

1993-94 Annual Report

GLENDALE COMMUNITY COLLEGE





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Dear Community Member:

I am pleased to present Glendale Community College's Annual Report for 1993-94. It contains our key accomplishments for this past year and includes a summary of our revenues and expenditures.

Despite tight economic times, we completed another successful year. Our dedicated faculty and staff strived to enhance instructional programs and services to meet our community's changing needs.

Please take time to review the many accomplishments achieved by the employees of GCC. To name just a few accomplishments, the college initiated an International Student Program for recruiting students from around the globe. Also, faculty and administrators completed a 10-year capital plan for building and remodeling projects to take us into the next century. And through the hard work of the Marketing and Public Relations Task Force, communication with our community was greatly increased.

We value the relationship we have with our community and recognize the important role the college plays in helping it grow and prosper. As we enter into our 30th year, we hope to further increase the involvement of community members in our planning processes. If you would like to participate in one or more of our advisory committees, please call 435-3483 to indicate your interest.

I hope you find this report interesting and informative.

Sincerely,



John R. Waltrip
President



Enhancing Institutional Quality

- **Campus trainers** conducted additional "Quality" training for more than 200 employees.

- **Training and Employee Development** continued technology skills training for faculty and staff.

- **The Wellness Incentive Program** offered on-campus health screening tests, immunizations, and wellness seminars for employees and students.

- **Student leaders and advisors** participated in a three-day cultural diversity workshop designed to heighten awareness and sensitivity with our students.

Improving Teaching and Learning

- **The Faculty Development Committee** increased faculty development sessions on institutional effectiveness and classroom assessment and conducted workshops to help faculty improve the quality of teaching and student learning.

- **The Advisement Center** implemented a New Student Orientation Program.

- **Various departments** created new courses that will soon be offered in the class schedule: three in multimedia, two in animation, three in fine art marketing, two in Computer Aided Drafting, six in financial planning, five in economics, three in electronics (how to use computers and networks), two in business (records systems and recovery systems), a real estate brokerage class, and a commercial drivers license class.

- **Applied Sciences and Biology** created a 2+2 transfer partnership with Northern Arizona University in the area of environmental technology (air, land, and water management). A total of 63 hours can be taken at GCC and transferred to NAU with a junior status. GCC is the first community college in the state to have this agreement.

- The **Art** department updated their associate of applied science degrees and certificates of completion in Computer Graphic Design and Computer Imaging and Animation.

- **Biology** faculty developed a multimedia computer program that uses a learning cycle approach to study cell membranes. This project was funded through a District grant titled "Development of Pilot Lecture-Lab Sequence for BIO181 Using the Inquiry-Based Learning Method."

- **Business** began teaching three new total quality management courses, as well as micro-alphabetic indexing, UNIX operating system, and additional word processing classes. New business programs developed for future enrollment include an associate of applied science degree in International Business, and certificates in Financial Planning, Import/Export Trade, and International Business.

- **Chemistry** faculty began "How to Study" sessions that offer study skills hints, a preview of computer programs used in courses, and background topics necessary for student success.

- **Mathematics** introduced a new developmental beginning algebra class to improve math attainment of under-prepared and at-risk students. Mathematics faculty are participating in the Mathematics Reform Movement, a project funded by the National Science Foundation. It involves a review of mathematics course content, course delivery methods, and how well they apply to today's students.

- **Physical Education** offered an eight-day Grand Canyon river rafting trip for college credit.

- **Social Science** offered an Archaeology Field School in Cortez, Colorado, allowing students to participate in a real "dig" of an Anasazi pueblo.

- The **Technology** division created a new associate degree in Advanced Emergency Medical Technology (paramedic) and revised the EMT certificate to include basic, intermediate and advanced levels. They also created new certificates in Local Area Network Servicing and Microcomputer Servicing.

- **Administrators** continued a partnership with Northern Arizona University by providing the opportunity to have NAU classes on the GCC campus.

Upgrading Facilities and Technology

- **Faculty and administrators** completed an extensive planning process to identify capital equipment, construction, and remodeling needs for the campus.

