



GLENDALE COMMUNITY COLLEGE

Dear Community Member:

The 1992-93 academic year was a challenging one for Glendale Community College. Because of tight economic times, we found it necessary to re-evaluate our institutional and fiscal priorities. All of the Maricopa Community Colleges were forced to realign their operating budgets due to a decreasing tax base and reduced state appropriations.

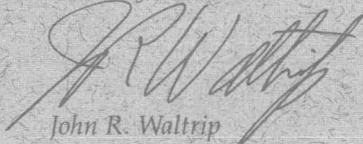
To foster better decision making, GCC finalized its Institutional Effectiveness Plan. This plan incorporates elements of student academic achievement, student development, and organizational achievement. It also outlines the measurement tools and process to be used for assessing our progress toward continuous improvement.

To ensure that our priorities were in balance with the resources available, we revisited our Mission Statement. A new Mission Statement with the college's Purposes and Philosophy is printed on page 5 of this report.

The college has continued its commitment to providing quality education to our students. As you turn the page, you will see listed the college's major accomplishments for 1992-93. I am very proud of our employees and what they have been able to achieve in spite of the budget realignment.

I hope you find this report interesting and informative.

Sincerely,



John R. Waltrip
President

1992-93 ANNUAL REPORT

T I V E N E S S M A T T E R S

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*Karen Conzelman,
Biology Faculty*

"As an instructor, one challenge I face is that many students don't know that they don't understand a topic until they are facing an exam. In-class assessment allows both the students and me to evaluate their mastery at a time where adjustment and intervention can still make a difference."

- Recommended common syllabi content to faculty.
- Conducted established Department/Division assessment measures and piloted other assessment measures.
- Created Classroom Research Support Group.
- Opened two new Electronic Forums for student input.

Plans for 1993-94

The **major tasks** which are planned for the Institutional Effectiveness Committee for 1993-94 are:

- Write measurable goal statements for Mission Purposes.
- Design comprehensive Department/Unit Review model.
- Refine Department/Division plans; continue or expand current assessment methods; pilot new measures.
- Continue faculty development and "Quality" training.

- Enhance student services surveys to include development questions; reformat to scannable form.
- Extract Department/Division transfer data from ASU tape exchange.
- Conduct Graduates' Employers survey.
- Maintain existing Data Books.
- Create Department Data Book.
- Participate in state-wide student tracking system.
- College-wide Achievement Sub-committee (college-wide measures and improvement issues),
- Student Academic Achievement Sub-committee (instructional departments),
- Student Development Sub-committee (student service units),
- Quantum Quality Steering Team (training and team projects).

The structure of the **Institutional Effectiveness Committee for 1993-94** has been changed to better align groups with these tasks. The sub-committees will be arranged as follows:

Input from leaders and citizens of our service area would greatly contribute to our work this year. If you would like to participate in any of these sub-committees, please contact Bonnie Welsh in the GCC Institutional Effectiveness Office at 435-3483 to indicate your interest.

CURRENT STUDENT SURVEY SELECTED FINDINGS

Last Spring the college received results from the "Current Students Survey," which was administered to randomly selected course sections during scheduled class meetings at the end of Fall 1992 (1,736 surveys were returned). The following is a brief summary of the results.

The factor which most influenced students' decisions to attend GCC was "closeness to home or work." About 38% responded in this manner. This was followed by low tuition at 19%, and the fact that GCC offers the degree/certificate/course they desired at 13%.

In terms of students' satisfaction with the instruction at GCC, an impressive 82% rated the instructors as good or excellent.

When asked how they first learned of GCC, 49% responded "from a friend or relative," followed by "from a high school counselor or presentation" with a response of 25%.

When asked what was their primary reason for attending GCC, 58% said "preparation for attending four-year universities or colleges." The second and third highest items, with a combined result of 27%, concerned new occupational skills and job retraining.

Students were asked to rate each GCC goal and objective in terms of how important it is to them. Excluding "don't know" responses, 77% stated that university transfer courses are very important to them. Occupational education is also relevant with 57% considering it very important. General education came in third with 50%.

