

REFERENCE DESK

GLENDALE COMMUNITY COLLEGE



1994-95 Annual Report

Celebrating Leadership



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Physical Education, Health, and Recreation

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Incoming President — Dr. Tessa Martinez Pollack

Dr. Tessa Martinez Pollack was selected from a nationwide field of 100 applicants to succeed Dr. John R. Waltrip as GCC's president. Dr. Pollack is president of the Miami-Dade Community College Medical Center Campus in Miami, Florida. She will assume her post at GCC in January 1996.

Dr. Pollack will be one of four women presidents of the 10 Maricopa Community Colleges, and the first Hispanic woman to serve as chief executive of an MCCD college. Her move to the Valley includes her husband, Robert Pollack, who has spent his adult career in the field of community development; and their daughter, Bree, 23, who will join the couple to continue her education.

Dr. Pollack told the Governing Board last month that her "heart and soul are in the community colleges." For the last seven years she has been associated with one of the nation's premier community colleges, Miami-Dade. She was selected to lead its Medical Center Campus, located in an economically deprived area. She has built a wide range of services to students and has developed community-based programs, such as taking health programs into the surrounding community. She is highly regarded among educators at the national level.

Dr. Pollack intends to continue her interest in building community partnerships in the Glendale community. "There is an important path to be carved between the front doors of our community colleges and the neighborhoods they serve," she said.

Dr. Pollack earned an associate of arts degree from San Antonio Community College, a bachelor's degree in journalism from the University of Texas at Austin, a master's degree in education and business from the University of Texas at San Antonio, and a doctorate degree from the Austin campus of the University of Texas.



Dr. Tessa Martinez Pollack



Fall 1995

Dear Community Member:

It is with great pleasure that I present Glendale Community College's 1994-95 Annual Report. Please take time to review the many accomplishments by the employees of GCC.

This is a special issue because we celebrated our 30th year in 1995. To commemorate this event, we held a reception for founding faculty, staff, and students prior to Commencement in the Spring. It was rewarding to see the faces of some of those people who contributed so much to the establishment and growth of this college.

As many of you know, I announced my plans to retire this year. My successor was recently named by the Chancellor and Governing Board. Dr. Tessa Martinez Pollack, currently president of Miami Dade Community College's Medical Center Campus in Miami, Florida, was selected from a pool of 100 applicants. A short introduction to Dr. Pollack is printed on the facing page. Dr. Pollack will assume her new position in January 1996. Please give her the warm welcome that I have always felt from this community.

I will leave my post knowing that the college is on solid ground with excellent faculty and staff committed to quality teaching and learning.

Sincerely,

John R. Waltrip
President

Italian architect, Paolo Soleri, and Dr. John Waltrip, GCC President, are at the ground-breaking for the Soleri Amphitheater being built on the west side of the campus.



Celebrating Accomplishment

The following are GCC's accomplishments for the 1994-95 fiscal year:

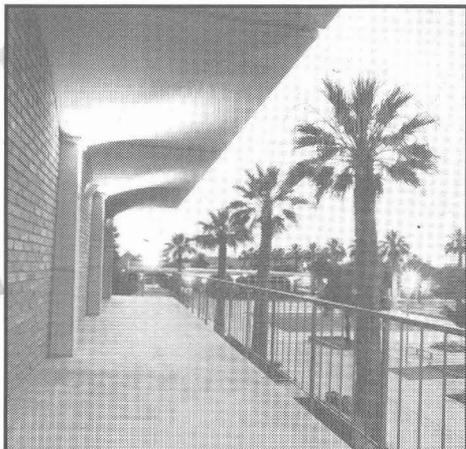
Enhancing Institutional Quality

- GCC celebrated its 30th year in 1995. To commemorate the occasion, a 30th Anniversary Committee held a reception for founding faculty, staff, and students prior to commencement in May.
- The Marketing and Public Relations Council adopted new publication standards to create a more consistent college image and to provide easy-to-use, quality publication guidelines. Through workshops and a Publication Standards Manual, college personnel were introduced to new letterhead, publication templates, logos, flier shells, and other standardized forms.
- A new Student Success Council, consisting of representatives from all offices that serve students, met to discuss ways to improve student success.
- Training and Employee Development staff conducted faculty and staff training in sexual harassment awareness, Americans with Disabilities Act laws and procedures, and gender equity issues.
- Over 300 employees participated in the Wellness Program, far exceeding the national average for participation.