- **Admissions and Records** installed a Spanish language information line, a telephone information "bulletin board" and an information/materials request line to improve student access to information.
- The **Fitness Center** remodeled facilities. The project was managed by an interior design student.
- **High Tech Center (HTC)** programmers developed and implemented a computer-based testing program for the Nursing department.
- **HTC staff** obtained networked software to enlarge displays on computer monitors for visually impaired students. In addition, a mobile television monitor system was acquired that displays textbook information in larger type.
- **HTC staff** obtained 50 networked 386SX computers and four networked laser printers for two English classrooms. They also acquired 12 486 66MHz computers and upgraded 36 computers in the High Tech 1 Pit.
- **HTC staff** enhanced the college technology help desk by moving the desk to better accommodate client needs, reassigning a full-time person to dispatch requests for help, and increasing staff training.
- The **Library Media Center** installed a Local Area Network (LAN) linking numerous CD-ROM-based workstations containing periodical and newspaper databases. The LAN allows library patrons to access eight databases from any one of the four linked workstations.
- **Administrators** initiated an International Student Program to recruit worldwide students. Kenneth Bus, formerly of Texas Christian University, is the director of the program. GCC now has more than 140 foreign students from more than 30 countries. The students bring a wealth of cultural experiences that build an awareness of how the people of other countries view the United States.
- **Admissions and Records** established a process for automatically uploading electronic transcripts from other Maricopa Community Colleges.
- **Advisement** implemented a comprehensive Advisor Training Program and established a team of full-time academic advisors to increase availability and consistency of advisement services. The Advisement Center increased its services to 12 hours per day.
- The **Assessment Center** ran the largest GED testing center in the state. They have increased the number of assessment times available for entering students.
- The **ASU West Transfer Office** increased staffing to 30 hours per week.
- **Business Services/Cashiers** began offering financial assistance to marginal students who do not qualify for financial aid. They added a pay-by-phone service for tuition payments to reduce student travel to college, and thus reduce pollution.
- **Career Services** expanded on-campus recruitment opportunities for students by local employers.
- The **Children's Center** earned reaccreditation by the National Academy of Early Childhood Programs. They enhanced the outdoor learning environment through additional landscaping and a new bike path. The Center also provided work experiences for ten Child and Family Studies and 12 Intergenerational Early Childhood Teaching interns.
- **High School Relations, Advisement, Admissions, and Multi-cultural Affairs** held on-site high school orientation, assessment, advisement, and registration for more than 1,500 service area high school students.
- **HTC staff** extended operations during non-traditional hours. They implemented a HTC information line with a recording of hours of service and other pertinent information. The upgraded GCC INFONET, a campus-wide information system, and INFORM, a system for student grading and communication, provided additional support to students.
- The **Learning Assistance Center** expanded study skills and learning strategies workshops for students.
- **Multicultural Affairs** hosted native American counselors from the White Mountain Apache and Hopi Tribes so counselors could meet with their students.

Serving Students

- **Administrative Services** changed food services vendors to provide lower contract prices and more selection for students.

- **Security** presented crime awareness and date rape seminars to audiences, on and off campus. They conducted a vehicle speed check in parking lot locations to identify the need for additional speed bumps. Security also implemented a Bloodborne Pathogen Plan.
- **Student Activities** developed a student code of conduct to help ensure a healthy, comfortable and educationally productive environment for students, employees, and visitors. They also sponsored the Arizona State Legislative Conference for student leaders interested in the lobbying process.

Enriching Our Community

- Several **campus organizations** continued community outreach activities: United Way fund-raising campaign, FoodShare, Salvation Army Christmas Angels, holiday food drives, and blood drives.
- Several college personnel organized an **Intercultural Festival** to bring groups on campus from diverse cultural backgrounds and nationalities.
- The annual **Associated Student Government** carnival raised more than \$3,000 for the Glendale Boys and Girls Club.
- **Biology** and **Chemistry** faculty hosted the Science Olympiad, an academic olympics, for approximately 450 students from 30 local high schools. **Biology** also organized the annual meeting of the Senior and Junior Arizona-Nevada Academies of Science.
- **Chemistry** faculty presented chemistry "shows" at local elementary schools and helped to host a Science Expo.

- Chemistry Day was a huge success with outdoor and indoor events to interest grade-schoolers and adults. This event included a video about the **chemistry department** for local broadcast.

- As part of **Chemistry Week**, GCC was the site for a videoconference from the American Chemical Society. Demonstrations and hands-on activities showed chemistry faculty and local high school instructors new ideas for making teaching more effective.

