was presented at a faculty meeting and to the Board of Trustees in January 2007. The college is committed to the process in an effort to ensure the highest quality of education and services the college provides for its students and we diligently prepared the 2010 self study.

## Plan

The college is committed to continuing its positive relationships with the accrediting agency and external agencies by complying with all regulations and recommendations required within these collaborations.

The Institutional Planning Coordination Committee will incorporate accreditation goals into its mission.

**IVA.5 The role of leadership of individuals and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

## Description

The Governance Review committee, which reports directly to the Campus Executive committee, is the primary mechanism for the regular evaluation of college governance and decision-making. Its mission statement is to:

1. Recommend revisions and updates of the Governance Document every 3 years or sooner as needed;
2. Ensure that the Governance Document and its committee structure are being followed properly;
3. Educate the campus community on the Governance Document and Governance policies
4. Advise Campus Executive regarding any violations of the Governance Document;
5. Propose policies and regulations that affect the governance process;
6. Perform surveys every other year, beginning in 2009, of the campus community regarding the function of Governance [Ref. IVA-39a, IVA-39b, IVA-39c].

The Strategic Master Plan committees (Master Planning committee (Team A) and Planning Resource committee [Team B]), have also engaged in a self-review of their decision making processes and in their work. Recommendations about the process led to revisions of the committee composition. The review of the committee work has led to revisions in operations. The new Strategic Master Plan calls for an assessment of every strategy in the plan. The Strategic Master Plan is assessed annually, and now has an evaluation and revision cycle [Ref. IVA- 40].

Information about institutional performance in the area of governance and decision-making is updated regularly. Campus Views (published periodically between 1986 and 2002, but, beginning in 2007, published annually) and the Leadership Survey (published in 2007 and 2008) explicitly address accreditation standards and, in particular, the standard on governance. Each of these areas of institutional evaluation and review, as well as planning for improvement, is distributed to faculty, staff, administrators, and students. The Strategic Master Plan is published and distributed to the administration for use in planning [Ref.IV-41]. It is also available to all constituencies on the college Website. Campus Views and the Leadership Survey are distributed to administrators, faculty leaders, and staff. They are also available online at the institutional planning Website [Ref. IVA-41].

## Evaluation

Glendale Community College meets this standard. The Governance Review committee's longstanding primary mission is the evaluation of governance and the recommendation of improvement. The committee reports on a regular basis to the Campus Executive committee. Minutes of the Governance Review committee are maintained on the governance web page. Actions of the committee are also broadcast to the entire campus monthly in the Governance Update (and a record is also maintained on the governance Webpage) [Ref. IVA-22].

Campus Views and the Leadership Survey have provided detailed information about the opinions of faculty, staff and administrators on the performance of governance and decision-making. This information has been crucial in the evaluation of the change in leadership at the college and has pinpointed areas of concern and improvement. In part, it was the survey data which led to the call for technical assistance by the superintendent/president and the Academic Senate [Ref. IVA-7].

## Plan

The college will continue to publish the Leadership Survey annually and will use the results to improve governance at all levels.

## EVIDENCE FOR STANDARD IVA

- Ref. IVA-1 Governance Document: <http://www.glendale.edu/index.aspx?page=1759>
- Ref. IVA-2 Blue List: <http://www.glendale.edu/index.aspx?page=1514>
- Ref. IVA-3 Governance Best Practices: <http://www.glendale.edu/index.aspx?page=3499>
- Ref. IVA-4 Governance Flowchart: <http://www.glendale.edu/index.aspx?page=3595>
- Ref. IVA-5 Green List: <http://www.glendale.edu/index.aspx?page=450>
- Ref. IVA-6 Division Meeting Minutes:  
<http://www.glendale.edu/accreditation/evidence/Division%20Chair%20Minutes.htm>  
Academic Affairs minutes: <http://www.glendale.edu/index.aspx?page=356>
- Ref. IVA-7 Academic Senate constitution:  
<http://www.glendale.edu/index.aspx?page=3650>
- Ref. IVA-8 Academic Senate by-laws: <http://www.glendale.edu/index.aspx?page=3649>
- Ref. IVA-9 Leadership Surveys 2008 & 2009; Campus Views 2007 & 2008:  
<http://research.glendale.edu/html/reports/index.html>
- Ref. IVA-10 Technical Assistance Report:  
<http://www.glendale.edu/accreditation/evidence/Tech%20Assistance%20Visit%20Report%201.09.pdf>
- Ref. IVA-11 Audre Levy Interview by Darren Leaver (hard copy only)
- Ref. IVA-12 Description of technical assistance: <http://www.asccc.org/Resources/Tech.htm>
- Ref. IVA-13 Letter from Levy and Queen re: Technical Assistance:  
<http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Letter%202008%20A-13.doc>

- Ref. IVA-14 Board Policy 2510 - Participation in Local Decision Making  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4189>
- Ref. IVA-15 Facilitation Report, November, 2009:  
[http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Final%20Facilitation%20Report%2011-09%20\(2\).pdf](http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Final%20Facilitation%20Report%2011-09%20(2).pdf)
- Ref. IVA-16 Senate FAQs: <http://www.glendale.edu/index.aspx?page=3767>
- Ref. IVA-17 Guild Representative Guidelines:  
<http://www.glendale.edu/index.aspx?page=2543>
- Ref. IVA-18 CSEA Representative Guidelines:  
<http://netra.glendale.edu/csea/Representativeinfo.htm>
- Ref. IVA-19 Planning Handbook:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4268>
- Ref. IVA-20 Blue List, Budget Committee:  
<http://www.glendale.edu/index.aspx?page=1514>
- Ref. IVA-21 Board of Trustee minutes, April 20, 2009, Resolution 24 - Principles for the Preparation of the 2009-2010 Budget (pp. 42-43):  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2712>
- Ref. IVA-22 CEC Agenda, June 16, 2009:  
<http://netra.glendale.edu/staff/governance/executive/minutesarchive.htm>
- Ref. IVA-23 Mutual Gains document:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5167>
- Ref. IVA-24 Glendale Community College Catalogue, 2009-2010, page 9:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2748>
- Ref. IVA-25 GCC Curriculum Handbook:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5189>
- Ref. IVA-26 Governance Update: <http://www.glendale.edu/index.aspx?page=1758>
- Ref. IVA-27 Governance Webpage: <http://www.glendale.edu/index.aspx?page=121>
- Ref. IVA-28 Academic Senate Motion 2008-42, Minutes of May 29, 2008:  
<http://netra.glendale.edu/senate/Minutes/2007-2008/08-05-29%20un.htm>
- Ref. IVA-29 Technical Assistance request letter from Levy and Queen:  
<http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Letter%202008%20A-13.doc>
- Ref. IVA-30 Board of Trustees minutes:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2728>
- Ref. IVA-31 Senate Motion 2009-21, Minutes of April 2, 2009:  
<http://www.glendale.edu/modules/ShowDocument.aspx?documentid=4463>
- Ref. IVA-32 Campus Executive Committee minutes:  
<http://netra.glendale.edu/staff/governance/executive/minutesarchive.htm>
- Ref. IVA-33 Facilitation Report, November, 2009:  
[http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Final%20Facilitation%20Report%2011-09%20\(2\).pdf](http://www.glendale.edu/accreditation/evidence/Technical%20Assistance%20Final%20Facilitation%20Report%2011-09%20(2).pdf)
- Ref. IVA-34 Campus Executive Committee minutes, June 16, 2009:  
<http://netra.glendale.edu/staff/governance/executive/minutesarchive.htm>
- Ref. IVA-35 Governance Review Committee minutes, June 2, 2009:  
<http://netra.glendale.edu/staff/governance/govreview/minutes.htm>
- Ref. IVA-36 March 18, 2008 Visit by Dr. Barbara Beno:  
<http://www.glendale.edu/accreditation/evidence/Beno%20Visit%20Mar.08%20Ref.IVA-36.doc>

- Ref. IVA-37 2006-2011 Educational Master Plan:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4267>
- Ref. IVA-38 Focused Midterm Report, 2007:  
<http://www.glendale.edu/index.aspx?page=1279>
- Ref. IVA-39 a. Governance Survey:  
<http://www.glendale.edu/accreditation/evidence/Governance%20Survey.doc>  
b. Governance Survey Results:  
<http://www.glendale.edu/accreditation/evidence/Governance%20Survey%20Results%202009.pdf>  
c. Governance Survey Results Summary:  
<http://www.glendale.edu/accreditation/evidence/Gov.Review%20Survey%20Results%20Summary%200809.doc>
- Ref. IVA-40 Strategic Master Plan committee revision cycle: <http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4269> (p.5)
- Ref. IVA-41 Strategic Master Plan, 2008-2014:  
<http://www.glendale.edu/index.aspx?page=1823>
- Ref. IVA-42 Academic Affairs Webpage: <http://www.glendale.edu/index.aspx?page=356>
- Ref. IVA-43 Student Affairs Webpage: <http://www.glendale.edu/index.aspx?page=357>
- Ref. IVA-44 Administrative Affairs Webpage:  
<http://www.glendale.edu/index.aspx?page=358>
- Ref. IVA-45 Classified Council Webpage: <http://www.glendale.edu/classifiedcouncil/>

#### **(Endnotes)**

<sup>1</sup> The activities of the Academic Affairs committee include the following:

1. Develops the instructional component of the College Master Plan
2. Prioritizes budget recommendations for the instructional area
3. Establishes the academic calendar in cooperation with the Guild
4. Works cooperatively with the Academic Senate regarding Graduation Requirements
5. Works with the library to develop instructional resources
6. Establishes and regulates study abroad programs
7. Guides management of the Baja Program and Field Studies
8. Develops and administers the Instructional Computing Plan
9. Submits recommendations in areas of curricular and academic standards to the Academic Senate for concurrent review and recommendation to the Executive Committee, as appropriate [Ref. IVA-42]

<sup>2</sup> The activities of the Student Affairs committee include the following:

1. Develops the College Services component of the College Master Plan
2. Prioritizes budget recommendations for the College Service area
3. Reviews and recommends policy relating to students
4. Designs and implements an evaluation of the effectiveness of the delivery systems of College Services
5. Develops and administrates the College Services Computer Plan
6. Maintains responsibility for the college catalogue [Ref. IVA-43]

<sup>3</sup> The activities of the Administrative Affairs committee include the following:

1. Develops the Administrative Services Component of the College Master Plan.
2. Prioritizes budget recommendations for the Administrative Services area.
3. Identifies college fiscal resources.
4. Develops the process and calendar for preparation of annual budget requests.
5. Coordinates and distributes the college's annual calendar.
6. Collects and integrates all cost center budget information into the annual budget request, and ensures that the goals and priorities reflected therein are those in the College Master plan.
7. Develops and administers the Administrative Services Computer Plan.
8. Makes fiscal recommendations [Ref. IVA-44]

<sup>4</sup> Title 5 defines the 11 academic and professional matters as:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

<sup>5</sup> The mission of the Classified Council is defined on its web page as: an organization for classified staff, confidential employees and management. Professional growth, networking and social activities are sponsored by Classified Council as well as philanthropic opportunities that benefit students. [REF. IVA-45]

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college district/systems clearly define the organizational roles of the district/system and the colleges.

**IVB.1** The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

#### Description

##### ***Policies establishing Board responsibility for student programs and services***

The Glendale Community College District is governed by a Board of Trustees whose legal duties and responsibilities are defined in the California Education Code and Title 5 of the California Code of Regulations. Board Policy 4024, Educational Philosophy, identifies the philosophy that defines GCC programs. The policy states that GCC is:

...dedicated to the education of its students as productive individuals and responsible citizens in a changing world. It extends a range of educational opportunities to all who can profit from its offerings. Its students, teachers, and administrators join in the task of developing and improving curricula which will best meet the personal, academic, and vocational needs of each individual [Ref.IVB-1].

In addition, the board is guided by Board Policy 2200, Board Duties and Responsibilities, which specifies how it develops and adopts policies, procedures, and regulations for the governance of the district, in consultation with appropriate constituency groups, to facilitate decisions that support student learning, programs, and services, and to improve institutional effectiveness. Board Policy 2200 also identifies the board as having final oversight of district expenditures and budget [Ref.IVB-2].

The development of policies, procedures and regulations by the Board of Trustees to assure the quality, integrity and effectiveness of student learning programs and services is also evident from the ongoing revision of existing board policies, the college Mission Statement, and Strategic Master Plan. In 2007, the college began to systematically review all of its board policies and administrative regulations and approved Board Policy 2410, Policy and Administrative Regulations, which outlines a cycle for reviewing existing board policies. Minutes from the 2007-2009 board meetings indicate that board policies are reviewed, discussed and updated on a regular basis. The college has assigned a staff member to research potential policy and regulation revision and track any changes [Ref.IVB-3].



The board also revised and approved Glendale Community College's Mission Statement on March 17, 2008. Board Policy 1200, District Mission, states:

Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society" [Ref.IVB-4].

In 2007, the college also revised Board Policy 5010, Student Services Mission Statement, which recognizes that:

...there are many activities and programs outside of the classroom that enhance the learning process...[and] provides advocacy and access for all persons who wish to attend the college... Consequently, numerous student programs have been established to serve the needs of a diverse population and move students towards the attainment of their goals" [Ref.IVB-5].

The board also reviewed and approved the college's Strategic Master Plan at its May 2009 meeting. Special presentations were also made to the board on the technology, human resources, and facilities plans in June of 2008 [Ref.IVB-6a, IVB-6b, IVB-6c].

At its August 24, 2009 meeting, the Board of Trustees approved a contract with the KH Consulting Group to provide educational master planning services. These services were described as follows: "The firm will provide services including gathering of information through external and internal scans in an effort to prepare an educational master plan that encompasses existing programs as well as programs the college should consider offering in the future." The educational master plan will be submitted for review by the board in the 2009-2010 academic year [Ref.IVB-7a, IVB-7b].

### ***Policies for selecting and evaluating the Superintendent/President***

Board Policy 2431, Superintendent/President Selection, in its entirety, states: "In the case of a superintendent/president vacancy, the Board of Trustees shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations."

In April 2005, the Board of Trustees adopted a policy defining the search process referred to in Board Policy 2431. (This supplemental policy did not have the status of either a board policy or an administrative regulation.) This policy created the Board of Trustees Advisory Hiring Committee (BTAHC) for the hiring of the superintendent/president and was used for the presidential search in 2006. The BTAHC was formed with representation from the faculty, the administration, the classified staff, the student body, the community, and two members of the Board of Trustees who were non-voting on this committee. The details of the hiring committee and process are contained in the document "CEO Hiring Process Proposal for GCC" [Ref.IVB-8, IVB-9a, IVB-9b].

In the spring of 2009, it became necessary to appoint an interim superintendent/president. At the May 18, 2009 Board of Trustees meeting, the Academic Senate president brought a proposal

from the Campus Executive committee for a formal process for hiring the interim position [Ref. IVB-10a, IVB-10b, IVB-10c]. After discussion, the trustees declined to adopt the process, arguing that time constraints and urgent budget considerations necessitated quick action. Accordingly, they appointed the new interim superintendent/president at that meeting. Additionally, in September 2009, in anticipation of hiring a permanent superintendent/president, the Board of Trustees reviewed and revised the “CEO Hiring Process Proposal for GCC.”