Improving Teaching and Learning

- New programs:
Business Technology for the Office certificates in Data Entry Clerk, Receptionist, General Office Secretary, and Office Coordinator; Administrative Office Coordinator associate of applied science degree (AAS).
Financial Planning certificate.
High Technology (Semiconductor) Manufacturing AAS degree, developed in conjunction with Intel, Motorola, SGS Thomson, Microchip, and Johnson Controls.
Integrated Engineering AAS degree (engineering, math, physics and chemistry).

- New courses were added:
Women in Other Cultures (ASB 211).
20 new courses in Business Technology for the Office (BTO 100-160).
Review of General Chemistry I (CHM 095).
The Internet, Levels I-III (CIS 133AA-AC).
Visual Basic Programming I (CIS 159).
Lab for Digital Design Fundamentals (CSC/EEE 120 LL).
Survey of Programming Languages (CSC 240).
Pre-Engineering Technology (ECE 101).
ESL I-IV, Writing with Oral Practice (ENG 032-035).
Classical Backgrounds in Literature (ENH 250).
Women Writers [from various countries] (ENH/WST 294 AA-AD).
Geostrategy in History and Future (GCU/HIS 245).
Making Healthy Decisions: HIV/AIDS (HES 210).
Intercultural Perspectives (HUM 260).
Developmental Algebra (MAT 075).
Math Anxiety Avoidance (MAT 066).
MacLiteracy for Musicians (MHL 201).
Five new courses in Total Quality Management (TQM 202-210).
- The Curriculum Committee updated GCC's course offerings with 236 course deletions and 529 course modifications
- Many departments increased the number of courses available in short-term format to allow scheduling flexibility for students' busy lifestyles. A "fast track" schedule of classes was created for high school students.
- The summer archaeology field school at Mitchell Springs in Cortez, Colo., had the highest number of participants in its four-year history. Nearly 50 students enrolled. They found stone tools and ceramic pieces and several Anasazi structures dating back to approximately A.D. 1000.
- The Automotives Department began a new Chrysler Apprenticeship Program to complement GCC's established General Motors (ASEP) and Ford (ASSET) automotive apprenticeship programs.
- The Math Department expanded the number of "Flex Format" courses, where students use a variety of learning resources and can take tests when they are ready.



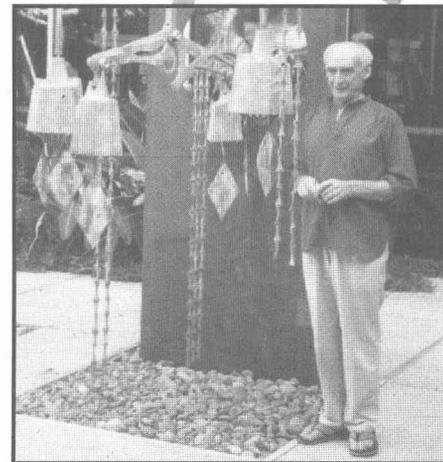
View of the GCC campus from the second story of the Business Building.

- The Physical Education Department added specialized sections of classes for senior citizens, including moderate aerobics, strength building, and flexibility exercises.
- The Faculty Development Committee sponsored a variety of workshops to help faculty improve their teaching techniques. Special emphasis was given to promoting the use of collaborative learning strategies in the classroom.