- The **Children's Center** provided early childhood training for the Arizona Council of Parent Participation Schools and for Northern Arizona University's Graduate Program.

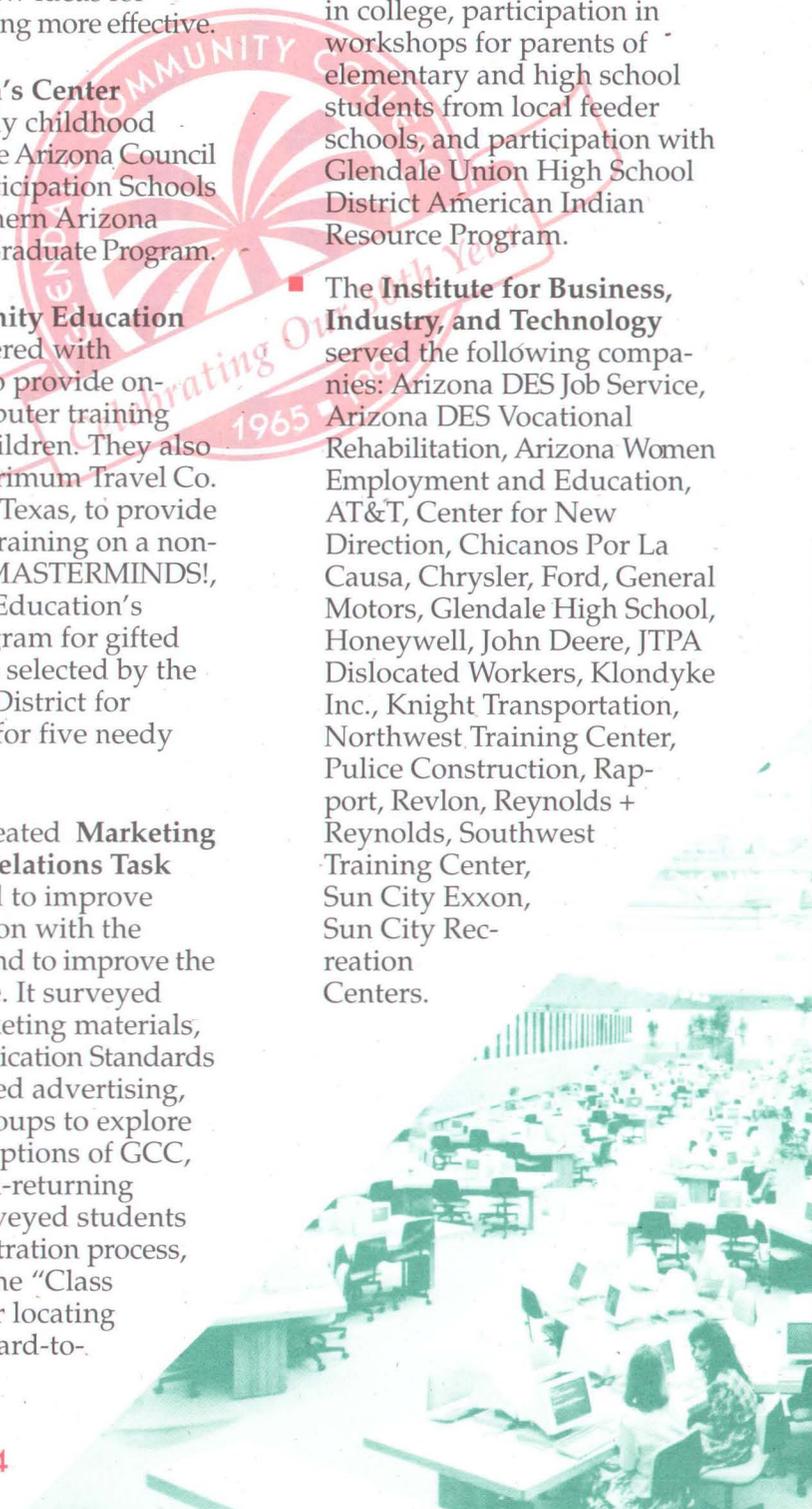
- The **Community Education Office** partnered with FutureKids to provide on-campus computer training classes for children. They also joined with Primum Travel Co. of Arlington, Texas, to provide travel agent training on a non-credit basis. **MASTERMINDS!**, Community Education's summer program for gifted children, was selected by the Isaac School District for scholarships for five needy students.