Board Policies 2200 and 4315, Evaluation Program for Administrative and Management Personnel, call for the evaluation of the superintendent/president by the Board of Trustees, but only very sparingly in one sentence. Two proposals for a separate and more detailed policy are currently being considered. The first, Board Policy 2435, Evaluation of Superintendent/President, was proposed at the Campus Executive committee in July 2009 and received two readings before the Board of Trustees. At the request of the Academic Senate, the Board of Trustees tabled this proposal while the senate developed a second proposal [Ref.IVB-11].

### **Evaluation**

The college meets this standard. The college has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. The college has written board policies and regulations codifying the operations of the campus. Since 2007, the college has been working to review and revise all existing board policies.

### **Plan**

The college will continue to review and revise board policies in a continuous, ongoing cycle of improvement for presentation to the Board of Trustees for approval.

The college will consider adopting the “CEO Hiring Process Proposal for GCC” as an administrative regulation.

The Board of Trustees will consider adoption of a formal policy for the board’s evaluation of the superintendent/president.

In addition to a policy on a search process for permanent hires, the college will create a policy for hiring interim superintendent/presidents in the future.

**IVB.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

### **Description**

The Board of Trustees is composed of five members of the community elected at large by qualified voters of the district. Additionally, the President of the Associated Students of Glendale Community College serves as a student trustee and casts an advisory vote. The five elected board members serve staggered four-year terms and must reside in the district. Current members of the board reflect the ethnic and gender diversity of the community. The

current elected board is composed of two Armenian-Americans, two European-Americans, and one Latina.<sup>1</sup> The board consists of three females and two males. The trustees also bring varied professional and educational backgrounds. Its members include three educators, one business executive, and a public relations executive. Three trustees are immigrants. This mirrors the large immigrant population of Glendale and the surrounding area. The longest serving trustee has been in office since 2001, while the newest trustee was elected in April 2009 [Ref.IVB-12, IVB-39a, IVB-39b].

Two board policies address the issues of public interest and conflict of interest by board members. First, Board Policy 2715, Ethical Responsibilities of the Board of Trustees, states:

Board members must recognize that they are responsible to all residents of the district and not solely to the constituencies that supported their election. Board members must carefully balance the advocacy of constituent needs with broader district concerns. Board members recognize that the primary duty of the board is to represent the entire community while maintaining their independent judgment, unbiased by special interests or other politically active, narrowly focused groups [Ref. IVB-13].

Second, Board Policy 2710, Conflict of Interest, defines and describes the district's policy on conflict of interest [Ref.IVB-14].

## **Evaluation**

By many measures, the board is representative of the public interest. However, administrators, faculty and staff have been critical of the board's ability to "defend...the institution from undue influence." Evidence of this criticism can be found in the 2008 and 2009 surveys which were conducted to monitor the performance of the college's governance institutions, including the Board of Trustees.<sup>2</sup> These perceptions dovetail with the findings of the March 2009 Technical Assistance report (previously described in standard IVA), which suggested that relations between the faculty, staff and middle-level administrators on the one side and the president and the board on the other were marked by distrust, with actions on the part of the past president and the board viewed with suspicion by other groups [Ref.IVB-15a, IVB-15b, IVB-15c].

To alleviate this distrust and suspicion and at the suggestion of the technical assistance report, the college utilized two external facilitators to hold meetings with all constituent groups to promote communication. After meetings with each constituency group's leadership, a general meeting of all interested faculty, staff, administrators and trustees was held in October 2009 and a written report was issued [Ref. IVB-15d, IVA-15e].

Also, to further clarify roles, Board Policy 2510, Participation in Local Decision Making, which formally defines the relationship between the board, the Academic Senate, the faculty and staff unions, the students, the administration, and the superintendent/president, was adopted by the Board of Trustees in September 2009. Consequently, the college meets this standard [Ref. IVB-16, IVB-17].

## Plan

The college will strive to improve communication among all campus constituencies.

The college will continue to review its board policies and administrative regulations with a view to clarifying relationships among those constituencies.

By means of its educational master planning activities, the college will obtain data on the opinions of the surrounding communities about the college to aid in a discussion of the public interest.

### **IVB.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

#### **Description**

Board expectations for the quality, integrity, and improvement of student learning programs and services are addressed by Board Policy 1200, District Mission, and the board-approved Glendale Community College Strategic Master Plan (adopted May 2009)[Ref. IVB-4].

In the winters and springs of 2007 and 2008, the board formulated its goals, which included a focus on quality and improvement of student learning programs and services. (In 2009, the goal formulation process occurred in the fall.) These goals, in particular “enrollment and retention of students” and “institutional effectiveness and student success,” reflect the college’s mission statement. Additionally, the board has been active in the review and revision of existing board policies relevant to the quality, integrity, and improvement of student learning programs and services. The goals of the Board of Trustees and the Strategic Master Plan are consistent, are fully integrated, and fulfill the expectations of Glendale Community College’s Mission Statement [Ref. IVB-18a, IVB-18b, IVB-18c, IVB-18d].

Since the accreditation mid-term report, considerable effort has been undertaken on campus to establish policy to link student programs and services and the resources necessary to support them. With the support of the board, the following actions elucidate these links:

- The Office of Research and Planning makes periodic reports to the Board of Trustees on performance in various areas (e.g., the Accountability Reporting for the Community Colleges report)
- Every fall the Strategic Master Planning committee (Team A) conducts meetings that include presentations of master plans by facilities, human resources, technology, etc.
- Annually, program reviews align themselves with Strategic Master Plan goals, core competencies, and data from the Office of Research and Planning.
- The Instructional, Classified and Student Services Hiring Allocation committees (IHAC, CHAC, SSHAC) use data from the office of Research and Planning and program review to justify new hires.
- In the fall, the Strategic Master Planning committee meets to establish budget priorities for the coming year.

- In the spring, the Budget committee and the Expanded Budget committee consider the Strategic Master Plan and program reviews in deciding which programs to augment.
- The Strategic Master Plan coordinator periodically reports to the Campus Executive committee and the Board of Trustees.

As previously mentioned, Board Policy 2715, Ethical Responsibilities of the Board of Trustees, and Board Policy 2710, Conflict of Interest, are the institution's formal statements that describe board expectations for the basic integrity of student learning programs and services. Board Policy 4020, Curriculum Development, assigns responsibility to the Curriculum and Instruction committee for educational programs, including new and revised courses. The 6000 series of Board Policies monitors financial integrity through such policies as Board Policy 6400 (Audits) [Ref.IVB-13, IVB-14, IVB-19, IVB-20].

Also, as indicated previously, the college has been systematically reviewing and, when necessary, revising college policies since 2007. For example, in 2008-2009, the college strengthened its budget process by adopting Administrative Regulation 6200, The District's Budget, that sets a goal of a five percent General Reserve. [Ref. IVB-21] Administrative Regulation 6305 on district reserves was revised by the Budget committee and adopted by the Campus Executive committee in the summer of 2009. The regulation states "that the District shall strive to maintain a beginning balance of 5% and to maintain the 5% balance throughout the year." [Ref. IVB-22a, IVB-22b]

### **Evaluation**

The college meets this standard. The college has been actively reviewing and revising policies to promote student learning and services.

### **Plan**

The college will continue to review and revise board policies as necessary and make recommendations accordingly to the Board of Trustees.

The college will review the new educational master plan and improve its student learning programs and services as appropriate.

### **IVB.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

#### **Description**

The Board of Trustees derives its authority and duties from the California Education Code, section 70902. The board has ultimate responsibility for the educational quality, legal matters, and financial integrity of the college. Evidence for this may be found in the Board of Trustee agendas and minutes. For illustrative purposes, actions from the board meeting of May 18, 2009 are categorized below.

<b>Educational Quality</b>	<b>Legal Matters</b>	<b>Financial Integrity</b>
Approval of the 2008-2014 Strategic Master Plan	Legislative Update	3 <sup>rd</sup> quarter budget balances
Grant of tenure to probationary faculty	Guild & District proposed openers for collective bargaining agreement	Measure G fund balances
Establishment of an international trade center program	Conference with labor negotiators	Temporary Inter-fund cash borrowing
Approval of a new international business professional certificate	Appointment of interim superintendent/president	Warrants, purchase orders & contract listings
Grant of sabbatical requests		Budget revisions and appropriations transfers
		Approval of agreements with private companies

The Glendale College “Governance Flowchart,” posted on the GCC Governance webpage, also show the Board of Trustees to be the final responsible party for the approval process in campus matters. The board delegates authority for day-to-day operations to the President [Ref. IVB-23, IVB-24].

### **Evaluation**

The college meets this standard. The Board of Trustees exercises final authority on district policies and contracts, legal and budgetary matters, and personnel decisions within parameters set by district policy and state statutes.

Dialogue has taken place in public meetings between the board and the various participatory governance groups about the role of the board in campus affairs. The Technical Assistance report (March, 2009) suggested that the board’s role in day-to-day campus affairs has been viewed with distrust by faculty, staff, and middle-level administrators. On the other hand, the 2008 Leadership Survey indicates that over 80% of campus constituencies believe that campus leadership has a defined role in the governance process and that all campus constituencies work together for the good of the institution. This suggests that the fundamental principles of shared governance are alive and well and that college constituencies are open to the recommendation of the Technical Assistance report when it states: “Everyone’s [governance] role needs to be better understood and respected. ...” [Ref.IVB-15a, IVB-25].

As indicated previously, steps have been taken to define governance roles in Board Policy 2510 and to improve communication among constituencies through meetings with the facilitation team and through the October 2009 campus forum [Ref. IVB-16].

## **Plan**

As recommended by the technical assistance report, the college will continue its audit of existing practices and procedures.

The Governance Review committee will monitor the impact of Board Policy 2510.

The state of collegiality on campus will be monitored through the annual leadership survey.

### **IVB.1.d The institution or governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure and operating procedures.**

#### **Description**

Board policies and administrative regulations are published on the board's portal on the college website. Board Policies 2010 (Board Membership), 2015 (Student Member), 2200 (Board Duties and Responsibilities), and 2410 (Policy and Administrative Regulations) address the board's size, duties, responsibilities, structure, and operating procedures. Additionally, Articles 8 and 9 (Series 8000 and 9000) of the administrative regulations describe internal board operations and bylaws of the board. All of these documents are available to the public on the Board of Trustees website under "Board Policies Administrative Regulations" [Ref.IVB-26, IVB-27, IVB-28, IVB-29].

As referred to above, the college and the Board of Trustees are in the midst of a revision of board policies and administrative regulations. In addition to substantive revisions, the college has chosen to renumber policies and regulations to conform with the numbering system of the Community College League of California. The college's Website maintains both the old and the new numbering system in the interim [Ref. IVB- 30].

#### **Evaluation**

The college meets this standard. All board policies and administrative regulations are published on the Board's portal on the college Website.

## **Plan**

The college and the Board of Trustees will monitor the revision and implementation of board policies to avoid confusion about what current policy is.

The college will monitor the implementation of the new numbering system for board policies and administrative regulations to provide clarity about current policy.

**IVB.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**Description**

In October 2007, the board established Board Policy 2410, Policy and Administrative Regulations, which outlines a system for evaluating and revising board policies on a regular cycle. Section 3 of this policy states:

Policies of the board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. Policies of the District on an annual basis will be systematically reviewed by the board and noted on the policy. Policies will be brought to the board for review and discussion (First Reading) and returned for a Second Reading (with any additions, deletions, or corrections made by the board at the time of the First Reading). The board may require additional readings before adopting or amending any policy [Ref. IVB-3a].

The minutes of nearly every board meeting since 2007 indicate that the board is continuously working on revisions of board policies.

The board's self-evaluation is mandated by Board Policy 2745, Board of Trustees Self-Evaluation. This policy states:

The Board of Trustees is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To that end, the board has established the following processes: The board shall determine the instrument or process to be used in board self-evaluation at the Fall Board Retreat. Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field. The process for evaluation shall be recommended to and approved by the board. If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to the superintendent/president/board secretary [Ref.IVB-31].

**Evaluation**

The board minutes indicate that the board acts in a manner consistent with its policies and bylaws. Board actions are final and are not subject to the actions of any other entity. The major recommendation related to Standard IV in the 2007 Focused Mid-Term Report was a mandate that the board regularly review and revise its policies. This task is ongoing with over 100 policies completed since 2007 [Ref.IVB-32].

In the Leadership Surveys of May 2008 and March 2009, only 30-40% of the respondents (with an opinion) felt that the board acted in a manner consistent with its policies. On the other hand, while the evidence abundantly supports the fact of that regular review and revision of the board's policies occur, only 35-40% of respondents perceived that the board regularly reviewed and updated its policies. This discrepancy may lend credence to the



observation in the technical assistance report that “actions on the part of the [past] president and the board which might be readily accepted in a different climate are generally viewed with suspicion and tainted with the label of ‘micromanaging.’” [Ref. IVB-25, IVB-33]

As previously indicated the board is aware of these perceptions and agreed to a series of meetings conducted by outside facilitators aimed at improving communications and relationships among all constituencies.

The college has more precisely defined the roles of the board vis-à-vis the faculty, staff, students, and administrators in Board Policy 2510, Participation in Local Decision-Making. Discussion of roles has also occurred during the board policy review and revision process. The college constituencies have also participated in workshops on communication. Accordingly, the college meets this standard.

### **Plan**

The Board of Trustees will continue to participate in board development activities such as the Effective Trustee workshop sponsored annually by the Community College League of California.

The college will review the facilitation report and implement recommendations as appropriate.

**IVB.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **Description**

The Governing board has an established program for board development and new member orientation in Board Policy 2210, Officers, and Board Policy 2740, Board Education. Board Policy 2210, under “Duties of Board Members,” states that the board shall orient new board members by:

1. Ensuring each new board member is provided the opportunity to participate in a new board member orientation program;
2. Utilizing the expertise of new trustees and making them feel part of a team;
3. Encouraging them to attend local college and civic functions;
4. Getting to know the new board members;
5. Assigning each new board member to a “Board Member Sponsor,” as experienced board members can help the new board members “learn the ropes.” [Ref. IVB-34]

Furthermore, Board Policy 2740, Board Education, states:

The Board of Trustees is committed to its ongoing development as a board and to a board member education program that includes new board member orientation. To that end, the board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster board

member education. Board and individual board member education may include board retreats, informational board meetings, attendance at state and national conferences, and readings on trusteeship. members of the board are encouraged to attend, at district expense, meetings and conferences relating to post-secondary education. The expected benefit of attendance should be commensurate with the expense and contribute to the board member’s continued development [Ref. IVB-35].

Board elections are described in Board Policy 2100, Board Elections, which provides for the continuing membership of the board. Members of the board serve for four years, and elections are held every two years so that the terms of the board members are staggered. Therefore, at every election, a minimum of 40% of the board members will continue to serve their last two years, with the remainder beginning their first two years [Ref.IVB-36].

Board Policy 2110, Vacancies on the Board, provides for continuity of membership should a member need to vacate the offices. The staggered terms of board officer positions are addressed in Board Policy 2210 and interpreted as “officer rotation” (President, Vice-President, and Clerk). Each board member only serves one year as a particular officer for the board, and these elections are held during their annual organizational meeting [Ref.IVB-37, IVB-34].