Upgrading Facilities and Technology

- Maricopa County voters approved the November 1994 bond issue for \$386 million over seven years. Funds will be designated for new classrooms, remodeling of aging buildings, and replacing soon-to-be-obsolete classroom equipment. GCC will receive an estimated \$44 million of those funds. See box on page 8 outlining GCC's major capital development plans for the next seven years.
- The college broke ground for the new Paolo Soleri Amphitheater, a silt cast half-domed structure that is an original design created for the college. The amphitheater is sponsored by the college's Evening Student Government and the Art in Public Places Committee.
- The Evening Student Government commissioned Paolo Soleri to design a sculpture of wind-bells for GCC. The sculpture was installed in the Library Media Center atrium during the summer.
- The Admissions & Records Office improved its facilities and technology:
 - A new service counter created more stations for personnel and provided seating for students receiving service.
 - The registration service window in the Center for Information, Advisement and Registration was enlarged to open up the area and to make it easier for students and staff to conduct business.
 - Two new telephone lines were installed to better serve students. The Materials Request Line lets students request information about the college 24 hours a day, seven days a week. Requested materials are mailed out the next working day. The other new line is for Spanish-speakers. Information on admission, registration, enrollment, financial aid, and student records is provided by a Spanish-speaking college representative.

- A new fax machine in the Admissions and Records office allows better exchange of information with students, businesses, and other educational institutions.
- Several new computers and upgraded software have given Admissions & Records staff the ability to share networked files on graduates and honor students. The file-sharing and cross-training serves students more effectively.
- The creation of athletic eligibility certification rosters and tracking of athletes was computerized to eliminate redundant data entry, to allow athletic rosters to be certified more quickly, and to permit coaches better access to information on the status of their athletes.



Italian architect, Paolo Soleri, stands beside his original bell sculpture in the atrium of the Library Media Center.

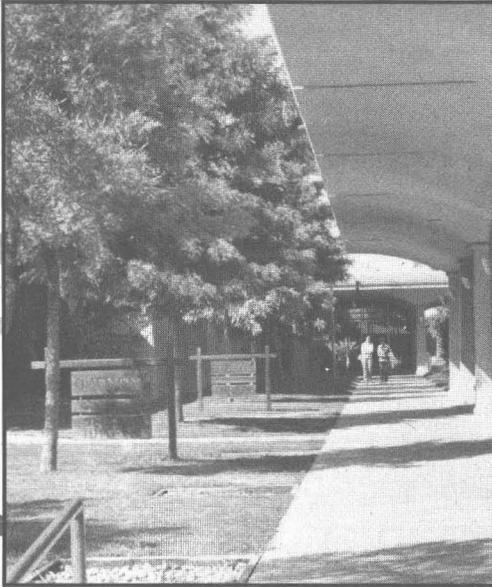
- The Automotives program received a number of vehicles donated for the Ford, GM, and Chrysler sponsored programs.
- Disabled Student Resources purchased a voice-activated computer that allows students to run computer programs entirely by voice. They also acquired a stand-alone reading machine that scans most printed material and reads it aloud.
- A TDD telephone device for the deaf was installed in the Student Union Cafeteria to extend the opportunities for making TDD calls to 24 hours a day.
- The Fitness Center was refurbished with new paint and carpet through the work of students from the interior design and art departments. The Center also added more than 10 new pieces of equipment to its cardiovascular and strength-building equipment.
- The Library Media Center received funds to expand the CD-ROM workstations from four to eight units, and to complete a portable multimedia workstation for in-classroom bibliographic instruction.
- The Student Activities Office installed a new computer software package to manage facilities reservations.
- High Tech Center staff improved the Help Desk with a team of cross-trained technicians to respond to computer hardware and software problems, network communications questions, and basic telephone service requests.

Continued on page 4

- GCC's "Home Page" on the World Wide Web debuted on the Internet on June 21, 1995. Students, staff, and external audiences can access calendars, events, policies, procedures, course and program information, the current schedule of classes, open/closed classes, and more. The address is:
<http://www.gc.maricopa.edu>.