- The newly created **Marketing and Public Relations Task Force** worked to improve communication with the community and to improve the college image. It surveyed existing marketing materials, created a Publication Standards Manual, placed advertising, held focus groups to explore student perceptions of GCC, surveyed non-returning students, surveyed students after the registration process, and created the "Class Detective" for locating unique and hard-to-find classes.

- The **mathematics faculty** began a program to encourage GCC students to consider teaching mathematics to help alleviate a predicted future shortage of math teachers.

- **Multicultural Affairs** increased outreach activities by helping develop dropout prevention strategies in service area communities. Activities include early recruitment in elementary and junior high schools to generate increased educational challenges and interest students in college, participation in workshops for parents of elementary and high school students from local feeder schools, and participation with Glendale Union High School District American Indian Resource Program.

- The **Institute for Business, Industry, and Technology** served the following companies: Arizona DES Job Service, Arizona DES Vocational Rehabilitation, Arizona Women Employment and Education, AT&T, Center for New Direction, Chicanos Por La Causa, Chrysler, Ford, General Motors, Glendale High School, Honeywell, John Deere, JTPA Dislocated Workers, Klondyke Inc., Knight Transportation, Northwest Training Center, Pulice Construction, Rap-report, Revlon, Reynolds + Reynolds, Southwest Training Center, Sun City Exxon, Sun City Recreation Centers.



1993-94 Employees of the Year (by policy group) were **Viola Burns**, custodian - Maintenance and Operations; **Janet Wandrey**, graphic artist - Professional Staff; **Eileen Shiff**, child and family studies - Faculty; **Elaine Erickson**, career center and **KC Hundere**, network services - Management/Administrative/Technological.

Mary Lou Bayless, associate dean for student services, served as secretary for the executive board of the Pacific Association of Collegiate Registrars and Admissions Officers.

Larry Bohlender, journalism advisor, and *The Voice* student newspaper staff, earned several awards from the Southern California/Arizona Journalism Association of Community Colleges.

Ted Corley, mathematics faculty, was featured in a *Phoenix Gazette* article for his innovative teaching methods. As part of an NSF grant on pre-calculus mathematics, he was also selected to retrain mathematics faculty for future changes in pedagogy, structure and content of mathematics.

Anne Dudley, mathematics faculty, coordinated the joint meeting of the Mathematics Association of America Southwest Section, the Arizona Mathematical Association of Two Year Colleges, and the Arizona Mathematics Consortium, which GCC hosted.

John Griggs, foreign language, speech, theater and music chairman, and **Jim Reed**, speech communication faculty, won fifth place in the Altrusa International Corporate Spelling Bee, representing USA Motors in the Bee for Literacy at Phoenix Preparatory Academy.

Vern Guymon, mathematics faculty, learned sign language so he could interpret for hearing impaired students in his math classes.

Scott Kozakiewicz, audio/visual technician, volunteers at the Arizona Division of Emergency Management by running the Outdoor and Emergency Education Bureau.

Jose Mendoza, multicultural affairs coordinator, chaired the Phoenix Dropout Prevention Coalition, and was a member of Northern Arizona University's Citizens' Advisory Committee. He also spoke on "Cultural Diversity" at the Arizona Association of Student Financial Aid Administrators conference.

David Merkley, testing clerk, received the Special Accommodations Testing Award from the Arizona State Department of Education for testing the most GED candidates with special needs.

Charlotte Montanus, business faculty, was named 1993 Distinguished Vocational Educator of the Year by the Arizona Vocational Association. Meanwhile, **Mark Montanus**, retired business faculty, won the Award of Merit.

Jeffrey Pommerville, biology faculty, presented a poster session on the Biology Department's cell membrane multimedia computer program at the American Society for Cell Biology meeting in New Orleans.

EMPLOYEE KUDOS

Richard Rees, psychology faculty, published a study guide and statistics appendix to accompany "Psychology" Fifth Edition by John P. Dworetzky.

Roberta Richards, counselor, published a book, "The Devil Next Door," which deals with issues of multiple personality disorders.