### Evaluation

The college meets this standard. The governing board has an established program for board development and new member orientation. The board has included board training as part of its retreats and consultants are also utilized on an individual basis (such as representatives from the Community College League of California and the Academic Senate of the California Community Colleges.) Board members are encouraged and supported to attend meetings, conferences, and workshops that contribute to their professional development as members of the board.

Recent board meeting minutes indicate there have been presentations of information that also serve board development and new member orientation.

### 2008-2009 Board of Trustees Meeting Presentations

Presentation	Date
<ul style="list-style-type: none"> <li>• Exploration of Middle School</li> </ul>	July 21, 2008
<ul style="list-style-type: none"> <li>• City of Glendale Campaign Finance Reform Regulations</li> <li>• PeopleSoft Implementation</li> <li>• Study Session: Board Goals, Roles , &amp; Agendas (presented by a representative of the Community College League of California)</li> </ul>	August 25, 2008
<ul style="list-style-type: none"> <li>• Introduction of New Faculty &amp; Staff</li> </ul>	September 15, 2008
<ul style="list-style-type: none"> <li>• Exploration of Middle College High School (joint meeting with Glendale Unified School District Board of Education)</li> </ul>	September 23, 2008
<ul style="list-style-type: none"> <li>• Governance at GCC</li> </ul>	October 20, 2008

<ul style="list-style-type: none"> <li>• Glendale College Foundation Update</li> <li>• Legislative Update</li> <li>• The Budget, the College and the Future</li> </ul>	November 17, 2008
<ul style="list-style-type: none"> <li>• GCC: Statewide Accountability Reporting</li> </ul>	December 15, 2008
<ul style="list-style-type: none"> <li>• Fiscal Update</li> </ul>	January 26, 2009
<ul style="list-style-type: none"> <li>• Participating Effectively in District and College Governance</li> </ul>	January 30, 2009
<ul style="list-style-type: none"> <li>• Strategic Master Plan 2008-2014</li> </ul>	February 23, 2009
<ul style="list-style-type: none"> <li>• Board Orientation</li> <li>• Media Training</li> </ul>	May 15, 2009
<ul style="list-style-type: none"> <li>• Recognition of the Patrons Club</li> <li>• Recognition of Faculty Attaining Tenure Status</li> <li>• ASGCC 2008-2009 Achievements</li> <li>• Legislative Update</li> </ul>	May 18, 2009
<ul style="list-style-type: none"> <li>• Presentation of 2009-2010 Tentative Budget</li> </ul>	June 15, 2009
<ul style="list-style-type: none"> <li>• Recognition of Ms. Ovsanna Khachikian, ASGCC president and student trustee</li> <li>• Recognition of Spring 2009 and Fall 2009 ASGCC Legislatures</li> <li>• Introduction of the 2009 John Davitt Awardees</li> <li>• Recognition of the 2008-2009 CSEA, Guild, and District Negotiations Teams</li> <li>• Accreditation Presentation</li> </ul>	June , 2009

## Plan

The Board of Trustees will continue to participate in board developmental activities as described above.

The superintendent/president will develop a handbook for new trustees.

### **IVB.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.**

#### **Description**

The board has a self-evaluation process which is defined by Board Policy 2745. The instrument of self-evaluation is defined in Administrative Regulation 9280, Trustee Evaluation. In the spring, the self-evaluation is administered and the results are discussed among the board members and are used to identify accomplishments in the past year and to determine goals for the following year [Ref.IVB-31, IVB-38].

#### **Evaluation**

The college meets this standard. The self-evaluation process has been followed since 2007.

The results of the self-evaluation were discussed by the board members during the spring and were used to update its annual goals. The self-evaluation for 2009 was completed in September 2009 [Ref.IVB-39a, IVB-39b].The board feels the self-evaluation process is relatively effective but is looking for ways to improve it. In 2008, in addition to the board’s self-evaluation process, the college conducted a campus-wide Leadership Survey. The information from both efforts was then used to help shape the board goals and other activities (e.g., board consultant services and technical assistance for the campus). The board intends to review its existing self-evaluation instrument to make it more effective [Ref.IVB-25].

In order to make their performance more transparent, in the summer of 2009, board agenda packets included the board minutes of the previous meeting. In the past, such minutes were only available online.

### **Plan**

The instrument of board self-evaluation should be analyzed to determine if it is an effective tool.

The Board of Trustees will consider incorporating the annual Leadership Survey into the self evaluation.

A summary of the results of the self-evaluation will be shared with the campus to improve communication between the members of the board, the various campus constituencies, and the community.

Board Policy 2745 will be revised to create a clear timetable for the self-evaluation to take place and the timetable should be followed.

### **IV B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

#### **Description**

Board Policy 2715, Ethical Responsibilities of the Board of Trustees, of which “Violation of Code of Ethics” is a part, was revised and approved in October 2007. The policy defines appropriate board behavior and outlines what is to be done if a member breaches the policy. This policy defines the board president’s role in discussing ethical breaches with board members, with censure as a possible final outcome [Ref. IVB-13].

#### **Evaluation**

The college meets this standard. The board has an approved code of ethics policy containing a clearly defined policy for dealing with ethical violations. The policy was updated and approved in October 2007, and there has been no documentation of this policy having to be enforced.

#### **Plan**

The Board of Trustees will review its ethics policy as part of its ongoing policy review process.

## **IVB.1.i The governing board is informed about and involved in the accreditation process.**

### **Description**

The board is aware of the accreditation process and actively participates in the development and review of the accreditation report. The accreditation standards and expectations were presented to the board in December 2007. Several board members attended presentations by the vice president of instruction and the president of the Accrediting Commission for Community and Junior Colleges. A board accreditation task force has been formed and two members of the board were appointed liaisons of information between the board and the accreditation coordinator and attended meetings of the accreditation steering committee. Accreditation handbooks summarizing the accreditation process and prior recommendations were created and distributed to the trustees in spring 2008. The board conducted study sessions for accreditation at its February and May 2008 board retreats. In addition, the board has received periodic updates at its meetings by the accreditation coordinator and/or the accreditation program manager.

Board members have attended seminars and presentations outlining the accreditation process including Community College League of California (CCLC) Trustee conferences [Ref.IVB-40].

### **Evaluation**

The college meets this standard. The board is informed about the accreditation process and actively participates in the development and review of the accreditation report. The board has received a continuous flow of documents and presentations related to the accreditation process since the mid-term report in 2007. The board has conducted numerous study sessions for accreditation at retreats and two board members act as liaisons for the accreditation process and have met with the accreditation coordinator periodically to give input to the accreditation self study. Like all campus constituencies, members of the board have had the opportunity to give feedback to the self study via the accreditation Website. The Board of Trustees received and reviewed the self study for two readings before giving its approval.

### **Plan**

The college will continue to keep the Board of Trustees informed and involved about the accreditation process.

**IVB.1.j The board has the responsibility for selecting and evaluating the college chief administrator (President). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

### **Description**

The Board of Trustees has established policies addressing the district's administrative organization, the role of the superintendent/president, and the selection and evaluation of the superintendent/president. These policies include guidelines for the selection of the superintendent/president, the delegation of responsibilities, and the annual evaluation requirements.

Board Policy 2431, Superintendent/President Selection, states that the board shall establish a process for selecting the superintendent/president. The process was established in 2005 and used in 2006 in the selection of the new president. The process is outlined in the document "CEO Hiring Process Proposal for GCC," which was adopted by the board at its April 2005 meeting (and revised at its September 2009 meeting). Board Policy 2415, Superintendent/President Role, also refers to the criteria by which the superintendent/president is evaluated, but there is no separate board policy or administrative regulation elaborating the method for evaluation. The college is, however, working on a new board policy on the evaluation of the superintendent/president [Ref.IVB-9a, IVB-7a, IVB-7b, IVB-41].

With Board Policy 2415, Superintendent Role, and 2430 Delegation of Authority to Superintendent/President, the board delegates administrative authority to the superintendent/president. According to an interview with the board liaison to accreditation, the language in Board Policies 2415 and 2430 was clearly understood by both the board and the immediate past president. The interim president concurred with this position [Ref.IVB-42a, IVB-42b].

The board evaluates the superintendent/president on an annual basis. The evaluation is based on the job description defined by the presidential hiring committee in 2006, as well as goals determined by the board. The Leadership Surveys have also been utilized.

### **Evaluation**

The Board of Trustees has established a policy for the selection of the Glendale Community College's superintendent/president. The board also instituted formal, regular evaluations of the superintendent/president beginning in 2006. However, the board was criticized for failing to incorporate faculty and staff opinion in its evaluation process. In the fall of 2007, the Academic Senate carried out its own survey on the performance of the superintendent/president and reported the findings confidentially to the Trustees and the superintendent/president. Since then, the college's Leadership Surveys of May 2008 and March 2009 have systematically reported on faculty, staff and administrator opinion on both board and presidential performance [Ref.IVB-33].

There was some concern, especially on the part of the faculty, that the board has not fully delegated authority to the superintendent/president and has “micromanaged” the college.<sup>3</sup> In return, the board has expressed some frustration with these attitudes. In response to a query from the self-study team on governance issues, the board’s liaison responded:

The college has been accustomed to few, if any, requests and/or directives from the board. Since there has been a concerted effort to help educate and keep the board informed, there are some who perceive that a request from one or more board members (even information requests), is “micromanaging.” The challenge for board members is how to balance individual advocacy in areas that are outside the scope of policymaking while, at the same time, being open and accessible (especially when staff and faculty actively lobby board members, and cajole individual board members to intervene in college processes, to influence policies or decisions) [Ref. IVB-43].

Another possible dimension of these difficulties is that the conflict between faculty and administration led various parties to appeal to the board for intervention or direction and that such action was then viewed as micromanagement.

The board has responded to these concerns in a variety of ways. First, in August 2008, at the board’s request, a representative from the Community College League of California made a presentation on board goals, governance, and boardsmanship. During this presentation, the issue of micromanagement was explicitly discussed. Also, as previously noted, the board agreed to and participated in the technical assistance process and subsequent facilitation workshops by Dr. John Nixon and Prof. Phillip Maynard to facilitate improved communications between the board and the various constituent groups [Ref. IVB-44]. Changes in personnel with a new interim superintendent/president and through the election of a new trustee may have changed the dynamics of the disagreements in a more positive direction.

Nonetheless, the dispute over micromanagement has not been fully resolved. Consequently, the college partially meets this standard.

## **Plan**

The college will continue to review and revise policies and regulations, and continue board development activities.

The college will continue to monitor and assess campus opinion about the delegation of responsibility to the superintendent/president in the leadership survey.

The college will review and address the recommendations of the written report by the facilitation team.

**IVB.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**IVB.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Description**

Board Policy 2415 incorporates the language of this standard when it states:

The superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity, and delegates authority to administrators and others consistent with their responsibilities, as appropriate. The superintendent/president guides institutional improvement of the teaching and learning environment...[and] effectively controls budget and expenditures.

It also states: “In academic and professional matters, the superintendent/president consults with the Academic Senate.” [Ref. IVB-41]

The superintendent/president develops, supports, and facilitates institutional improvements that contribute to an effective teaching and learning environment. The superintendent/president fulfills this role within a process that is well established and is shown in the Governance Flow Chart and described in the Governance Document, as previously described in Standard IVA [Ref.IVB-45].

The superintendent/president oversees an administrative structure which includes the following who directly report to her:

- Vice president, Instructional Services
- Vice president, Administrative Services
- Vice president, Student Services
- Associate vice president, Human Resources

These four administrators, along with the superintendent/president, comprise the Administrative Executive.

In addition to the Administrative Executive, the following administrators participate in the Cabinet, which is the top administrative decision-making body advising the superintendent/president:

- Associate vice president, Information and Technology
- Associate vice president, Instructional Services, Continuing and Community Education
- Director, Glendale College Foundation
- Dean, Instructional Services (two positions)
- Dean, Student Services
- Dean, Student Affairs
- Dean, Admissions and Records
- Director, Professional Development Center



Prior to president Levy's administration, the cabinet met weekly. Under president Levy, it met twice monthly. Under President Lindsay, the cabinet has returned to weekly meetings, with the agenda prepared by the Administrative Executive.

Administrators have been evaluated every three years by a committee consisting of a faculty member jointly appointed by the Academic Senate and the Guild, a classified member appointed by CSEA, and a representative selected by the administrator. The supervisor of the administrator to be evaluated provided the evaluation committee with the necessary documents and forms. Each of the committee members completed an Advisory Administrative Evaluation form and submitted it to the supervising administrator who completed the evaluation process. The administrator could then appeal the evaluation to the superintendent/president [Ref.IVB-46a, IVB-46b, IVB-46c, IVB-46d].

In 2009, a pilot Academic Management Evaluation Process was introduced which potentially greatly increased the number of those participating in the evaluation process. This pilot program also extended the evaluation process over four years. This new process was only used for the vice presidents of Instruction and Student Services. After evaluation by the administration, it was decided that the process was too cumbersome, especially in light of the need for more timely evaluations [Ref.IVB-47].

## **Evaluation**

The college meets this standard. The college has experienced considerable turnover, largely from retirements, in the upper echelon of administrative leadership in recent years, in marked contrast to the era preceding the appointment of Dr. Levy in 2006. (The previous superintendent/president, Dr. John Davitt, served for 21 years.) Dr. Levy resigned as of June 30, 2009, and was replaced on an interim basis by Dr. Dawn Lindsay who previously served as vice president, Instructional Services. Dr. Mary Mirch who had held the position of associate dean, Health Services, became the vice president, Instructional Services. The office of the vice president, Administrative Services is also presently filled by an interim appointment, Mr. Ron Nakasone. Thus of the four top administrative positions, three are occupied by interim appointees. Plans for filling the superintendent/president position were approved by the Board of Trustees at its September 14, 2009 meeting. Plans for filling the other top administrative positions are pending [Ref.IVB-48].

During the immediate past president's administration, there was a problem with the delegation of authority as evidenced by the Leadership Surveys of 2008-2009, where only about half of administrators responded positively to the statement: "The superintendent/president delegates to others tasks within their area of responsibility."<sup>4</sup> [Ref. IVB-25, IVB-33]

With regard to the evaluation of administrators, as of spring 2009, the evaluations of 14 out of 37 classified managers were overdue.

## Plan

The district will standardize its evaluation process for administrators and perform the evaluation of administrators in a more timely fashion.

The district will devise a plan to fill its key administrative positions with permanent personnel.

The issue of delegation of authority will be monitored in future leadership surveys.

### **IVB.2.b The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

## Description

The authority for the superintendent/president's role in planning is contained in Board Policy 2415 which states: "The superintendent/president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness." [Ref. IVB-41]

The planning and goal-setting processes have been described in detail in the Planning Handbook and previously in this document in Standard IB. Briefly, the mission statement is reviewed annually, as is the Strategic Master Plan, by the Strategic Master Plan committees and the four standing committees: Campus Executive, Academic Affairs, Student Affairs, and Administrative Affairs. Individual programs are reviewed via the program review process and through the educational master plan process. The budget process is an interaction between the Strategic Master Plan committee, the four standing governance committees, the Budget committee, the Expanded Budget committee, and the superintendent/president [Ref. IVB-49].