Serving Students

- Admissions and Records collaborated with other offices to improve processes and services to students:
 - In response to requests from new students, the Admissions and Records Office and the Advisement Center worked to improve the scheduling of registration appointments. Students who receive early advisement may now register earlier for classes.
 - The Cashiers and Admissions and Records Offices changed procedures so students can pay for transcripts in the Admissions and Records Office, as long as they pay by check.
 - The Admissions and Records Office met jointly with the Financial Aid Office to exchange information and discuss areas of common concern to students. The meetings were beneficial and the offices plan to continue joint meetings this year.



Signs outside the buildings in 1974 showed GCC students where to receive services.

- ACE Plus (Achieving a College Education), a 2+2 post-secondary preparation program for local high school students, acquired almost \$100,000 in additional funding from District At Risk Program funds to increase the number of students served each year.
- The Advisement Center expanded telephone advisement to allow students to register for up to 18 credit hours via telephone. The Advisement Center also implemented an early warning system to increase student retention. Faculty give advisors the names of students who are in danger of not successfully completing a course, and advisors contact the students to discuss strategies for success in college.
- Advisement and Financial Aid created a procedure that requires financial aid students to meet with an advisor by the time they reach 24 credit hours, thus ensuring students are pursuing an eligible program.
- Career Services assisted 764 students in finding employment and also provided a Career Expo with 60 employers represented.
- The Children's Center increased communication with student-parents by adding parenting and early childhood information to their newsletter, by starting a lending library, and by developing satisfaction questionnaires to improve quality. They have also completed a bike path, planted additional grass and trees, and added three ramadas for shaded play areas. The Center was reaccredited by the National Academy of Early Childhood Programs.
- High School Relations staff increased high school visitations to at least one visit a month for each of our 24 west side feeder schools. The staff also scheduled college orientations at selected high schools. They hosted a High School Counselor Workshop for counselors and career center personnel at the high schools. Included in the presentations were selected occupational programs and the Honors Program.
- Administration staffed the new International Students Center with a director and a program assistant to develop recruitment programs that serve students from other cultures. Recruitment activities include advertisements, guide listings, a Study in the USA link to GCC's Home Page on the World Wide Web, mailings, and recruiting trips. The Center also established an Intensive English Program and published a newsletter.
- The Learning Assistance Center expanded distribution of its 11 Study Skills "Tip Sheets" to all student services on campus. The sheets cover study skills from note taking, to time management, to exam preparation, and more.
- The Learning Assistance Center and Literacy Center expanded the Study Skills area to include networked software for time management, taking tests, learning skills diagnosis, and using biology and psychology textbooks more effectively.
- Multicultural Affairs developed a faculty mentoring handbook for faculty to use when mentoring potential at-risk students.
- Safety and Security added bicycles and adopted uniform shirts with SECURITY on the back. Both improvements have increased visibility of the guards and improved patrol and response efficiency.

- Safety and Security implemented a screening/interviewing process for promoting some student security guards to temporary college security supervisors. The program has been so successful that two of the guards were selected to be Police Aides at ASU West.
- Student Activities designed a program to train students on club and organizational management, group dynamics, conflict resolution, and other topics. The office also developed an interactive computer software program for use with student tours and recruitment.
- GCC's Testing Center began sending letters of congratulation to GED graduates and inviting them to enroll in college courses. The Testing Center is the largest GED testing site in the state. The center received recognition in a national newsletter for testing the most handicapped individuals.

Reaching Out to the Community

- The college established a Community Development Office to involve the community in efforts, such as bond drives and raising scholarship dollars.
- GCC stepped up its media relations efforts and received radio, television, and newspaper coverage for many of the college's events, offerings, and activities.
- Biology faculty are participating in a grant from the Arizona Department of Game and Fish Heritage Fund. They developed a section of BIO 105 (Environmental Biology) for students majoring in elementary education. In Spring 1996, students will design and plant an edible xerophytic (low water) garden in 17,000 square feet adjacent to the Glendale Public Library at Sahuaro Ranch Park.
- Biology faculty taught Science Academies for elementary and middle school teachers for the District's Phoenix Urban Systemic Initiative, a National Science Foundation grant.
- Career Services raised \$500 for student scholarships.
- The Chemistry Department's annual Chemistry Day was a big hit with elementary school students. The event highlighted demonstrations and hands-on experiments, including "liquid Nitrogen" quick freezes and a potato gun.