Students were also asked to rate each GCC goal and objective in terms of how successful they feel GCC has been in achieving these objectives. Excluding "don't know" responses, 46% felt that GCC is very successful in achieving their university transfer courses goal. General education was a close second with 44%.

INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness is a priority at Glendale Community College. Continuous improvement of our instructional program, student services, facilities and administrative processes is an on-going focus.

Institutional Effectiveness Plan

The first part of the 1992-93 academic year was spent finalizing the Institutional Effectiveness Plan. In response to the ten-year accreditation visit from the North Central Association of Colleges and Schools (NCA) in 1992, GCC was asked to submit its overall institutional effectiveness plan, with emphasis on documenting student academic achievement. Although the staff had done a thorough review of the institution, and had documented improvement in many areas, NCA felt it was necessary to compile assessment activities in a central plan.

A great deal of time and dedication was given by faculty and staff to prepare this plan. Departments met to specify their instructional goals for students. The **Institutional Effectiveness Committee (IEC)** was aligned to meet the challenge with the following sub-committees:

- Mission Plan
- Student Academic Achievement
- Instructional Support Services.

The Plan documents existing assessment activities and lists pilot or planned measures. It was approved by NCA this Spring. The **major components of the Plan** are:

- Departmental and college-wide evaluation of student academic achievement,
- Departmental and college-wide evaluation of student development,
- Community and institutional processes for assessing organizational achievement.



*Alberto Sanchez, Dean
Educational Services*

"Institutional effectiveness has been a useful, albeit painful, college-wide self-examination of what we say we do versus what we are actually doing; this process, in my mind, is a worthwhile introspection that can only lead to enhancing an already excellent college."

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GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Mission

The mission of Glendale Community College (GCC) is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals.

Purposes

- Prepare students to participate responsibly in a culturally-diverse, technological and global society.
- Prepare students for successful transfer to colleges and universities.
- Prepare students for employment and advancement within their chosen careers.

Philosophy

Glendale Community College firmly believes that the educational goals of individuals are important. The college involves students as active partners in their education. Recognizing the diversity of its student body, the college seeks to meet each student's individual need with appropriate courses, services, and information. GCC attempts to accommodate differences in student preparedness and styles of learning, and assists students in the exploration and establishment of educational and career goals.

Glendale Community College promotes excellence and innovation in teaching and learning. Aware of its role as a community-based institution, the college works closely with other organizations, including educational institutions, agencies and employers, to support a stable and capable work force.

Tasks Completed in 1992-93

One of the most significant accomplishments was writing the new Mission Statement (see left inset box). It was approved by the President this summer. Other institutional effectiveness **projects completed** during the 1992-93 academic year include:

- Conducted Current Student Survey (see findings in right inset box).
- Expanded faculty training for various instructional improvement methods.
- Piloted student tracking system for ACE-Plus (college-prep) students using Insight software.
- Produced "Institutional Effectiveness Handbook" for faculty and staff use.
- Documented Department/Division plans for measuring student academic achievement.

Improving Institutional Quality

GCC's **Institutional Effectiveness Plan** was approved by the North Central Association of Colleges and Schools. Many faculty met throughout the year to develop their departmental assessment plans. "Quality Awareness" training was conducted for 113 employees.

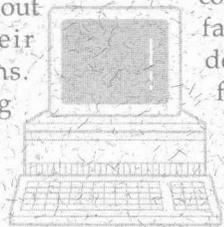
Improving Teaching & Learning

Many instructional departments modified course content, delivery mode, and assessment methods to improve teaching and learning. Some of these changes included:

- Offering selected courses over the videoconferencing network.
- Restructuring some courses to a competency-based FLEX format.
- Allowing students to correspond via modems and electronic mail.
- Teaching in teams.
- Utilizing multimedia tools.
- Writing custom software applications for classroom projects.
- Offering courses at more convenient times to accommodate student needs.
- Updating course competencies.
- Administering common assignments and final exams.