In 2007, an annual cycle of goal setting was introduced. These goals were coordinated with the Board of Trustees' goals and the Strategic Master Plan. Since then, steps have been added to the strategic planning process that engage the four governance standing committees and the Academic Senate in setting priorities drawn from the Strategic Master Plan for each year. New steps to the existing planning process were also developed to engage the campus in developing budget priorities for its planning process.

To further the integration of planning and budgeting, a new Institutional Planning Coordination Committee (IPCC) was established in the summer of 2009 with representation of the major planning agencies (including master planning, program review, student

learning outcomes, and accreditation) as well as the standard representation from campus constituency groups. The charge of this committee is to promote the coordination and self-evaluation of the various planning agencies, including the linkage of planning to budget priorities. This committee began functioning in the fall of 2009 and reports to the Campus Executive committee [Ref. IVB-50].

In the near future, Team A of the Strategic Master Plan committee also will engage in an effort to develop and establish long-term budget goals so that budgeting can be developed on a multi-year basis.

While the existing planning process does incorporate all campus work areas of the college, including human resources, facilities, and technology, the immediate past superintendent/president also requested these latter work areas to develop their own distinct plans apart from the strategic master planning process. These tasks have been completed.

The work of the office of Research and Planning was supported by adding a new researcher in June of 2008 to address the increased amount of work required to complete, analyze, and distribute to the various offices that need data. The immediate past president also advised the associate dean of Research and Planning on new surveys that, subsequently, have been administered to collect necessary data.

The college's commitment to student learning and high quality research and analysis is also shaped by the student learning outcomes and assessment cycle (SLOAC) efforts on campus. In 2007, the SLOAC process was supported by forty percent release time, initially for one faculty member and then subsequently divided between two faculty members. The college also purchased eLumen software to facilitate the implementation and utilization of the SLOAC process.

As mentioned above, at the urging of the interim superintendent/president, the college and the Board of Trustees supported engaging the services of KH Consulting Group to facilitate the creation of a new educational master plan. This process began in the fall of 2009.

## **Evaluation**

The college has made considerable progress in the development of its goal setting and planning processes. This is demonstrated by the introduction of annual goals, the creation of the Institutional Planning Coordination Committee, the refinement of the strategic master planning process, the development of plans for human resources, facilities and technology, support for the development of the student learning outcomes and assessment process, the expansion of the office of Research and Planning, and the continued development of its educational master plan process.

However, the ability of the college to work in a collegial manner was strongly tested between 2006 and 2009, resulting in an atmosphere of suspicion and distrust.<sup>5</sup> Accordingly, the college has taken a series of steps previously described to improve the collegial process: technical assistance, utilization of an external team to facilitate communications, adoption of a new board policy on decision-making roles, as well as other steps. The college exceeds this standard because of its ability to address and overcome these challenges.

## Plan

The college will review the results of the facilitation process for possible action. The college will also monitor the state of collegiality in an annual leadership survey.

### **IV B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

#### **Description**

The superintendent/president's role in implementing policy and assuring that practice aligns with the mission and policy is provided for by Board Policy 2415 which includes the following job duties of the President:

- A. Implement and regularly review board policies and district policies.
- B. Provide administrative regulations and procedures that implement board policy.
- C. Provide for the organization and functioning of the management of the District.
- D. Provide leadership. [Ref. IVB-41]

#### **Evaluation**

The college meets this standard. Since 2007, the college has actively pursued the rewriting of board policies and administrative regulations to assure that they guide practice and conform to state law and regulations. As of June 2009, 113 board policies have been reviewed: 12 have been deleted, 32 have been newly adopted, and 69 have been revised. As part of this revision, the board adopted a mission statement in its Board Policy 1200. The changes to date have been posted on the college's website.

Revision of many board policies has triggered a need for the development of new administrative regulations. In many instances board policies were shortened to emphasize the goal in the policy area with the details of implementation to be addressed in a subsequent administrative regulation. In order to proceed efficiently and avoid confusion about applicable policy, the Academic Affairs committee organized a prioritization of policies and regulations in its jurisdiction [Ref. IVB-51].

Opportunity for review of institutional practice relative to statutes, regulations, and policies is also established through regularly scheduled meetings of governance committees and of administrators which are used to keep the college apprised of practices developed to ensure consistency with institutional mission and policies. In particular, the Campus Executive committee, chaired by the superintendent/president, reviews and makes recommendation to the Board of Trustees for board policy, approves, amends, or deletes administrative regulations, and reviews and approves the minutes and actions of the Academic Affairs, Student Affairs, and Administrative Affairs committees and their subcommittees [Ref. IVB-52].

In addition, the linkage of the Strategic Master Plan to other phases of planning such as budgeting and program review has been improved.

## Plan

The review and evaluation of campus policies and regulations will continue as an ongoing process.

### **IVB.2.d The President effectively controls budget and expenditures.**

#### **Description**

The superintendent/president delegates authority to exercise institutional budgetary control to the vice presidents within their area of responsibilities and also provides overall guidance. Budgets are prepared by the vice president of Administrative Services and the controller in coordination with the Budget Committee. Most aspects of the budget are simple rollovers with modifications for step and column increases in faculty and staff salaries, but these increases currently account for approximately \$850,000 annually. (This amount may be less in any given year as a result of employee retirements.) Yearly adjustments are also required to accommodate increases in employee benefits, insurance and utility costs. These items account for the vast majority of the augmentations to the college's annual budget expenses. In recent years, the amount of new discretionary revenue has been minimal, which has resulted in little money for priority items identified by the budget committee.

#### **Evaluation**

The college meets this standard. The president effectively controls budget and expenditures by delegating authority to exercise institutional budgetary control to the vice presidents, providing oversight and monitoring of the budget process, and updating the board on the progress of the budget. The president attends budget committee meetings, but was not a member of the committee.

The past president, in an interview with the self-study team, reported that she exerted the most influence on the budget by expressing her desires to vice presidents in senior staff meetings. The president, in this manner, indicated her preference for discretionary funds that were available to the campus. The vice presidents were given the responsibility to reallocate funds within their division and authorize the expenditure of these funds. Budget information was available to the president online, and real-time and monthly projections were prepared for the last six months of each fiscal year on all major budget categories within the unrestricted general fund. Budget utilization and strategy were regularly addressed in the Administrative Executive and Cabinet meetings and corrective action or adjustments were made on an ongoing basis. The president also had the ability to communicate with individual board members to discuss budgetary issues and to address the board as a group in budget study sessions presented to the board.

The interim superintendent/president responded to this issue as follows:

The president is tasked by the Board of Trustees to maintain a minimum 5% reserve. The board communicates and determines budgetary issues with the president through Board Study sessions and regularly scheduled

board meetings. Issues impacting the budget such as union negotiations are discussed with the board in closed session. These closed session meetings include the district negotiator and each vice president.

Decisions, related to budget cuts and college operations are discussed with the Campus Executive committee to ensure dialog and transparency. The vice president of Administrative Affairs meets with the president, and the Administrative Executive team, on a weekly basis to discuss concerns and develop strategies ensuring the overall fiscal stability of the college [Ref.IVB-53].

In fall 2009, the leadership survey was altered to include an explicit measure of the superintendent/president's effectiveness in controlling the budget and expenditures to track campus perception of this factor over time.

### **Plan**

The college will continue to monitor the superintendent/president's role in the budget process via the leadership survey.

The superintendent/president should include effective budgetary control as one of her annual goals.

### **IVB.2.e The president works and communicates effectively with the communities served by the institution.**

#### **Description**

Board Policy 2415 states that one of the main job responsibilities of the superintendent/president is to work and communicate effectively with the communities served by the institution. This responsibility is accomplished through meetings with local and state educational leaders, local government officials, nearby educational institutions, and local community organizations.

President Levy indicated that she was active in working with the communities that the college serves. She attended meetings including the Kiwanis Club, Leadership Glendale, Glendale Chamber of Commerce, Economic Alliance, Rotary Club, and the Armenian American Chamber of Commerce. She met with local legislators including Adam Schiff, Assemblyman Anthony Portantino, Glendale City Councilman Dave Weaver, then-State Sen. Jack Scott, Assemblyman Dario Frommer, and Assemblywoman Carol Liu. She worked with local government to improve relationships with the community in regards to issues related to student parking.

President Levy also met with representatives of local educational institutions such as Pasadena City College, CSU Northridge, Downtown Magnet High School, Mt. San Antonio College, the Los Angeles Community College District, and the Glendale Unified School District [Ref.IVB-54].

The interim superintendent/president, Dr. Lindsay, currently serves as a member of several local community boards and attends meetings throughout the community. She has been the GCC administrative lobbyist for the college---at both the state and federal level---since her hire as vice president of instruction in 2007. Most recently, Dr. Lindsay met with eight political leaders in Washington D.C. promoting college programs and requesting funding. As of this writing it is believed a \$3.2 million line item in a transportation bill, which should be funded between December 2009 and March 2010, will be provided to GCC to fund a multimodal facility and transportation shuttle for our Garfield Campus.

Since Dr. Lindsay's arrival in 2007 the college has worked with faculty experts and the Burbank, Glendale and Pasadena Fire Departments to develop the Tri-County Fire Academy. This fire academy has proven to be an effective training opportunity for our local fire departments. Plans to increase the Tri-City Academy to a Regional Fire Academy are currently in development. The fall 2009 opening of the Glendale Power Academy is another example of communicating with and working for the community. With the support of faculty leaders, the college attained a grant through the Workforce Investment Board to provide a 600 hour, sixteen-week, power training academy preparing students for jobs with our local Glendale Water and Power Company. This collaborative effort involved college faculty and administrators, the Glendale Water and Power Company, and the Verdugo Workforce Investment Board. Students will graduate from this academy prepared for jobs with a base minimum pay of \$60,000 per year. The class is composed of twenty students, seventeen of whom are currently unemployed local residents hoping to have employment by January 2010.

Dr. Lindsay was asked to be the first key note speaker for the Character and Ethics Project of Glendale and is recognized by the community as an ethical and collaborative leader. Dr. Lindsay meets with Glendale city officials on a quarterly basis to ensure GCC is seen as the college of choice for our local community. In addition, beginning fall 2009, all administrators were asked to participate in a community organization, so the college is represented and viewed as a leader in the community [Ref. IVB-55].

## **Evaluation**

The college meets this standard. Since the appointment of the interim superintendent/president, there is anecdotal evidence about improved presidential effectiveness in communications with the communities served by the institution, although we do not have hard data to support a firm conclusion.

## **Plan**

The college will obtain reliable data from the surrounding communities, through the external scan of the educational master planning process, to gauge the effectiveness of presidential communication.

## EVIDENCE FOR STANDARD IVB

- Ref. IVB-1 Board Policy 4024:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2586>
- Ref. IVB-2 Board Policy 2200:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2506>
- Ref. IVB-3 a. Board Policy 2410:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2551>  
b. The Board considered thirteen different board policies in fall 2009.  
Board minutes and agendas may be found at:  
<http://www.glendale.edu/index.aspx?page=3717>
- Ref. IVB-4 Board Policy 1200:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2511>
- Ref. IVB-5 Board Policy 5010:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2622>
- Ref. IVB-6 a. Strategic Master Plan: <http://www.glendale.edu/index.aspx?page=1823>;  
b. Board minutes, 2009: <http://www.glendale.edu/index.aspx?page=3717>;  
c. Board minutes, 2008: <http://www.glendale.edu/index.aspx?page=2158>
- Ref. IVB-7 a. Board of Trustees Agenda, August 24, 2009, p. 104:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=3783>  
b. Board of Trustees Minutes:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4161> )
- Ref. IVB-8 Board Policy 2431:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2548>
- Ref. IVB-9 a. CEO Hiring Process Proposal for GCC (2005): <http://www.glendale.edu/accreditation/evidence/CEO%20Hiring%20Process%20Proposal%204.07.05%20%20IVB9a2.doc>  
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- Ref. IVB-13 Board Policy 2715:  
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e. Facilitation Report, November, 2009  
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<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2589>
- Ref. IVB-20 Board Policy 6400:  
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<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5401>
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<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2509>
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<http://netra.glendale.edu/policies&regulations/ARweb/IND8000.AR.htm>
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- Ref. IVB-30 Old/New Board Policy comparison chart:  
<http://vision.glendale.edu/index.aspx?page=308>
- Ref. IVB-31 Board Policy 2745:  
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- Ref. IVB-36 Board Policy 2100:  
<http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2508>
- Ref. IVB-37 Board Policy 2110:  
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 c. Management Evaluation Form: <http://www.glendale.edu/accreditation/evidence/Management%20%20Evaluation%20Form%20IVB.46c.pdf>  
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- Ref. IVB-50 Institutional Planning Coordination committee web page: <http://www.glendale.edu/index.aspx?page=3590>
- Ref. IVB-51 Minutes of the Academic Affairs committee, September 2, 2009: <http://www.glendale.edu/index.aspx?page=356>
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- Ref. IVB-58 Leadership Survey 2008: open-ended comments:
- Ref. IVB-59 Darren Leaver interview with Audre Levy (hard copy only)

## (Endnotes)

<sup>1</sup> The ethnicity of Glendale College credit students in the fall of 2008 was: African–American 3%, Middle-Eastern 4%, Filipino 5%, Asian 10%, European 19% and Armenian 34%. [Ref.IVB-56]

<sup>2</sup> Those surveys include: Campus Views 2007 (with 373 respondents), Campus Views 2008 (283 respondents), Leadership Survey 2008 (255 respondents), and Leadership Survey (184 respondents). The reported statistics did not include those who indicated ‘n/a’ or ‘don’t know.’

<sup>3</sup> The accusation of ‘micromanagement’ may stem in part from a change in Board orientation to become more actively involved in college affairs [REF. IVB-57] as well as disagreement over President Levy’s leadership. Indirect evidence of the perception of micromanagement may be found in the response to an item in the 2008 and 2009 Leadership Surveys which states “The Board understands and adheres to its roles and responsibilities related to governance.” Only 12-13% of the full-time faculty agreed with this statement (in 2008, 50% of the adjunct faculty agreed but by 2009 that number dropped to 14%.) Administrators also had low agreement with the statement (32% in 2008 and 19% in 2009.) The Campus Views 2008 survey contained an open-ended question asking for examples of micromanagement. Some 37 examples were reported, ranging from negotiations to hiring and online education. [REF. IVB-58]

<sup>4</sup> Along these lines, the Technical Assistance report noted:

From conversations with the faculty, staff, and middle-level administrators, it appears that the transition [to the new superintendent/president’s leadership] was a particularly jarring one. The new president entered her position with a clear list of issues that needed to be resolved, and when faculty and staff expressed resistance to her ideas, the president turned from a more participatory style of decision-making to one where she depended largely on the input of senior staff. There is the perception that the president felt little value in the college’s history and traditions, which has been translated into the president finding little value in the contributions of long-time employees of the district as well.

<sup>5</sup> The Technical Assistance report indicated this as follows:

The new president entered her position with a clear list of issues that needed to be resolved, and when faculty and staff expressed resistance to her ideas, the president turned from a more participatory style of decision-making to one where she depended largely on the input of senior staff. There is the perception that the president felt little value in the college’s history and traditions, which has been translated into the president finding little value in the contributions of long-time employees of the district as well. The president’s first year was also colored by some difficult negotiations with both faculty and staff unions.