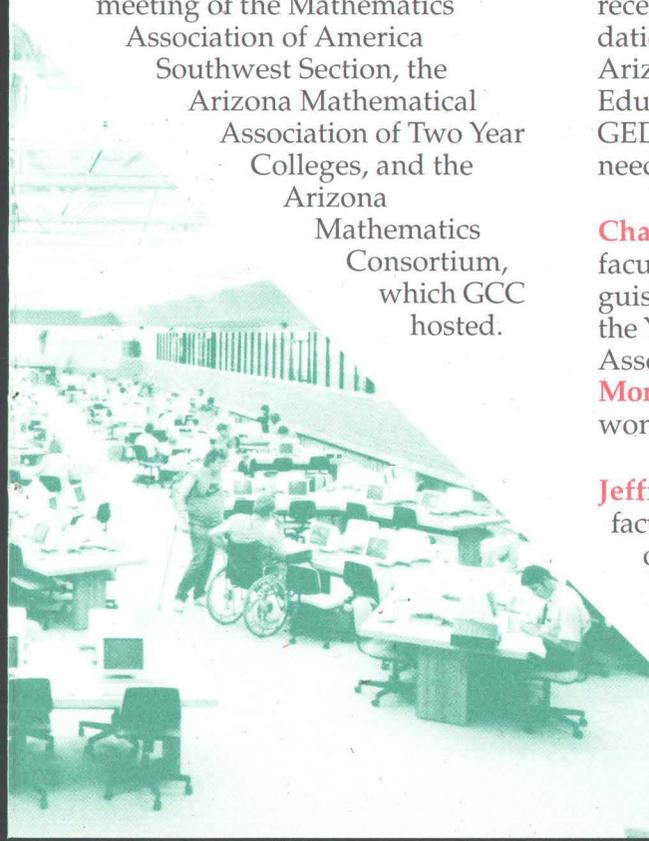
Renee Rodgers-Barstack, career and adult re-entry director, was elected secretary of the executive board for the American Red Cross, Arizona Central Chapter.

Karen Schwalm, English faculty, was recognized by "Academic Leader" and "Recruitment and Retention for Higher Education" publications for her lead in creating GCC's Electronic Forum.

Steve Shew, mathematics faculty, was selected by the Southwest Regional Section of the Mathematics Association of America as Distinguished Teacher of the Year.

Jill Suydam, chemistry chair, won the Paul Pair Endowed Chair award for integrating teaching and technology.

Bruce Thomas, counselor, was selected as Mentor of the Year by Special Friends, a group of counselors who mentor inner-city students of the Roosevelt School District.

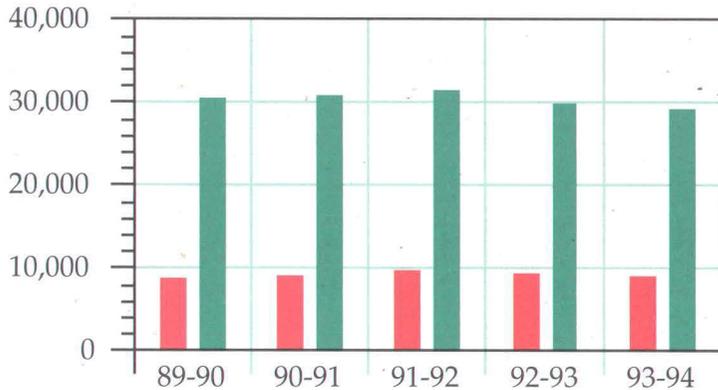


Fiscal Year* Enrollment Trends

	89-90	90-91	91-92	92-93	93-94
■ Total Fiscal Year FTSE**	8,485	8,904	9,517	9,342	8,921
■ Unduplicated Headcount	30,476	30,695	31,433	29,963	29,057

* Fiscal year runs July 1 through June 30

** Full-time Student Equivalent



ENROLLMENT TRENDS STUDENT PROFILE

■ The increasingly diverse student body (19 percent minority) reflected the racial/ethnic mixture of the service area. More than 30 countries were represented among the international student population.

■ Fifty-eight percent of students attended day classes; 42 percent attended evening classes.

■ Seventy-three percent attended part-time (fewer than 12 credit hours). Almost a third enrolled for one to three credits a semester. The average credit hour load was 6.6 per semester.

■ Forty-two percent intended to transfer to a four-year institution; 39 percent were seeking occupational or career-related programs. The remaining were enrolled for personal interest courses.

■ In 1993-94, 624 degrees and 503 certificates were granted with increases over the previous year of 15 percent and 100 percent, respectively.

■ Unduplicated student headcount for the entire academic year reached almost 30,000.