- The Community Education Office's MASTERMINDS! summer program for gifted children was selected by the Isaac School District for scholarships for five of its students.
- The Honors Program established a Harry Matz Honors Scholarship to be awarded on the basis of financial need. Student Honors Organization members prepared and served dinner to families at the Ronald McDonald House and conducted a Bowl-a-Thon that raised more than \$500 for the West Valley Child Crisis Center.
- The Math Department has been helping local public schools improve their math curricular and instructional practices. They provide teacher in-service programs, guest teachers, and curriculum committee members, to encourage districts to look to GCC for assistance and to improve the math abilities of potential GCC students.
- Science faculty sponsored the 8th Annual Science Olympiad, an academic competition between high schools, that allows Arizona high school students to demonstrate their skills in science, technology, and mathematics.
- GCC celebrated its spring Intercultural Festival with a theme of "Embrace Diversity: Throw Your Arms Around the World."
- Employees and students participated in a variety of charitable programs to assist the less fortunate people in our community. These included Salvation Army Christmas Angels, Jingle Books, Westside Food Bank food drive, and collecting blankets, socks, and gloves for Central Arizona Shelter Services.
- The Multicultural Affairs Office provided assistance to El Mirage Elementary School to develop community English-as-a-Second Language classes.
- The college donated the use of facilities to charitable organizations, such as the Shriners' Circus, for their fund-raising efforts and for short-term projects and programs.

Forming Partnerships

- The GCC deans of instruction established a faculty liaison committee with ASU West to explore faculty interchange between the two institutions.

Continued on page 8



Students conducting an experiment in one of the GCC Chemistry labs.

GCC's founding faculty, staff, and s

"Gaining the respect of the community as a very significant educational institution in Arizona. The respect is reflected in the enrollment of about 18,000 students per semester at this time."

Dr. Lee Baxter, faculty

"The transition of attending two campuses to one large beautiful campus. The quality of good caring teachers who molded us into people who, hopefully, improved society."

Marlayne (Faulkner) Boblett, student

"Leaving the punch-card era for registration, moving into the computer age, opening new classroom buildings, recognizing our cultural diversity."

Jan Boerner, faculty

"The solid establishment of our basic courses in the eighties, and the spectacularly successful tutoring and technical programs."

Thomas R. Brazie, faculty

"Moving from a branch of Phoenix College to an equal and separate entity."

Victor Capper, staff

"GCC receiving accreditation on its own merit, rather than on the coattails of Phoenix College. Development of the successful computer labs and award-winning programs. Obtaining the cooperative programs with the business community."

*Robert F. Easley, M.D.,
former Governing Board member*



"The first milestone for me was the planning and building of an art complex of spaces and equipment as a part of the first phase of GCC. I fell heir to that plan. The second was when each full time faculty member received a telephone in their office. It had been difficult to handle paperwork from a stand-up phone in the hall. The third milestone that marked a significant leap for GCC was having a PC on each desk and then came the High Tech Center and now . . ."

Frank T. Fitzgerald, faculty

"The High Tech Centers adding the technology to the west side of the Valley, and our beautiful PAC (Performing Arts Center)."