The **Art** department created new courses in digital photography and desktop publishing for instruction in design, layout, and photographic composition. Two courses in jewelry were also added.

The **Biology** department customized sections of its non-majors course to meet the needs of elementary education majors. Changes include hands-on projects and other learning activities. They also created a new introductory Anatomy & Physiology course.



Business faculty opened an Accounting Solutions Pod for tutoring assistance in the High Tech Center. The department also began reviewing all of its course and program offerings to develop new competencies which meet the evolving needs of community employers. Business faculty have continued to develop new course materials for commercial software applications, such as Quattro Pro, WordPerfect Works, Harvard Graphics, Advanced DBase, Paradox, UNIX, AS/400, MVS, Tool-book, OfficeVision.

The **Engineering and Technology** department made major modifications to the Electronics Computer Technology (ECT) curriculum. In addition to the ECT associate degree, students can earn a certificate in Local Area Networks or Microcomputer Servicing. The Drafting program was modified to include new courses in measurement, two-dimensional animation, algebra and graphs, and trigonometry and geometry for design.

Foreign Language faculty taught a set of intensive Spanish courses in which students completed two five-week summer courses which normally take four semesters. Students spent seven hours in class each day and studied countless hours outside of class, enabling acceleration of instruction without decreasing educational quality.

The **Honors Program** increased student success by requiring a study skills course for students whose GPA fell below 3.0 and encouraging summer enrollment for students who were at risk of losing their scholarships.

Mathematics faculty integrated computers into the calculus sequence to produce graphs and tables which help show the connections between algebra, geometry, and numerical calculations.



Nursing implemented a clinical preceptorship program for the final semester of the two-year nursing degree. Registered nurses from community hospitals are selected to work with students to ease the transition from student role to beginning practitioner.

Physical Education granted its first awards for the new Fitness Leadership and Aerobics Instructor certificate programs.

The **Public Relations** degree program was revised with recommendations from a community advisory board which would better prepare students for jobs.

Social Science offered an Archaeology Field School in Cortez, Colorado, enabling students to participate in a real "dig" of an Anasazi site.

Upgrading Equipment & Technology

Disabled Student Resources acquired an electronic text braille printer, a new software package which produces enlarged type (up to 16 times) on a video screen for visually impaired students, and software which allows mobility impaired students to eliminate multiple key stroke commands. They also purchased an Optical Character Recognition scanner for transferring type to braille, large print, and synthetic speech.

The **Fitness Center** acquired four new Trackmaster treadmills, as well as a Crossrobic Trainer for performing lower body workouts.

The **Library/Media Center** piloted several Videoconferencing Network classes which enabled students to participate in classes that would not normally be accessible to them.



C C O M P L I S H M E N T S

The upgraded **Life-Science Multi-purpose Laboratory** expanded its service to psychology and biology students with interactive and tutorial programs, slides, audio tapes, video tapes, and laser disc players.

The **Multicultural Affairs Program** collaborated in the development of a sophisticated tracking/monitoring system to enhance minority recruitment and retention.

The **Nursing** department received a \$15,000 grant from the Helene Fuld Health Trust which will be used to purchase interactive video equipment. The department also began a computerized testing system.

Construction was completed on the **student activities area** that includes volleyball, a stage for bands, a picnic area, a barbecue grill, and serving areas for events.

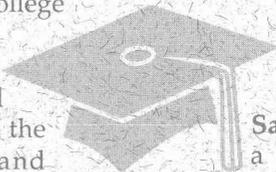
The **scholastic newsroom** converted to Macintosh technology for production of the school newspaper, *The Voice*.

CompuFix services were initiated for solving problems with software, hardware, and telecommunications.

Serving Students

ACE Plus, GCC's pre-college program for local high school students, reported that 99 percent of the initial 140 students graduated from high school with an average of 18 college credits earned.