Communication is the number one issue cited by all constituencies, including the board, albeit from different perspectives. On the part of the faculty and staff, there is the perception that the president has built a wall around herself, communicating to faculty and staff only through senior staff. There is a strong sense of a hierarchy now in place, a marked change from the open-door policy and decentralized leadership style of the previous president. There is also the perception of an increasingly rigid control of college processes on the part of the president.

In a similar vein, the full-time faculty responses on the Leadership Surveys of 2008 and 2009 rated President Levy very negatively on support for governance, for advocacy of fair and transparent processes, and for encouraging and soliciting input from all constituencies.

In an interview with a representative of the accreditation self-study team, President Levy indicated that she had been hired to deal with such pressing issues as a decline in enrollment, out-of-date board policies, and budgetary difficulties (in the midst of a campus perception that the district was “flush with money”). Given her understanding of the urgency of the situation, she moved rapidly to address the problems which “left little time to get to know the campus climate, personalities, and leaders... which I now regret not being able to do so.” When presented with the idea that the faculty perceived her to have built a wall around herself, she countered that “the wall was built by both sides and especially by other parties...” [Ref.IVB-59]

# Planning Summary



## **Bhupesh Parikh Health Sciences & Technology Building**

The new health sciences facility became a reality in 2007 due to the generous contribution of Mr. and Mrs. Bhupesh Parikh. The building houses the Kumud Parikh Health Sciences Division and the Digital Media Center. The building provides the first on-campus laboratory for the nursing program along with specialized demonstration lecture rooms, state-of-the-art labs and study areas. The program educates nurses with specialties in medical-surgical, pediatrics, maternity, psychiatric and critical care/emergency department/operating room. The Digital Media Center provides students with training for careers in the digital arts including digital photography, media arts, animation, graphic design and electronic pre-press. The center includes five labs and more than 150 computer stations.

Photo Credit: Ann M. Simon



ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IB.1 (2)	The college will monitor the development and implementation of the new IPPC.		IPCC Mission Statement	N	Ongoing	Campus Exec.
	IB.2 (1)	Integrate the processes leading to SMP goals, annual goals, board goals, and other institutional goals.	9.1		N	Ongoing	IPCC
	IB.2 (2)	Improve adjunct faculty members' awareness of the SMP goals through the use of the web page devoted to resources for adjuncts.	7.1		N	Ongoing	Instructional Services
	IB.3 (1)	Assess the current linkage between planning, evaluation, student learning, and resource allocation and make improvements where necessary.	9.1		N	Ongoing	Academic. Senate, Campus Exec., IPCC
	IB.3 (2)	Include student learning outcomes assessment data in planning and resource allocation through the program review process.	2.1		N	Ongoing	Campus Exec. IPCC
	IB.3 (3)	Monitor the development of the Institutional Planning Coordination Committee (IPCC) and evaluate the planning structure.	9.1	Planning Handbook	N		Campus Exec.
	IB.3 (4)	Continue to publicize the relationship between planning and budgeting.	9.1	Planning Handbook	N	Ongoing	IPCC
	IB.4	Continually develop and assess the current linkage between plans, planning processes, evaluation, student learning, and resource allocation and make improvements where necessary.	9.1	Planning Handbook	N	Ongoing	Academic. Senate, Campus Exec., IPCC
	IB.5	Continue to communicate assessment results to all college constituencies.	9.1		Y	Ongoing	IPPC, Research&Planning
	IB.6	Continue to refine, access and improve all planning/resource allocation processes.	9.1		N	Ongoing	IPCC and Planning agencies
	IB.7	Continue to implement and assess evaluation mechanisms.	9.1		N	Ongoing	Program Review Committee
<b>II Student Learning Programs and Services</b>							
<b>A. Instructional Programs</b>							
	IIA	The college will continue to monitor quality indicators (ARCC, SPAR, CCCCO Core Indicators) as they apply to all programs provided by the college.	9.1	Planning Handbook	N	Ongoing	Academic Senate, Standard Committees

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIA.1	The college will continue to ensure that all programs uphold the mission and integrity of the college.	3.1-3.3		N	Ongoing	Academic Senate, Standing
	IIA.1.a (1)	The college will ensure that faculty are trained and will implement eLumen to organize assessment data.	2.1		tbd	2012	Academic Senate, SLO Committee, Staff Development
	IIA.1.a (2)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		N	2012	Academic Senate, SLO Committee, Staff Development
	IIA.1.b (1)	Faculty will continue to explore, evaluate and implement delivery modes and methods of instruction that meet the objectives of the curriculum and support student needs.	3.2, 3.3		tbd	Ongoing	Academic Senate, Divisions and Standing Committees
	IIA.1.b (2)	The college will upgrade all classrooms to a minimum of Level 3.	10.1		Y	Ongoing	Information & Technology Svcs, Instructional Svcs.
	IIA.1.c (1)	The college will ensure that faculty are trained and will implement eLumen to organize assessment data.	2.1		tbd	2012	Academic Senate, SLO Committee, Staff Development
	IIA.1.c (2)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		N	2012	Academic Senate, SLO Committee
	IIA.1.c (3)	The college will develop an assessment cycle for core competencies in relation to the graduation requirements.	2.1		N	2010	Academic Affairs, Academic Senate
	IIA.2	The Academic Senate and Academic Affairs will review recommendations from the Quality in Distance Education Final	3.3		Y	tbd	Academic Affairs, Academic Senate
	IIA.2.a	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		N	2012	Academic Senate, SLO Committee
	IIA.2.b (1)	The college will continue to ensure that all faculty meet minimum qualifications as defined in the GCC Minimum Qualification	7.1	HR Plan	N	Ongoing	Academic Senate, Human Resources
	IIA.2.b (2)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		N	2012	Academic Senate, SLO Committee, Staff Development
	IIA.2.c (1)	The college will conduct a research study to identify factors that influence students' "time to completion."	3.4, 9.1		N	2011	Research & Planning
	IIA.2.c (2)	The college will implement a teaching learning center.	3.2		Y	2010	Academic Affairs, Campus Development

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIA.2.d (1)	The college will continue to evaluate and revise methodologies and delivery methods to ensure student success.	3		tbd	Ongoing	Divisions
	IIA.2.d (2)	The Academic Senate and Academic Affairs will review recommendations from the Quality in Distance Education Final	3.3		Y	Ongoing	Academic Affairs, Academic Senate
	IIA.2.e	The Program Review Committee, in consultation with the Academic Senate, will assess, evaluate and implement changes for the 2010-2011 program review document/process to include relevance, appropriateness and currency.	9.1	Planning Handbook	N	2010	Academic Senate, Program Review
	IIA.2.f	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		Y	2012	Academic Senate, SLO Committee, Staff Development
	IIA.2.g	The college will continue to validate common exams to ensure effectiveness in measuring student learning and minimizing test	2		N	2012	Divisions and Research & Planning
	IIA.2.h	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		Y	2012	Academic Senate, SLO Committee, Staff Development
	IIA.2.i (1)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		Y	2012	Academic Senate, SLO Committee, Staff Development
	IIA.2.i (2)	The Academic Senate will make recommendations based on the findings of the Graduation Requirements Task Force.	3.4		N	2010	Academic Senate
	IIA.3 (1)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		Y	2012	Academic Senate, SLO Committee, Staff Development
	IIA.3 (2)	The Academic Senate will make recommendations based on the findings of the Graduation Requirements Task Force.	3.4		N	2010	Academic Affairs, Academic Senate
	IIA.3.a	The college will continue to monitor and assess its curriculum process in order to ensure student success.	3		N	Ongoing	Academic Affairs, Academic Senate, C & I
	IIA.3.b	The college will continue to increase and improve the quantity, quality and variety of learning opportunities that promote student	3		tbd	Ongoing	Academic Affairs, Academic Senate
	IIA.3.c	The college will continue to monitor and assess curriculum that supports the student's development in personal and civic	2.1, 3		N	Ongoing	Academic Affairs, Academic Senate



ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIA.4	The college will continue to monitor and assess curriculum on a regular basis in order to ensure student success.	3		N	Ongoing	Academic Affairs, Academic Senate, C & I
	IIA.5	The college seeks to increase and improve the quantity, quality, and variety of learning opportunities that promote student success.	3		tbd	Ongoing	Academic Affairs, Academic Senate
	IIA.6 (1)	The college will complete SLOACs at course, program and institutional levels by 2012.	2.1		Y	2012	Academic Affairs, Academic Senate
	IIA.6 (2)	The college will develop a plan for how the SLOs for programs, certificates and degrees are published.	8		Y	2012	Academic Affairs, Academic Senate, Marketing Committee
	IIA.6 (3)	The college will make catalog information more accessible when PeopleSoft is completely implemented.	10.1		N	2010	Academic Affairs, Student Affairs
	IIA.6.a (1)	The college will continue to monitor and assess its articulation process.	3		N	Ongoing	Academic Affairs, Academic Senate, C & I
	IIA.6.a (2)	The Academic Senate will make recommendations on the awarding of unit credits for advance placement exam scores based on the findings of the discussions.	3.4		N	2010	Academic Affairs, Academic Senate, Divisions
	IIA.6.b	The college will review the Enhancement/Sunset policy to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption.		Mutual Gains Doc.	N	2011	Academic Senate
	IIA.6.c	The college will continue to ensure that college publications are up to date.			N	Ongoing	Academic Affairs, Marketing and Student Affairs
	IIA.7	The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.		Planning Handbook	N	Ongoing	Academic Affairs, Academic Senate, Board of Trustees, Campus Executive
	IIA.7.a	The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.		Planning Handbook	N	Ongoing	Academic Affairs, Academic Senate, Campus Executive

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIA.7.b	The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.		Planning Handbook	N	Ongoing	Academic Affairs, Academic Senate, Campus Executive
	IIA.7.c	The college will continue to review and update Board Policies, including those related to academic integrity, academic honesty and the teaching-learning process.		Planning Handbook	N	Ongoing	Academic Affairs, Academic Senate, Campus Executive
	<b>B. Student Support Services</b>						
	IIB (1)	The college will establish an interim one-stop student services area to better serve students while completing the new Classroom/Lab/Student Services building.	5	SSSP: 1.14	Y	2010	Campus Development, Campus Executive
	IIB (2)	The college will implement PeopleSoft.	10	SSSP 1.15	tbd	2010	PeopleSoft Steering Committee
	IIB (3)	The college will complete the Educational Master Plan which will address student needs at the Garfield Campus.	1	SSSP: 1.3, 1.4, 1.8	N	2010	IPCC
	IIB.1 (1)	The college will continue to monitor its effectiveness in providing student support services, regardless of location, which enhance and support student learning.	2, 3, 4, 5	SSSP 2.8	Y	Ongoing	Student Affairs
	IIB.1 (2)	The college will complete the Educational Master Plan which will address student needs at the Garfield Campus.	1.3, 3.1	SSSP 1.3, 1.4, 1.8	N	2010	IPCC
	IIB.2 (1)	The college will continue to monitor and assess the catalog to ensure accuracy and ease of use for students and form a catalog task force, which includes students, to review the catalog and report back to Student Affairs.	4, 5	SSSP: 4.3	N	Ongoing	Academic Affairs, Student Affairs
	IIB.2 (2)	The college will investigate the possibility of having the handbooks online for all students	4	SSSP 1.18	tbd	Annually	Cabinet and Student Services
	IIB.3 (1)	The college will continue to monitor and assess the learning support needs of its students as addressed in the Strategic Master Plan	4	SSSP 2.9	N	2012	Student Affairs
	IIB.3 (2)	The college will complete the Educational Master Plan which will address student needs at the Garfield Campus.	3.1	SSSP 1.3, 1.4, 1.8	Y	2010	IPCC
	IIB.3.a (1)	The college will continue to improve and enhance online matriculation services.	1,5,10	SSSP: 1.16, 1.18	Y	Ongoing	Student Affairs

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIB.3.a (2)	The college will determine the feasibility of online academic advising.	1,5,10	SSSP: 1.10	N	2011	Matriculation Committee and Student Affairs
	IIB.3.a (3)	The college will investigate the viability of online financial aid advising.	1,5,10		N	2011	Administrative Affairs
	IIB.3.a (4)	The college will determine the feasibility of providing online student load counseling.	1,5,10	SSSP 1.3, 1.4, 1.8	N	2010	IPCC
	IIB.3.a (5)	The college will explore the feasibility of direct deposit of student financial aid checks.	3	SSSP 3.1	N	Ongoing	Academic Affairs, Academic Senate, Student Affairs
	IIB.3.a (6)	The college will continue to monitor and ensure accessibility to all online electronic information to students with disabilities.	3.3		N	Ongoing	Academic Senate, Student Affairs
	IIB.3.a (7)	The college will complete the Educational Master Plan which will address student needs at the Garfield Campus.	3.1, 6.1	SSSP 4.1, 4.2	tbd	on-going	Administration, Academic Senate, Guild
	IIB.3.b	The college will continue to monitor and assess the learning environment to ensure that it encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students as stated in the mission statement.	1, 3, 4	SSSP: 2.2	tbd	2010	Academic Senate, EEO Committee
	IIB.3.c	The college will continue to assess its effectiveness in training and evaluating faculty in order to support success.	1.3	SSSP 1.3, 1.4, 1.8	No	2010	IPCC, Team A, Matriculation Committee
	IIB.3.d (1)	The college will reevaluate the possibility of reinstating the cultural diversity program and coordinator position.	1, 3, 4	SSSP: 2.2	tbd	2010	Academic Senate, EEO Committee
	IIB.3.d (2)	The college will complete the Educational Master Plan which will address student needs at the Garfield Campus.	1.3	SSSP 1.3, 1.4, 1.8	No	2010	IPCC, Team A, Matriculation Committee
	IIB.3.e	The college will continue to regularly evaluate placement instruments and processes even with the relief of mandates from the Chancellors Office.	1,2,4,5	SSSP 2.3	No	on-going	Assessment Committee, Matriculation Committee, Research & Planning

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIB.3.f (1)	The college will continue to monitor and assess policies and practices for ensuring security and confidentiality of student records.	10.1		No	on-going	Information & Technology Svcs.
	IIB.3.f (2)	The college will develop a comprehensive back up plan for Institutional Technology.	10.1		No	on-going	Information & Technology Svcs.
	IIB.4	The college will ensure that Student Services programs and services will complete their SLOs/SAOs by 2012.	2.1	SSSP 2.9 Tech Plan	No	2012	Student Affairs
		<b>C. Library and Learning Support Services</b>					
	IIC.1.a (1)	Maintain and upgrade library and learning support staffing, materials, services and technology as described in program review documents, the Strategic Master Plan and Educational Master Plans.	3, 5	SSSP 1.3, 1.8, 1.17	Y	Ongoing	Library, Library & Information Competency Committee
	IIC.1.a (2)	Implement and assess additional Library and Learning Center Student Learning Outcomes (SLOs) and Service Area Outcomes	2.1	SSSP 2.9	Y	2012	Library and Learning Center
	IIC.1.a (3)	Investigate means of identifying and assessing SLOs for student computer labs.	2.1	SSSP 2.9	N	2012	Learning Resources Committee
	IIC.1.a (4)	Investigate means of increased coordination and communication among the diverse student support services including technology development and training with the goal of more consistent data collection, standard assessments, and possible economies of scale.	5, 7, 10	SSSP 1.14	N	2011	Learning Resources Committee
	II.C.1.a (5)	Begin meetings of the Learning Resources Committee, which was approved by the Governance Review Committee in spring 2009.	5, 7		N	2010	Learning Resources Committee
	IIC.1.b (1)	Implement stated plans for the augmentation and improvement of information competency instruction to demonstrate a continuous cycle of improvement.	2, 3	SSSP 2.8	N	2010	Library Instruction Program
	IIC.1.b (2)	Seek funds to support the work of the Research Across the Curriculum Committee (RAC) to achieve greater involvement by instructional faculty in incorporating information competency	3, 7	SSSP 2.8	Y	2010	Library Instruction Program
	IIC.1.c (1)	Expand services at the Garfield Campus as space and funding become available.	1, 6	SSSP 1.3, 1.17	Y	2011	Library and Garfield Campus