■ More than 75 percent of students were employed while attending college; about 40 percent planned to work more than 30 hours per week.

■ The average student age was 32. While almost half were under age 25, more than 900 students were older than 50.

■ Fifty-six percent of students were female; 44 percent, male.

1993-94 Student Demographics

■ Fall headcount reached almost 18,000 with a full-time student equivalent of more than 8,400.

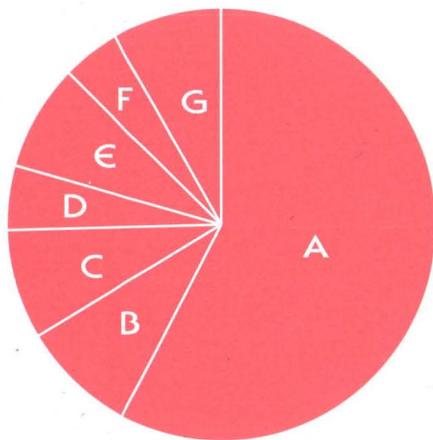
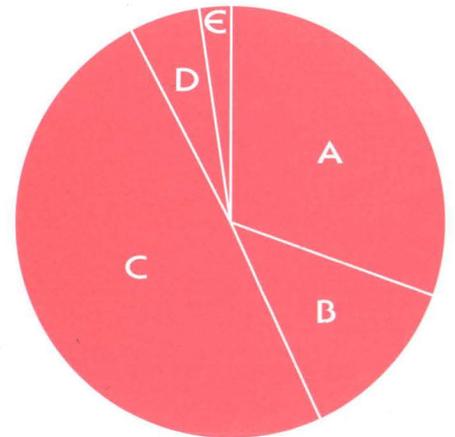
Current Funds Revenues

Unaudited Figures

A	Tuition and fees	\$10,555,037	31%
B	State appropriations*	4,376,425	13%
C	Local appropriations*	17,045,972	49%
D	Grants**	1,828,222	5%
E	Sales/services/auxiliary/other	841,240	2%
	Total	\$34,646,896	

* Net District Office overhead

** Pell Grants not included



REVENUES
EXPENDITURES

Current Funds Expenditures

Unaudited Figures

A	Instruction	\$19,968,753	58%
B	Academic support	3,019,832	9%
C	Student services	2,837,498	8%
D	Institutional support	1,664,077	5%
E	Maintenance/operations	2,765,241	8%
F	Scholarships	1,533,985	4%
G	Auxiliary	2,857,510	8%
	Total	\$34,646,896	

INSTITUTIONAL EFFECTIVENESS

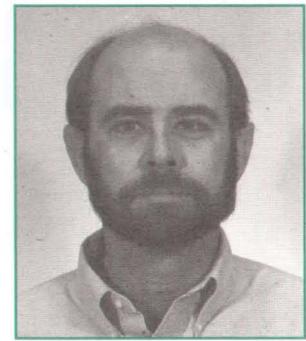
Institutional Effectiveness is a priority at Glendale Community College. Continuous improvement of our instructional programs, student services, facilities and administrative processes is an ongoing focus.

GCC is in its second year of implementing our Institutional Effectiveness Plan. This plan was created in response to our accrediting body, the North Central

Association of Colleges and Schools. It emphasizes student academic achievement.

An Institutional Effectiveness Committee (IEC) was created several years ago to carry out our plan. It has been organized into the following sub-committees:

- College-wide Achievement
- Student Academic Achievement
- Student Development
- Training and Support.



"Managers from fourteen student services offices collaborated with faculty to establish development goals for students who use their services. They identified student competencies or desired behaviors, assessment measures, and evaluation procedures for improvement of the student service area."

*Mark Ferris, Director
Disabled Student Resources*

COLLEGE-WIDE GOALS FOR STUDENTS

To complement the college Mission Statement and Purposes, Glendale Community College endeavors to promote the following goals for students. These goal statements represent the college-level skills, qualities and attributes we desire our students to acquire as a result of their experience with the college.