The **Admissions and Records Office** expanded the transcript evaluation and graduation check-out functions to respond more quickly to requests. They also implemented a materials tracking system, made the In-Touch student information system more user-friendly, created degree program fliers, and modified the Schedule of Classes format to save money and allow broader distribution.



The **Audio Lab** has helped English as a Second Language (ESL) and Foreign Language students to improve oral/aural abilities, as well as test performance.

Career and Adult Education Services changed its College Survival Skills workshops from a monthly to a weekly basis and rearranged the office for easier access by disabled students. Its Adult Re-entry program was expanded with weekly counseling and support sessions and an adult support session on the Electronic Forum.

The **Child Care Center** began acting as the initial placement location for all Intergenerational Early Childhood Teaching students. It has also improved parent communication for pre-schoolers to facilitate the transition to public schools.

Counseling hired six graduate student interns from local colleges and universities to increase services to students and improve the mental health of the campus. The office was also remodeled to create a more open atmosphere.

The **Learning Assistance Center** began offering several new open-entry courses, designed by English faculty, to teach basic skills and ESL.

The **continuing student registration process** was altered to encourage students to seek advisement early in the semester to allow more time for advising.

Safety and Security implemented a weekly crime report, drafted a bloodborne pathogens plan, and participated in getting district-wide parking regulations passed.

The **Writing Center**, staffed by volunteer faculty who help students with writing assignments, expanded services to include assistance in reading and study skills.

Enriching the Community

Applied Science, Biology and Psychology faculty hosted the state-wide Science Olympiad for high school students. The annual Arizona-Nevada Junior Academy of Science was hosted by GCC science faculty. The Applied Science department hosted a science fair for pre-college home school students.

Biology faculty offered two Life Science Academies for pre-college teachers. It introduced participants to hands-on science, teaching strategies, and learning activities.

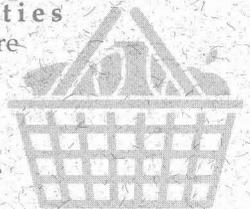


Chemistry held an open house and hosted local elementary school students. Activities included a chemical magic show, demonstrations of objects at ultra-cold temperatures, making of slime, and turning pennies to "gold."

The **Community Education Office's** summer program for gifted children, **MASTERMINDS!**, was selected by the Isaac School District as the program of choice for its gifted but needy scholarship students. The Bass Fishing Institute grew with the help of several corporate sponsors who covered some of the costs and donated materials to participants.

The **Multicultural Affairs Program** continued to participate in community-based programs, such as: Peoria United for the Future, Glendale Youth Center, "Project Dream" at Dysart High School, and programs directed at at-risk youth throughout the service area.

Student Activities instituted a Food Share program which offers groceries at a reduced cost to people who volunteer in the community.

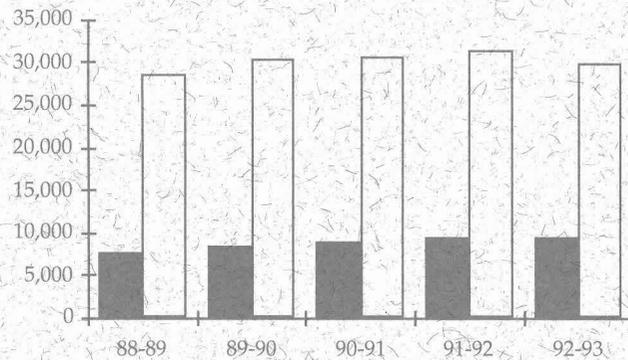


STUDENT PROFILE

Student demographics for 1992-93 were as follows:

- Fall headcount topped over 18,000 with a full-time student equivalent of over 8,600. Unduplicated student headcount for the entire academic year was almost 30,000.
- Approximately 75 percent of students were employed while attending college; about half planned to work more than 30 hours per week.
- The average student age was 32; more than 1,000 students were over age 50.
- Fifty-seven percent of students were female; 43 percent, male.
- The diverse student body (18 percent minority) reflected the racial/ethnic mixture of the service area. Over 40 countries were represented among the international student population.
- Fifty-seven percent of students attended day classes; 43 percent attended evening classes.
- Seventy-three percent attended part-time (fewer than 12 credit hours). The average credit hour load was 6.8 per semester.
- Forty-two percent intended to transfer to a four-year institution; 40 percent were seeking occupational or career-related programs. The remaining were enrolled for personal interest courses.
- 541 degrees and 245 certificates were granted in 1992-93.