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIC.1.c (2)	Develop a plan to cut periodical and database subscriptions to ensure the greatest access possible to databases and other materials for students, given the budget situation.		Library & Learning Res. Plan	Y	2010	Librarians
	IIC.1.c (3)	Work with the Council of Chief Librarians and the Community College Library Consortium to lobby for continued support for online library resources at the state level.		Library & Learning Res. Plan	N	2010	Library
	IIC.1.c (4)	Investigate additional means of coordination among the learning support services for improved access and expanded services.	3, 5	SSSP 1.8, 1.14	N	2011	Learning Resources Committee
	IIC.1.c (5)	Pursue stated plans from program review to fill vacancies and provide sufficient staffing to maintain access. Investigate coordinated planning to increase access to labs at the beginning of Request additional funding as required for maintenance contracts, the library security system, and for annual deep cleaning of carpets, shelving and print collections.	1	SSSP 1.5	Y	Ongoing	Library, Learning Resources Committee
	IIC.1.d (1)		10.1		Y	Annually	Library
	IIC.1.d (2)	Pursue stated plans from program review to fill vacancies and provide sufficient staffing to maintain security.	6, 7, 10		Y	Ongoing	Library and Learning Center
	IIC.1.e	Continue to participate in the Community College Library Consortium to qualify for group purchasing of library electronic resources and to lobby the state for restoration of library funding.	10.1		N	Ongoing	Library
	IIC.2 (1)	Complete the SLO cycle and expand the areas included to develop greater evidence of the contribution made by the library to the achievement and improvement of SLOs.	2.1	SSSP 2.9	Y	2012	Library Instruction Program
	IIC.2 (2)	Improve data collection and make it more consistent for all learning support labs and services.	3, 9	SSSP 4.4	N	2011	Learning Resources Committee and Research & Planning
	IIC.2 (3)	Conduct follow-up studies to identify and rectify causes for poor or declining student satisfaction with individual labs and services.	3	SSSP 1.14, 4.4	N	2011	Learning Resources Committee and Research & Planning
	IIC.2 (4)	Modify and expand instructional training offerings as determined by the Quality in Distance Education Task Force. Further initiate surveys and discussions with students.	7	SSSP 1.14	N	2011	Learning Resources Committee

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	<b>III Resources</b>						
	<b>A. Human Resources</b>						
	III.A.1	The college will continue to follow the current hiring policies and procedures to ensure that qualified employees are hired.	7	HR Plan	N	Ongoing	Academic Senate Human Resources
	III.A.1.a	The college will develop Board Policies and Administrative Regulations that outline the hiring process for classified managers and the superintendent/president.		HR Plan	N	2011	Board of Trustees, Human Resources, Standing Committees,
	III.A.1.b	The Human Resources department will evaluate performance management software applications that will automate the performance management process.		HR Plan	Y	2010	Human Resources
	III.A.1.c	The college will work collaboratively with the Guild and Senate to revise the performance evaluation criteria in relation to SLOs.	7		N	tbd	Academic Senate, Human Resources, Negotiation Teams
	III.A.1.d (1)	Human Resources will review and revise the professional code of conduct and ethics statement and make recommendations to the appropriate constituencies.		HR Plan	N	tbd	Human Resources
	III.A.1.d (2)	Human Resources will develop a management handbook to include a professional code of conduct and ethics statement.		HR Plan	N	2010	Human Resources, Standing Committees
	III.A.2	Human Resources will develop a workforce plan to forecast future staffing needs.		HR Plan	N	2010	Human Resources
	III.A.3.a (1)	The EEO Advisory Committee will submit a recommendation to include an EEO Representative on classified hiring committees.		HR Plan	N	2010	Human Resources
	III.A.3.a (2)	The EEO Coordinator position will be evaluated.	7.1		Y	2010	Admin. Exec., Human Resources,
	III.A.3.b	Human Resources will convert employee records and personnel files into an electronic database. All electronic records will be password protected, assigned applicable access authority levels to retrieve records and files and require passwords to be changed on a	10.1	HR Plan	N	2010	Human Resources, Information & Technology Services
	III.A.4	The college will review and continue to revise its equity and diversity policies and regulations as part of the cycle of board policy and administrative regulation review.		HR Plan	N	Ongoing	Board of Trustees, Human Resources, Standing Committees

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIIA.4.a (1)	The college will evaluate and restore the cultural diversity coordinator position.	3.2	Cultural Diversity Plan	tbd	tbd	Academic Senate, Budget Committee, Human Resources
	IIIA.4.a (2)	The college will restore and establish budget and a mechanism for oversight of the cultural diversity program.		HR Plan	Y	tbd	Budget Committee, Human Resources,
	IIIA.4.a (3)	The faculty from the Center for Disabilities, with a grant from Partnership for Excellence, will create an online staff development activity to increase awareness of disabilities. Universal learning design services and accommodations will be highlighted.	3.2	HR Plan	N	2010	Instructional Technology and Staff Development
	IIIA.4.b	The Human Resources department will annually review and revise the EEO and Cultural Diversity Plan as needed to ensure that the goals and objectives of the college are being met. HR will also provide a status report to the Superintendent/President and the Board of Trustees once a year.		HR Plan	N	Ongoing	EEO Advisory Committee and Human Resources
	IIIA.4.c	The college will monitor and assess the collaboration and communication between contingency groups.	7.1	HR Plan	N	Ongoing	Academic Senate, Admin. Exec., Human Resources
	IIIA.5.a (1)	The college will develop a comprehensive training program for instructors intending on teaching online or hybrid courses.	7.1	Staff Development Plan	tbd	2010	Staff Development
	IIIA.5.a (2)	The college will develop leadership training programs for the district.	7.1	Staff Development Plan	N	2011	Staff Development
	IIIA.5.a (3)	The college will increase the use of webinars and online training modules.	7.1	Staff Development Plan	Y	2011	Staff Development
	IIIA.5.b (1)	The college will continue programming at the Garfield Campus.	6.1, 6.2	Staff Development Plan	N	Ongoing	Staff Development
	IIIA.5.b (2)	Staff Development will continue to refine Staff Development evaluation survey instruments.	7.1	Staff Development Plan	N	Ongoing	Staff Development
	IIIA.6 (1)	Human Resources will implement the HR Strategic Master Plan and incorporate HR Metrics and other evaluation tools as part of the evaluation process.	7.1	HR Plan	N	2011	Human Resources





ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	<b>C. Technology Resources</b>						
	III.C.1 (1)	Review the structure, membership and role of information technology focused governance committees, especially the Campuswide Computer Coordinating Committee , Technology Mediated Instruction committee and Technology Mediated Services	10.1	Information Technology Plan	N	2011	Campus Exec., Governance Review Committee
	III.C.1 (2)	Establish an assessment method to evaluate students' ability to access information needed for academic progress.	4		N	2011	Information Technology Svcs., Research & Planning, Student Services
	III.C.1 (3)	Develop an end user support plan to improve the support for Macintosh computers.	7, 10.1		N	2011	Business Services, Information Technology Svcs.
	III.C.1 (4)	Develop a system for requests for new software, and assistance in purchasing computers for other campus use technology.		Information Technology Plan	N	2011	CCCC, Information Technology Svcs.
	III.C.1 (5)	Develop a budgetary plan to ensure that all classrooms are at least Level 3.	10.1	Information Technology Plan	Y	2011	CCCC, Information Technology Svcs.
	III.C.1.a (1)	The college will assess the revision of the physical and logical information technology structure as it relates to campuswide technology, technology mediated instruction, technology mediated services, and web oversight in order to make more efficient use of	10.1	Information Technology Plan	N	Ongoing	CCCC, Information & Technology Svcs.
	III.C.1.a (2)	The college will evaluate the possibility of implementing a virtual desktop approach to making software available to the campus community.		Information Technology Plan	N	2010	CCCC
	III.C.1.a (3)	The college will evaluate the possibility of implementing an online reprographics center with centralized and distributed printing capability.	10.1	Information Technology Plan	N	2011	CCCC
	III.C.1.a (4)	The college will consider further developing its online college event calendar that maintains a list of college related events, activities and training opportunities.	10.1	Information Technology Plan	N	2011	CCCC, Information & Technology Svcs.

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IIIC.1.a (5)	The college will establish a plan that ensures that Information & Technology staff have training to support the emerging and future information needs of the college.	7.1, 10.1		N	Ongoing	Campus Exec. CCCC, Information & Technology Svcs.
	IIIC.1.b (1)	Ensure that the Instructional Technology department staff is appropriately qualified and trained to meet the future technology needs of the college.	7.1, 10.1		Y	Ongoing	CCCC, Information & Technology Svcs.
	IIIC.1.b (2)	Investigate the possibility of establishing a college technology center where faculty and staff can have access to up-to-date hardware/software and digital multimedia equipment for hands-on	3.1	Faculty & Staff Development Plan	tdb	2011	CCCC, Information & Technology Svcs.
	IIIC.1.b (3)	Assess the final training recommendations of the Quality in Distance Education Task Force.	3		N	2010	Academic Affairs, Academic Senate
	IIIC.1.b (4)	Identify additional funding to address the increasing demand for technology training and support.	8		tdb	Ongoing	Budget Committee, CCCC, Information &
	IIIC.1.c (1)	Automate the Information & Technology Services department's inventory collection process by implementing Microsoft Active Directory and System Center Configuration Manager.	10.1	Technology Plan	Y	2012	CCCC, Information & Technology Svcs.
	IIIC.1.c (2)	Develop a plan to investigate virtualization as a means for better managing resources and funds used to carry out the college's Computer Cascading Policy, particularly in student labs and for	10.1	Technology Plan	N	2011	CCCC, Information & Technology Svcs.
	IIIC.1.c (3)	Monitor and assess the server room to ensure that college data is protected and reliably accessible.	10.1	Technology Plan	N	Ongoing	CCCC, Information & Technology Svcs.
	IIIC.1.d (1)	The college will monitor and assess the distribution of technology resources on campus.	9.1		N	Ongoing	CCCC, Information & Technology Svcs.
	IIIC.1.d (2)	The college will re-evaluate the Computer Cascade Policy to ensure that it meets institutional and instructional needs.	10.1	Technology Plan	N	Ongoing	CCCC, Information & Technology Svcs.
	IIIC.2	The college will perform an annual review of the 2007-2012 Technology Plan to ensure that it is integrated with institutional	10.1	Technology Plan	N	Ongoing	IPCC

ST	Standard Section Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	<b>D. Financial Resources</b>					
	IIID.1 (1) The college will develop additional revenue sources through partnerships, individual donations grants etc.	8.2		Y	Ongoing	Campuswide
	IIID.1 (2) The college will continue to work with Anchor Consulting, its Federal lobbyist, and its Foundation to secure additional revenue.	8.2		Y	Ongoing	Campuswide
	IIID.1.a (1) The college will continue to strengthen its link between its financial planning and its related institutional plans for the 2010-11 budget process.	9.1	Planning Handbook KH Plan	N	Annually	IPCC
	IIID.1.a (2) The college will develop procedures to use the Master Plan and Program Review to evaluate and prioritize the college budget.	9.1	KH Plan	B	2010	Budget Committee
	IIID.1.a (3) The college will develop a process to review and justify rollover budgets with the Strategic Master plan and Program Review data.	8, 9.1		N	Annually	Budget Committee
	IIID.1.b (1) The college will continue its work in competing for grants and pursue additional business partnerships that will provide additional	8.1, 8.2		Y	Ongoing	Campuswide
	IIID.1.b (2) The district will develop a process to align proposed grants with the annual master plan goals to include total cost of ownership.	8.2		N	2010	Administrative Exec.
	IIID.1.b (3) The district will continue working with federal and state lobbyists in an effort to bring additional revenue into the college.	8.1		Y	Ongoing	VP, Administrative Services
	IIID.1.c (1) The college will incorporate its two-year projection into its budget process.	8.1		N	Annually	VP, Administrative Services
	IIID.1.c (2) The college will continue to work with the unions on funding GASB 45.	8.1		Y	2010	Negotiations with the CSEA and Guild
	IIID.1.d The college will continue to assess its budget development processes to ensure and increase opportunities for major constituent groups to participate.	9.1	KH Plan	N	Annually	Budget Committee
	IIID.2.a (1) The college will continue its processes to ensure compliance with the CCLC on the "fifty percent law" and full-time faculty obligation.	9.1		Y	Annually	VP, Administrative Services
	IIID.2.a (2) The college will continue to respond to audit findings on a timely basis.	8.1			Annually	VP, Administrative Services



ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IVA.2(2)	The Governance Review Committee will monitor the implementation of Board Policy 2510.			N	Ongoing	Governance Review Committee
	IVA.2.a	The Expanded Budget Committee will continue its efforts to foster the links between budget and planning. The new Institutional Planning Coordination Committee will define its mission.		Planning Handbook, IPCC Mission Statement	N	Ongoing	Budget Committee, IPCC
	IVA.2.b	The college will monitor faculty, staff and administrator perceptions of levels of participation in its annual leadership survey.		Planning Handbook	N	Ongoing	Research & Planning, Campus Exec.
	IVA.3(1)	The college will implement the recommendations of the technical assistance report and the facilitation process.			Y	Ongoing	Campus Exec. Administration Academic Senate
	IVA.3(2)	The college's Governance Review Committee will continue its work to improve attendance at subcommittee meetings.			N	Ongoing	Governance Review Committee
	IVA.3(3)	Campuswide classified staff meetings (comparable to faculty meetings) will be held on a regular basis.			N	Ongoing	Administration
	IVA.4(1)	The college is committed to continue its positive relationships with the accrediting agency and external agencies by complying with all regulations and recommendations required within these			N	Ongoing	Campus Exec. IPCC
	IVA.4(2)	The Institutional Planning Coordination committee will incorporate accreditation goals into its mission.		Mission Statement	N	2010	IPCC
	IVA.5	The college will continue to publish the Leadership Survey annually and will use the results to improve governance at all levels.	9.1		N	Ongoing	Campus Exec., Research & Planning
	<b>IVB</b>	<b>Board and Administrative Organization</b>					
	IVB.1(1)	The college will continue to review and revise board policies in a continuous, ongoing cycle of improvement for presentation to the Board of Trustees for approval.			N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1(2)	The college will consider adopting the "CEO Hiring Process Proposal for GCC" as an administrative regulation.			N	2010	Board of Trustees, Campus Exec.
	IVB.1(3)	The Board of Trustees will consider adoption of a formal policy for the Board's evaluation of the Superintendent/President			N	2010	Board of Trustees