College Level Skills

- **Reading** - interprets and synthesizes a variety of written information.
- **Writing** - communicates thoughts, ideas, information and messages.
- **Mathematics** - applies mathematical techniques to problem solving, analyses and exposition.
- **Listening** - receives, attends to, interprets and responds to verbal and nonverbal messages.
- **Speaking** - organizes and communicates ideas and information.
- **Liberal studies** - examines human knowledge, thought and experience in the humanities, natural sciences and social and behavioral sciences.
- **Information and technology literacy** - uses a variety of resources to locate, evaluate and use information to solve a problem or make a decision.
- **Thinking** - thinks creatively and critically; acquires and applies new knowledge and skills.
- **Interpersonal skills** - works cooperatively with others of varying backgrounds to accomplish tasks; values the contributions of others.
- **Personal skills** - displays responsibility and integrity in choices and actions; assesses self accurately and exhibits self control.

Educational Goal Attainment

- **College preparedness** - attains skills to integrate into college-level courses.
- **University transfer** - transfers smoothly; performs equally with other university students.
- **Certification** - demonstrates competency on certification/licensure exams.
- **Employment** - enters career field related to curriculum program.

1993-94 Tasks Completed

Institutional effectiveness projects completed during the 1993-94 academic year include:

- Continued faculty development and quality training.
- Wrote the college Vision Statement.
- Wrote college-wide goal statements for student achievement to support the college Mission Statement (see left inset box).
- Designed a model for assessing the quality of educational programs and services.
- Refined department/division plans; continued or expanded current assessment methods; piloted new measures.
- Identified key transfer data and drafted reports for five pilot projects to extract department/division transfer data from an ASU tape exchange.
- Wrote student development goals and identified assessment measures for each service unit.

CTIVENESS MATTERS



"Once a semester the English/reading department joins in a day-long assessment of student writing. These meetings have resulted in greater uniformity in grading standards and increased collaborative learning for students AND faculty members. Students benefit both from instructors' consistency and innovation."

Buffy Hufford, English faculty

- Developed a plan to centralize in-service training, and identified assessment methods.
- Conducted the Third-Year Graduate Follow-up and Non-Returning Students surveys (see findings in right inset box).
- Maintained existing Data Books and created a Department Chair Data Book.

1994-95 Plans for IEC

While still in the planning stages, the following tasks are planned for the Institutional Effectiveness Committee for 1994-95:

- Convene the Strategic Planning cycle.
- Continue faculty development and quality training.
- Identify ways to assess the achievement of the new college-wide goals for student achievement.
- Finalize and implement the model for assessing the quality of educational programs and services.

- Refine instructional department and service unit plans; expand current assessment measures; pilot new measures.
- Finalize transfer data pilot projects to extract department/division transfer data from an ASU tape exchange; expand to college-wide use.
- Conduct centralized in-service training and assess the effectiveness of such training.
- Conduct surveys of students and community residents.
- Participate in a District Institutional Research "client/server" project to make data more accessible to college users.

Input from leaders and citizens would contribute to our work this year. If you would like to participate in any of these subcommittees, please call Bonnie Welsh at 435-3483.

SURVEY FINDINGS

During the 1993-94 academic year, the college conducted several surveys of graduates and former students to assess the effectiveness of our instructional programs and services. The following is a brief summary of the results:

Third-Year Follow-up of 1989-90 Graduates

The Institutional Effectiveness Office (IEO) surveyed 218 third-year graduates from 1989-90. This class of graduates was also surveyed in 1991. This is the fifth time a class of graduates has been surveyed three years after graduation.

Graduates continue to give us high ratings in terms of the quality of our instruction, the personal interest of our instructors in fulfilling students' needs, and the size of our classes.

Our occupational graduate placement rate was 77 percent—up from previous third-year graduate placement rates of 67 and 70 percent.

An impressive 95 percent of our third-year graduates would recommend our college to their friends and acquaintances.

Non-Returning Student Survey

The IEO conducted a telephone survey of 408 randomly selected students who enrolled in Fall 1993 but did not re-enroll for Spring.

In analyzing students' primary reason for not re-enrolling, only 12 percent of the responses fell into areas that might be "controlled" by the college. Two-thirds reported personal reasons for not enrolling (lack of time, work conflicts, personal conflicts, financial reasons). Almost a quarter either met their educational goal or transferred to a university.

When asked if they planned on returning to GCC for credit courses in the future, 79 percent said they did plan to return.

On a scale of 1-to-5 (1 being best), non-returning students rated their overall educational experience at GCC with a mean of 2.00.

Open-ended responses for what students liked best were categorized into 13 areas. The four most frequent categories were quality of instruction, closeness to home, technology programs, and small classes.



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