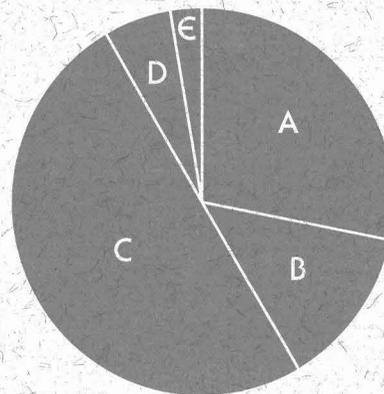
ENROLLMENT TRENDS



	88-89	89-90	90-91	91-92	92-93
■ Total Fiscal Year FTSE	7,637	8,485	8,904	9,517	9,342
□ Unduplicated Headcount	28,467	30,476	30,695	31,433	29,963

R E V E N U E S

U n a u d i t e d F i g u r e s



CURRENT FUND REVENUES:

A Tuition & fees	\$ 9,695,375
B State appropriations	4,612,622
C Local appropriations	17,267,189
D Grants*	1,968,265
E Sales/services/ auxiliary/other	911,982

Total (net District Office overhead) \$34,455,433

*Pell Grants not included in "Grants"

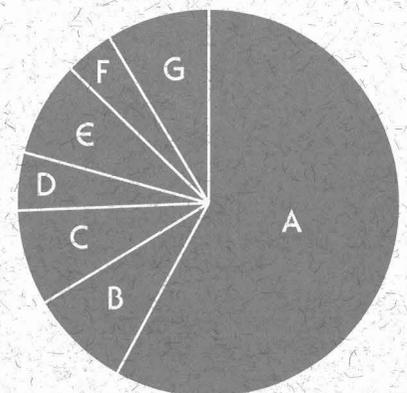
E X P E N D I T U R E S

U n a u d i t e d F i g u r e s

CURRENT FUND EXPENDITURES:

A Instruction	\$19,952,942
B Academic support	2,913,067
C Student services	2,756,455
D Institutional support	1,664,743
E Maintenance/operations	2,747,715
F Scholarships	1,429,405
G Auxiliary	2,991,106

Total \$34,455,433



SERVICE AREA CENSUS FACTS

In an effort to stay apprised of the service area, GCC recently contracted with Data Network for Human Services to prepare a report of recently released Census data for GCC's service area (Census blocks within a six-mile radius of the college) and Maricopa County. Below is a summary of some key findings for 1990.

	Service Area		Maricopa County	
	1990 #	1990 %	1990 #	1990 %
# Households by Income Range				
\$0 - 24,999	72,923	41%	321,883	40%
\$25,000 - 49,999	68,642	38%	288,357	36%
\$50,000 +	37,381	21%	197,922	24%
# in Labor Force (Age 16 +)				
Employed Persons	226,712	63%	1,014,659	62%
Unemployed Persons	15,049	4%	64,742	4%
Not in Labor Force	118,197	33%	543,797	34%
Employment by Industry (Age 16 +)				
Agriculture/Mining	2,787	1%	21,506	2%
Construction	15,524	7%	64,475	6%
Manufacturing	30,637	14%	151,425	15%
Transportation	10,799	5%	46,246	5%
Communication & Other	8,719	4%	32,252	3%
Wholesale Trade	11,354	5%	43,945	4%
Retail Trade	41,604	19%	177,656	18%
FIRE (Finance, Insur., Real Estate)	19,060	8%	90,255	9%
Business/Repair Service	14,316	6%	61,954	6%
Personal Services/Entertainment	10,462	5%	57,487	6%
Health Services	17,502	8%	76,977	8%
Educational Services	15,127	7%	69,440	7%
Other Professions	13,499	6%	67,341	7%
Public Administration	12,702	6%	44,966	4%
Educational Attainment (Age 25 +)				
0-8 Years School	19,308	6%	99,009	7%
1-4 Years High School/No Diploma	36,331	12%	149,805	11%
High School Diploma	88,308	30%	342,255	25%
Some College/No Degree	82,324	28%	358,616	27%
Associate Degree	23,612	8%	97,396	7%
Bachelors Degree	32,743	11%	201,449	15%
Graduate Degree	14,729	5%	96,124	7%
Language Spoken in Home (Age 18 +)				
Speak Only English	299,056	86%	1,321,215	84%
Speak Only Spanish, No English	5,118	1%	40,006	3%
Speak Other Language, No English	2,375	<1%	7,642	<1%
Bilingual Spanish	26,451	8%	133,533	9%
Bilingual, Other Language	13,596	4%	65,017	4%