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IVB.1(4)	In addition to a policy on a search process for permanent hires, the college will create a policy for hiring interim Superintendent/Presidents in the future.			N	2011	Board of Trustees, Campus Exec.
	IVB.1.a (1)	The college will strive to improve communication among all campus constituencies.	7		N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.a (2)	The college will continue to review its board policies and administrative regulations with a view to clarifying relationships among those constituencies.			N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.a (3)	By means of its educational master planning activities, the college will obtain data on the opinions of the surrounding communities about the college to aid in a discussion of the public interest.	1.3, 3.1	Education Master Plan, Planning Handbook	Y	2010	Team A and Campus Exec.
	IVB.1.b (1)	The college will continue to review and revise board policies as necessary and make recommendations accordingly to the Board of Trustees.			N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.b (2)	The college will review the new Educational Master Plan and improve its student learning programs and services as appropriate.	3.1, 8.1	Education Master Plan	Y	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.c (1)	As recommended by the technical assistance report, the college will continue its audit of existing practices and procedures.			N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.c (2)	The Governance Review Committee will monitor the impact of Board Policy 2510 .			N	Ongoing	Governance Review Committee
	IVB.1.c (3)	The state of collegiality on campus will be monitored through the annual leadership survey.		Planning Handbook	N	Ongoing	Campus Exec., Research & Planning
	IVB.1.d (1)	The college and the Board of Trustees will monitor the revision and implementation of board policies to avoid confusion about what current policy is.			N	Ongoing	Campus Executive
	IVB.1.d (2)	The college will monitor the implementation of the new numbering system for board policies and administrative regulations to provide clarity about current policy.			N	Ongoing	Campus Executive
	IVB.1.e (1)	The Board of Trustees will continue to participate in board development activities such as the Effective Trustee workshop sponsored annually by the Community College League of California.			Y	Ongoing	Board of Trustees

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IVB.1.e (2)	The college will review the facilitation report and implement recommendations as appropriate.			N	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.f (1)	The Board of Trustees will continue to participate in board development activities.			Y	Ongoing	Board of Trustees
	IVB.1.f (2)	The superintendent/president will develop a handbook for new trustees.			Y	2011	Superintendent/President
	IVB.1.g (1)	The instrument of board self-evaluation should be analyzed to determine if it is an effective tool.			N	2011	Board of Trustees
	IVB.1.g (2)	The Board of Trustees will consider incorporating the annual Leadership Survey into the self evaluation.			N	2011	Board of Trustees
	IVB.1.g (3)	A summary of the results of the self-evaluation will be shared with the campus to improve communication between the members of the Board, the various campus constituencies, and the community.			N	2011	Board of Trustees, Campus Exec.
	IVB.1.g (4)	Board Policy 2745 will be revised to create a clear timetable for the self-evaluation to take place and the timetable should be followed.			N	2011	Board of Trustees, Campus Exec.
	IVB.1.h	The Board of Trustees will review its ethics policy as part of its ongoing policy review process.			N	Ongoing	Campus Exec.
	IVB.1.i	The college will continue to keep the Board of Trustees informed and involved about the accreditation process.			N	Ongoing	Campus Exec.
	IVB.1.j (1)	The college will continue to review and revise policies and regulations, and continue board development activities.			Y	Ongoing	Board of Trustees, Campus Exec.
	IVB.1.j (2)	The college will continue to monitor and assess campus opinion about the delegation of responsibility to the superintendent/president in the Leadership Survey.			N	Ongoing	Campus Exec., Research & Planning
	IVB.1.j (3)	The college will review and address the recommendations of the written report by the facilitation team.			Y	Ongoing	Board of Trustees, Campus Exec.
	IVB.2.a (1)	The district will standardize its evaluation process for administrators and perform the evaluation of administrators in a more timely			N	Ongoing	Campus Exec.
	IVB.2.a (2)	The district will devise a plan to fill its key administrative positions with permanent personnel.			N	Ongoing	Campus Executive
	IVB.2.a (3)	The issue of delegation of authority will be monitored in future leadership surveys.			N	Ongoing	Campus Exec., Research & Planning

ST	Standard Section	Plan	SMP Objective	Other Plans	Budget Impact	Deadline Timeline	Primary Agency Responsible
	IVB.2.b	The college will review the results of the facilitation process for possible action. The college will also monitor the state of collegiality in an annual Leadership Survey.			N	Ongoing	Campus Exec., Research & Planning
	IVB.2.c	The review and evaluation of campus policies and regulations will continue as an ongoing process.			N	Ongoing	Campus Exec.
	IVB.2.d (1)	The college will continue to monitor the superintendent/ president's role in the budget process via the Leadership Survey.			N	Ongoing	Campus Exec., Research & Planning
	IVB.2.d (2)	The superintendent/president should include effective budgetary control as one of her annual goals.			N	Ongoing	Superintendent/ president
	IVB.2.e	The college will obtain reliable data from the surrounding communities, through the external scan of the educational master planning process, to gauge the effectiveness of presidential communication.	1.2, 3.1	Education Master Plan, Planning Handbook	Y	2010	Campus Exec., Board of Trustees



<b>PREVIOUS ACTION PLANS FROM THE 2004 SELF STUDY</b>		
<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
The college is completing a process plan to link the mission statement, the Educational Master Plan, Program Review and the budget allocation process.	The Budget Process Revision Task Force developed a linkage proposal which was not accepted by the college. A new plan evolved and has been used for budget augmentation requests the past three	Linkage with the new 2010 Educational Master Plan (EMP) will be established
<b>Institutional Integrity</b> The college needs a program to monitor the accuracy of information on the web site as well as a validation and updating policy to maintain correct and timely data.	The college converted to a new website in fall 2009. CMS training offered so that programs can update their websites.	The Web Oversight Committee continues working on policy. ITS continues CMS training to promote accurate and current web content.
The new ERP (Enterprise) system will enhance the accuracy and timeliness of shared information.	The new Oracle system is in place and the PeopleSoft HR & Finance modules are running.	The PeopleSoft Student module will be added in spring 2010.
A new governance committee is needed to establish policies and procedures for coordinating and maintaining accurate updates to the web site and campuswide publications.	A new governance committee, the Web Oversight Committee, was formed to develop web design and policy. The GCC Web Policy was established in 2009.	The new Web Policy is being followed and discussed as a possible Administrative Regulation in the future.
The college will continue to investigate additional means of promoting awareness of the Academic Freedom Policy and the Academic Student Policy.	The Academic Senate monitors and promotes the Academic Freedom Policy as outlined in the Faculty Handbook. The Standards of Student Conduct and Student Grievances are published in the Catalog. These policies are also Board Policies.	The college continues to promote the awareness of these policies.

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
There is a continuing need to address general diversity training campuswide.	The EEO Coordinator and the EEO Committee provide training.	Annual reporting, workshops, lectures and campus activities are offered.
<b>Institutional Effectiveness</b>		
The evaluation and measurement of student outcomes and meeting college goals will be strengthened by incorporating baseline data, benchmarks of success and increased follow-up on students after they leave the college.	The college purchased eLumen software and pilot programs are being developed by faculty.	SLO Committee reports progress to Team A and the Academic Senate. State core indicators outlined in Campus Profile.
The program review process has been incorporated into hiring decisions and program improvement.	The IHAC committee uses Program Review data in their decision-making process.	The Program Review Committee works to continually improve the reporting document to increase linkage regarding resource needs and SLO.
A new master plan is scheduled to be approved in 2004.	The 2003-2009 SMP was approved and adopted.	New SMP priorities are developed annually.
The new educational master plan along with key modifications to the shared governance system will improve the integration of educational, financial, physical and human resource planning. New plans will be reviewed periodically to reflect campus changes and allow budget decisions to be based on justified requests.	The 2005 Educational Master Plan was developed and consisted of individual unit plans per a previous recommendation. An new 2010 "overarching" Educational Master Plan is in process .	The IPCC was formed to organize, assess and develop strategies to promote an integrated planning process.
<b>Educational Programs</b>		
A significant unmet demand continues for non-credit classes and programs within the community.	The Board of Trustees developed goals to support non-credit programs and construction is in progress at the Garfield Campus.	The new 2010 EMP will support the needs of the community.
The Academic Senate is collaborating with other college committees to develop a policy for program reduction and elimination.	A Sunset/Enhancement Policy was developed and put in use.	The policy is in use.

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
<p>Measure G funds will be used to increase parking, expand the South Glendale campus, provide new classrooms and student services, upgrade facilities for music and physical education and add a new building to house the Aviation and Nursing programs.</p>	<p>Measure G funds have been used to support outlined projects including the new parking structure and Health Science Building. The Garfield expansion, P.E. renovation and, Classroom/Lab/College Services projects are in process. An oversight committee monitors funding.</p>	<p>The completion of the new Garfield Campus will use the remaining Measure G funds and complete the list of projects.</p>
<p>Faculty and administration are planning and developing ways to assess and measure student learning outcomes.</p>	<p>An SLO Coordinator was selected and the SLO Committee was formed. SMP Goal 2 supports SLOs, and eLumen software was purchased. The Academic Senate defined the different levels of SLOs.</p>	<p>Faculty continue pilot SLO programs. The IPCC is evaluating applying for the Eric program.</p>
<p>A 2002 Bond (Measure G) passed providing \$98M over a 10 year period for facilities and infrastructure improvements.</p>	<p>Improvements have been made and final projects are in progress.</p>	<p>Final completion of projects are anticipated in fall 2010.</p>
<p>A new state-of-the-art science facility will allow the college to serve a greater number of students more efficiently and effectively.</p>	<p>The Planetarium and Science Center are being used effectively to serve GCC students, elementary school students, visitors and the community.</p>	<p>The Science Center Director and the outreach program continue to promote community participation.</p>
<p>The new ERP system will streamline processes and eventually automate student educational plans, degree audits and educational goals. The college will remain committed to providing more flexibility for students and improve tracking student success.</p>	<p>Oracle and PeopleSoft are in place (see above).</p>	<p>The final student module for PeopleSoft is scheduled for spring 2010.</p>
<p>The college plans to improve academic advisement for students with a new "one step services" facility.</p>	<p>The new Classroom/Lab/College Services Building has been designed and is awaiting state funding.</p>	<p>The new building will house the "one stop shop" for students.</p>
<p>There have been ongoing efforts to enhance the coordination between credit and non-credit divisions to meet the demands of the community.</p>	<p>Basic Skills funds have supported faculty driven projects to coordinate credit and non credit programs. A NC Matriculation Committee was formed.</p>	<p>PeopleSoft will continue to coordinate credit and noncredit student I.D. numbers and facilitate transitioning students.</p>
<p>Research and Planning will pursue methods to measure student success with further education or employment.</p>	<p>Follow-up projects have been done with biology students. Statewide core indicators are used and reflected in the Campus Profile.</p>	<p>The college continues to address this matter, however, time and budget restraints have precluded further progress.</p>

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
The Academic Senate is examining standards for student competency in written and oral communications.	The creation of the Core Competencies, Goal 2 of the SMP and SLOACs support these standards.	The Academic Senate continues to address these issues.
Pilot programs such as Research, Reading and Writing across the curriculum will be assessed.	Despite a lack of funding, various faculty continue to support these established activities.	Plans are in place for a new faculty center for learning, pending available space and funding.
Program Review will incorporate SLOs into the process. Efforts are ongoing to link program review, planning and the mission of the college with budgeting and resource allocation.	SLOs, SMP, mission and resource needs have been incorporated into the program review reporting process. This data has been used in the annual budget <i>documentation process</i> .	Plans are in process to include the rollover budget in this process.
The college needs to review how it serves students and the community by reviewing student satisfaction and preferences regarding modes of instruction, logistics, course content etc.	Research and Planning continues to improve the annual Student Survey to address these issues. This is also supported by SMP Goal 3.	The college continues to address improvement in this area.
Articulation agreements with local school districts and universities should be expanded.	The articulation officer works with counseling to resolve any issues.	Increased technology and the expansion of ASSIST provide <i>updated resources</i> .
<b>Student Support and Development</b>		
The college will expand student information into additional languages spoken by the student population and investigate additional modes of conveying information to the community. Development of student and faculty portals on the web will enhance information dissemination.	The Garfield Campus has developed multi-language "Welcome Packets" for students in Armenian, Farsi, Korean and Spanish. "My GCC" was developed for students and faculty use Blackboard.	The PeopleSoft student module is scheduled for spring 2010.
Student government organizations have taken an active role in campus issues, statewide politics and serving on campus governance committees. The college will continue to develop ways to increase student participation through surveys and focus groups, student development classes and leadership training opportunities.	Students actively serve on governance committees, address statewide issues on and off campus and hold numerous student activity opportunities. The college updates student surveys annually and promotes participation in student development	The ASGCC is actively involved in most aspects of the campus.
The college will continue to monitor assessment and placement processes for English, ESL and Math. Implementation of mandatory placement testing will require additional financial and physical resources.	All students take the required placement tests for English, ESL and Math unless the waiver process is used.	Research and Planning will continue to monitor assessment practices.