Source: "Demographic Trends 3 Report for Area Served by Glendale Community College," Data Network for Human Services, August 1993. Utilized following Census tapes from Bureau of the Census, Washington, D.C. via Arizona State Data Center, Arizona Department of Economic Security; Public Law Tape File (PL94-171) and/or Summary Tape File (STF 1A) 1990 Census and/or Summary Tape File (STF 3A) 1990 Census.

EMPLOYEE KUDOS

Larry Backs, interior design faculty, won second place for a kitchen renovation from the AMERICAN SOCIETY OF INTERIOR DESIGNERS.

René Diaz-Lefebvre, psychology faculty, was selected to serve on the publications committee of the AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATION.

David Merkley, testing clerk, received the Distinguished Service Award from the STATE DEPARTMENT OF EDUCATION for GED testing.

The ARIZONA BUSINESS EDUCATION ASSOCIATION presented its "1993 Postsecondary Teacher of the Year" award to **Charlotte Montanus**, business faculty.

"Employees of the Year" by policy group were: Faculty—**Suzanne Murry**, business; Mgmt./Admin./Tech.—**Carolyn "Cookie" Horne**, clinical nursing instructor; Maintenance/Operations—**William Gingras**, custodian; Professional Staff—**Jane Furtmann**, administrative secretary.

Pete Pisciotta, athletic director, was inducted into the GREATER PUEBLO (COLORADO) SPORTS HALL OF FAME.

Jeffrey Pommerville, biology faculty, was named a division director for the ARIZONA SCIENCE OLYMPIAD for high school students.

GCC "Innovators of the Year" were **Mary Ryan**, nursing faculty; and **Larry Fuller**, data processing technician, for their computerized nursing testing program.

The Paul Pair Endowed Chair, recognizing technological innovation in the classroom, was given to **Karen Schwalm**, English faculty.

Jeanette Stewart, Career and Adult Re-entry Services, was elected chairperson of the GLENDALE COMMUNITY COUNCIL, and was elected to the board of the county-wide COMMUNITY FORUM.



MARICOPA
COMMUNITY COLLEGES

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GLENDALE
COMMUNITY COLLEGE

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Equal Opportunity Statement

The Maricopa County Community College District does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, handicap/disability, age or Vietnam era/disabled veteran status in employment or in the application, admission, participation, access and treatment of persons in instructional programs and activities.

The Maricopa Community Colleges will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Declaración De Igualdad De Oportunidad

El Distrito de Colegios Comunitarios del Condado de Maricopa no discrimina según raza, color, religión, origen nacional, género, orientación sexual, impedimento/incapacitación o por ser veterano de la era Vietnamita/veterano incapacitado ya sea en el empleo o en la solicitud, ingreso a, participación, acceso y tratamiento de personas en programas y actividades instruccionales.

Los Colegios Comunitarios de Maricopa asegurarán que la falta de dominio en el inglés no será impedimento a la admisión y participación en programas de instrucción vocacional.