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
<p>New technology will improve the telephone registration system, matriculation processes and other online services for students (including non-credit). In order to comply with FERPA regulations, the college is committed to protecting student information and records.</p>	<p>STARZ registration will be replaced with the new PeopleSoft online registration for students. Board Policies are in place regarding <i>Student Confidential</i>.</p>	<p>PeopleSoft <i>Business Builder</i> will expand web based technology for students and faculty.</p>
<p><b>Information and Learning Resources</b></p>		
<p>The Library plans to replace aging computers in classrooms and to test wireless access. English 101 will be paired with Library workshops. The Writing Across the Curriculum task force will plan the implementation of the Reading Across the Curriculum</p>	<p>ITS has developed a Computer Cascading Policy to replace aging computers in classrooms and labs. English 101 has been paired with Library workshops.</p>	<p>The ITS Plan will guide the college in evaluating the direction of new technology on campus.</p>
<p>The college will upgrade both hardware and software in all campus computer labs as budget allows. Web CT has been provided for both faculty and students.</p>	<p>The 2007 Technology Plan outlines computer upgrades. Budget restrictions are problematic. WebCT was implemented and has been replaced with Blackboard.</p>	<p>ITS, Instructional Technology, CCCC and TMI work together to make improvements in labs and for faculty and students.</p>
<p>Information Technology Services plans to develop and implement a Teaching and Learning Center to promote innovative technology mediated instruction and stay current with new technology. Licensing will be reviewed annually to ensure the best service and Total Cost of Ownership will be incorporated into technology purchasing.</p>	<p>The 2007 Technology Plan along with the new 2010 EMP address updating technology and the total cost of ownership. Budget restrictions remain problematic to achieving these goals.</p>	<p>The college is committed to addressing total cost of ownership matters.</p>
<p>The college will need to address future network access and increase bandwidth to support increased use of video streaming. The network will need to expand to meet user demand for new services.</p>	<p>The college upgraded its Internet connection to 1Gbps in fall 2009 and is currently undergoing network reconfiguration.</p>	<p>The Garfield Campus will get its own Internet connection and a network reconfiguration in spring 2010 and the main campus will receive an upgrade and increased routing capabilities.</p>

<b>Institutional Mission Faculty and Staff</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
<p>The Academic Senate has revised adjunct hiring procedures and will also work on administrative hiring procedures. The new ERP system will facilitate the process for applicants and hiring committees. Human Resources will maintain a database of employee evaluations and a reminder system.</p>	<p>Adjunct hiring procedures have been improved and are in use. A CEO Hiring Policy was completed in 2005 and updated in 2009. The new PeopleSoft HR module is in place. Reminders for evaluations are sent twice a year and quarterly reports are generated.</p>	<p>HR plans to evaluate management software to automate and improve the process.</p>
<p>A current budget crisis has caused a current elimination of the Staff Development Officer and support staff. The program needs financial support, physical space and dedicated equipment. The college is committed to return staff development programs when budget improves.</p>	<p>The college has restored the Staff Development Coordinator position and a variety of staff development activities have been offered over the past few years. A two year Staff Development Plan was enacted in 2006-2007. Budget issues remain problematic.</p>	<p>The college continues to offer Staff Development activities as outlined in the Mission Statement and Statement of Core Values.</p>
<p>More full-time instructors are still needed particularly in Credit ESL and Basic Skills. The Hiring Resource Allocation Task Force is committed to addressing this issue. The ERP system will provide security of employee records and a policy and procedure plan needs to be developed for HIPPA requirements.</p>	<p>Progress was made in the hiring of FTF. Current budget restraints have precluded further progress.</p>	<p>The new EMP will continue to allow for data collection concerning courses and faculty to address program needs.</p>
<p><b>Physical Resources</b>            Although a \$98 million bond measure passed in 2002 to expand, upgrade and improve parking and infrastructure, heating, air conditioning, and ventilation continue to be a major concern. A new Central Plant and utility infrastructure upgrades will relieve maintenance problems. A shortage of custodial staff due to recent cutbacks remains a campus concern.</p>	<p>The Central Plant was completed in 2005. Retirements and budget cutbacks have precluded hiring more custodial staff.</p>	<p>The board has adopted a new board goal to restore the level of needed custodians.</p>

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
<p>The college is in the process of re-evaluating its disaster preparedness plan. A 2003 resolution set the standard for following sustainable building guidelines to conserve energy and reduce costs. The college plans to replace the Library ceilings. A new fixed asset inventory system will assist with an equipment replacement program.</p>	<p>A Fixed Asset Inventory system was put in place in 2005, a Five Year Facilities Management Plan was adopted in 2007 and in 2009 a Disaster Preparedness Plan was updated and a new Emergency Operations Plan was completed.</p>	<p>The board has made a commitment to building "green" as evidenced by the new parking lot solar panels and in discussions concerning LEED certification for the Garfield Campus Renovation project.</p>
<p>The Facilities Master Plan along with the Educational Master Plan (EMP) will serve as a guide for future upgrades and expansion.</p>	<p>Each year the college updates its 5 Year Capital Outlay Plan and it is forwarded to the board for approval.</p>	<p>The college is currently preparing a new EMP. Upon completion the college will update its Facilities Master Plan.</p>
<b>Financial Resources</b>		
<p>The college needs to define the role of the Budget Review Committee in the integration process which will link program review, the EMP, planning and the budget to identify the needs of the college. The new ERP system will disseminate more information for decision-making.</p>	<p>Each year the college has improved its link to program review and strategic planning on funding new budget requests.</p>	<p>The college will begin the evaluation of the rollover budget with program review and strategic planning.</p>
<p>The college should continue conservative fiscal policies and procedures and develop a response plan in case of an extended budget crisis.</p>	<p>The college has updated its budget development process that added establishing a 5% general reserve.</p>	<p>The college has drafted a reserve policy that is currently in the governance process.</p>

<b>Institutional Mission</b>	<b>Action Taken / Status</b>	<b>Continuous Improvement</b>
<p><b>Governance and Administration</b></p> <p>The college has procedures for both Trustee and CEO evaluations and it has been recommended that board policy be reviewed and revised.</p> <p>The budget process will follow a plan developed by the Budget Process Revision Task Force. A grants process is being formalized to determine future costs and increase faculty involvement.</p>	<p>Board Policy has been created for evaluation of the Trustees and CEO. All board policies have been reviewed and revised.</p> <p>The Budget Process Revision Task Force proposal was rejected by the campus. Team A and B of the Strategic Master Plan committee and the Budget Committee are refining these processes annually. Faculty are actively involved in writing grants.</p>	<p>The college is in the process of reviewing and revising all administrative regulations to reflect the changes made to board policies.</p> <p>The college is in the process of readdressing the grants process in conjunction with the new Educational Master Plan.</p>



# Appendix



## Service to the Community

In fall 2009, GCC nursing students participated in the first POD event in Glendale to dispense H1N1 vaccines. A POD is a Point of Dispensing site set up in the event of an outbreak or bioterrorist event where there is great need to do mass immunizations or distribute medications. This partnership with the L. A. County Public Health Department, the City of Glendale, and the college's nursing program provided a significant part of the workforce for the day. Months were spent participating in the planning and event coverage with over 2000 people in line before the doors opened. During the debriefing Public Health representatives commented on the importance of collaborative partnerships, and the value learned that nursing students, supervised by their nursing faculty, could fill the need for large numbers in the event of imminent public health need.

Photo Credit: Cynthia Dorroh

# Master Acronym List

<b>A</b>	<b>4 Cs</b>	Campuswide Computer Coordinating Committee
	<b>AA</b>	Associate in Arts
	<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
	<b>ACE</b>	Achieving College Excellence
	<b>ACRL</b>	Association of College and Research Libraries
	<b>ACS</b>	American Chemical Society
	<b>ADA</b>	Americans with Disabilities Act
	<b>AIS</b>	Administrative Information Systems
	<b>AR</b>	Administrative Regulation
	<b>ARCC</b>	Accountability Reporting for the Community Colleges
	<b>ARRA</b>	American Reinvestment and Recovery Act
	<b>AS</b>	Associate in Science
	<b>ASCCC</b>	Academic Senate of the California Community Colleges
	<b>ASCIP</b>	Alliance for Cooperative Insurance Programs
	<b>ASGCC</b>	Associated Students of Glendale Community College
	<b>ASSIST</b>	Articulation System Stimulating Interinstitutional Student Transfer
	<b>AVID</b>	Advancement Via Individual Determination
<b>B</b>	<b>BBS</b>	Board of Behavioral Sciences
	<b>BP</b>	Board Policy
	<b>BRN</b>	Board of Registered Nursing
	<b>BSI</b>	Basic Skills Initiative
	<b>BTAHC</b>	Board of Trustees Advisory Hiring Committee
<b>C</b>	<b>C&amp;I</b>	Curriculum and Instruction
	<b>CAADE</b>	California Association of Alcohol and Drug Educators
	<b>CACT</b>	Centers for Applied Competitive Technologies
	<b>CABOT</b>	computer Applications and Business Office Technologies
	<b>CAI</b>	Computer Assisted Instruction
	<b>CaIWORKs</b>	California Work Opportunity and Responsibility to Kids
	<b>CAPED</b>	California Postsecondary Education and Disability Association
	<b>CARE</b>	Cooperative Agencies Resources for Education
	<b>CASAS</b>	Comprehensive Adult Student Assessment System
	<b>CCCAOE</b>	California Community College Association for Occupational Education
	<b>CCCApply</b>	California Community College Application
	<b>CCCCO</b>	California Community College Chancellors Office
	<b>CCFS</b>	Annual Financial and Budget Report
	<b>CCI</b>	CCCCO Core Indicators
	<b>CCLC</b>	Community College League of California
	<b>CCSSE</b>	Community College Survey of Student Engagement
	<b>CEC</b>	Campus Executive Committee
	<b>CELSA</b>	Combined English Language Skills Assessment
	<b>CERT</b>	Community Emergency Response Team
	<b>CDC</b>	Child Development Center
<b>CDCP</b>	Career Development and College Preparation	

<b>C</b>	<b>CHAC</b>	Classified Hiring Allocations Committee
	<b>CLA</b>	California Library Association
	<b>CLEP</b>	College Level Examination Program
	<b>CMS</b>	Content Management System
	<b>COA</b>	Commission on Athletics
	<b>COLA</b>	Cost of Living Adjustment
	<b>COPPER</b>	Communities of Practice Pooling Education Resources
	<b>COPS</b>	Certificates of Participation
	<b>CPT</b>	Computerized Placement Tests
	<b>CSEA</b>	Classified School Employees Association
	<b>CSD</b>	Center for Students with Disabilities
	<b>CSE</b>	Community Services Education
	<b>CSI</b>	Center for Student Involvement
	<b>CS/IS</b>	Computer Science/Information Systems
<b>CSU</b>	California State University	
<b>CTE</b>	Career and Technical Education	
<b>D</b>	<b>DE</b>	Distance Education
	<b>DLO</b>	Desired Learning Outcomes
	<b>DSA</b>	Division of the State Architect
	<b>DSPS</b>	Disabled Students Program and Services
<b>E</b>	<b>EEO</b>	Equal Employment Opportunity
	<b>EEOP</b>	Equal Employment Opportunity Plan
	<b>EMC</b>	Estacion del Mar Cortes
	<b>EMP</b>	Educational Master Plan
	<b>ESM</b>	Energy Management System
	<b>EMT</b>	Emergency Medical Technician
	<b>EOPS</b>	Extended Opportunities Programs and Services
	<b>ERP</b>	Enterprise Resource Planning
	<b>ESL</b>	English as a Second Language
<b>ETP</b>	Employment Training Panel	
<b>F</b>	<b>FCMAT</b>	Fiscal Crisis Management Assistance Team
	<b>FERPA</b>	Family Educational Rights and Privacy Act
	<b>FIG</b>	Faculty Inquiry Group
	<b>FIN</b>	Faculty Interest Network
	<b>FMPTF</b>	Facilities Master Plan Task Force
	<b>FTE</b>	Full Time Equivalent
	<b>FTEF</b>	Full Time Equivalent Faculty
	<b>FTES</b>	Full Time Equivalent Students
<b>G</b>	<b>GASB</b>	Governmental Accounting Standards Board
	<b>GCC</b>	Glendale Community College
	<b>GEAR UP</b>	Gaining Early Awareness and Readiness for Undergraduate Programs
	<b>GED</b>	General Education Development
	<b>GPA</b>	Grade Point Average
	<b>GWP</b>	Glendale Water and Power
	<b>GOB</b>	General Obligation Bond

<b>H</b>	<b>HTC</b>	High Technology Center
	<b>HRIS</b>	Human Resources Information System
<b>I</b>	<b>IAC</b>	Instructional Assistance Center
	<b>IC</b>	Information Competency
	<b>IELM</b>	Instructional Equipment and Library Materials
	<b>IGETC</b>	Intersegmental General Education Transfer Curriculum
	<b>IHAC</b>	Instructional Hiring Allocations Committee
	<b>IOC</b>	Inter-Organization Council
	<b>IPCC</b>	Institutional Planning Coordination Committee
	<b>ITS</b>	Information and Technology Services
<b>J</b>	<b>JPA</b>	Joint Powers Agreement
<b>K</b>	<b>KPI</b>	Key Performance Indicators
<b>L</b>	<b>LAEDC</b>	Los Angeles Economic Development Corporation
	<b>LAOCRC</b>	Los Angeles-Orange County Regional Consortium
	<b>LC</b>	Learning Center
	<b>LEED</b>	Leadership in Energy and Environmental Design
	<b>LOWDL</b>	Los Angeles-Orange County Workforce Development Leaders
<b>M</b>	<b>MASTER</b>	Math and Science Transfer, Excellence and Retention Program
	<b>MDC</b>	Math Discovery Center
	<b>MDTP</b>	Mathematics Diagnostic Testing Project
	<b>MIS</b>	Management Information Systems
	<b>MOUS</b>	Microsoft Office User Specialist
<b>N</b>	<b>NAIA</b>	National Association of Intercollegiate Athletics
	<b>NAFSA</b>	National Association of Foreign Student Advisors
	<b>NCAA</b>	National Collegiate Athletic Association
	<b>NCDA</b>	National Career Development Association
	<b>NCES</b>	National Center for Education Statistics
	<b>NCLEX</b>	National Council Licensure Examination
	<b>NFA</b>	National Forensics Association
	<b>NIMS</b>	National Incident Management System
	<b>NSF</b>	National Science Foundation
	<b>NSS</b>	Network and System Services
<b>O</b>	<b>OCLC</b>	Online Computer Library Center
<b>P</b>	<b>PACE</b>	Project for Adult College Education
	<b>P.O.S.T.</b>	Peace Officers Standards and Training
	<b>PSCL</b>	Physical Science Computing Lab
	<b>PDC</b>	Professional Development Center

<b>R</b>	<b>RAC</b>	Research Across the Curriculum
	<b>ROP</b>	Regional Occupational Programs
	<b>RT/EP</b>	Release Time/Extra Pay
<b>S</b>	<b>SAGE</b>	Student Athletes: Graduation by Engagement
	<b>SAO</b>	Student Area Outcomes
	<b>SARS</b>	Scheduling and Reporting System
	<b>SD</b>	Student Development
	<b>SEMS</b>	Standardized Emergency Management System
	<b>SG</b>	San Gabriel
	<b>SI</b>	Supplemental Instruction
	<b>SIEF</b>	State Instructional Equipment Funds
	<b>SLIM</b>	Schools Linked for Insurance Management
	<b>SLO</b>	Student Learning Outcome
	<b>SLOAC</b>	Student Learning Outcome Assessment Cycle
	<b>SMP</b>	Strategic Master Plan
	<b>SMS</b>	
	<b>SOS</b>	Student Outreach Services
	<b>SPAR</b>	Student Program & Achievement Rate
	<b>SPECC</b>	Strengthening Pre-Collegiate Education in Community Colleges
	<b>SSHAC</b>	Student Services Hiring Allocations Committee
	<b>SR</b>	San Rafael
	<b>STARS</b>	Student Telephone and Registration System
	<b>STATS</b>	
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats	
<b>T</b>	<b>TANF</b>	Temporary Assistance to Needy Families
	<b>TBA</b>	To Be Arranged
	<b>Team A</b>	Master Planning Committee
	<b>Team B</b>	Planning Resource Committee
	<b>TMI</b>	Technology Mediated Instruction
	<b>TOEFL</b>	Test of English as a Foreign Language
	<b>TOPS</b>	Taxonomy of Programs
	<b>TRANS</b>	Tax Revenue Anticipation Notes
	<b>TTIP</b>	Telecommunications and Technology Infrastructure Program
	<b>U</b>	<b>UC</b>
<b>UCLA</b>		University of California, Los Angeles
<b>USC</b>		University of Southern California
<b>USS</b>		User Support Services
<b>V</b>	<b>VPA</b>	Visual and Performing Arts
	<b>VTEA</b>	Vocational Technology Education Act
	<b>VWIB</b>	Verdugo Workforce Investment Board
<b>W</b>	<b>W</b>	Withdraw
	<b>WAC</b>	Writing Across the Curriculum
	<b>WSC</b>	Western State Conference