Eddie Garcia, staff

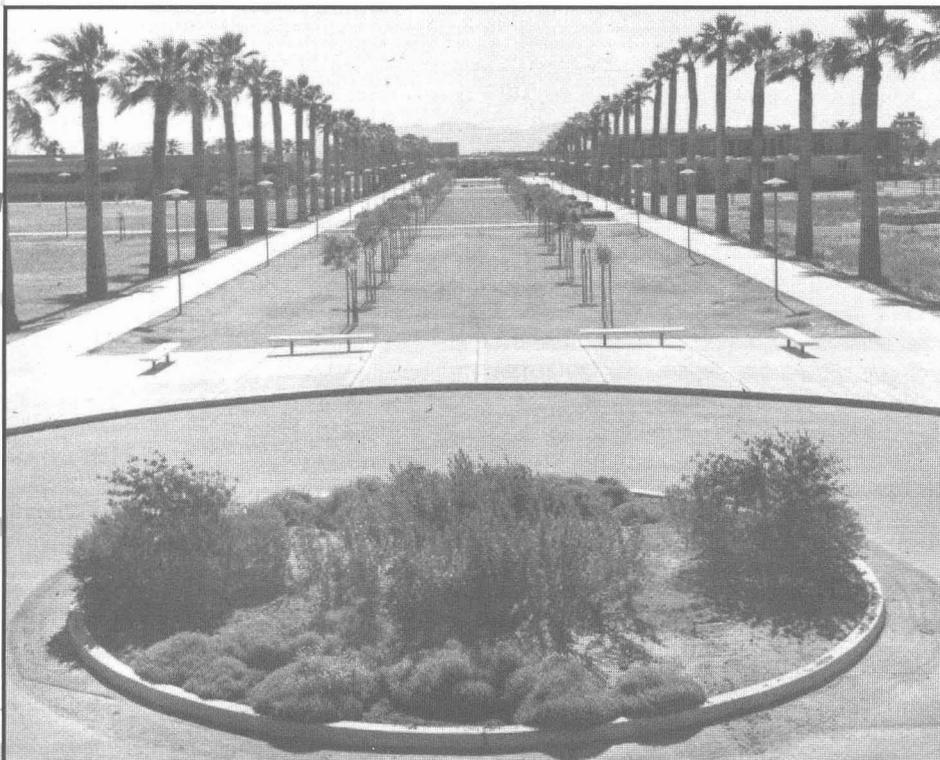
"The change from a Junior College to that of a Community College."

Moffat A.C. Gardner, faculty

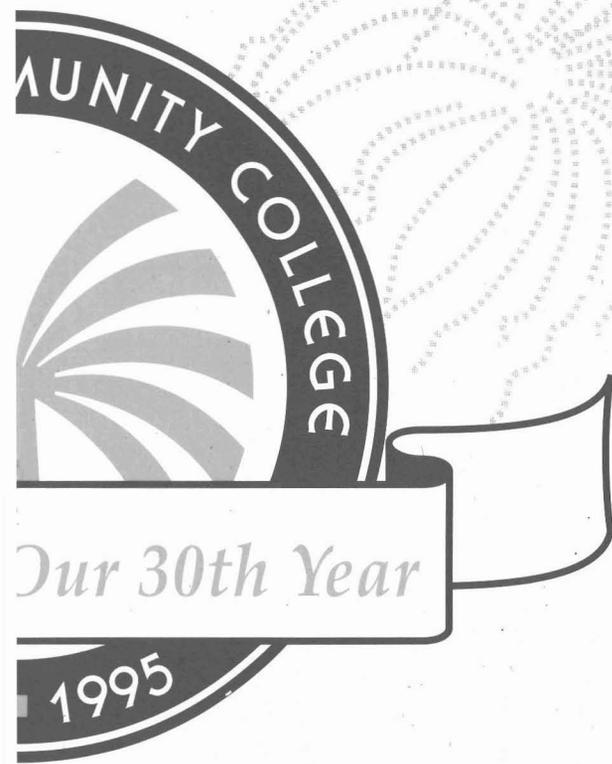
"The most significant milestone was the one at the end of the first mile: the opening of the new campus. We were like grade thirteen that first year on the branch campuses; we were a college when we opened at 6000 West Olive. It had the atmosphere of a college, and it had the distinctive beauty that has marked Glendale Community College from the beginning."

Vance Hansen, faculty

GCC Yesterday



Students recall significant milestones



"The completion of the new campus on schedule for our second year."

James (Jim) Perlow, student

"The finely tuned balance between transfer education, occupational education, and community support perhaps is a significant ongoing milestone. Certainly the focus on technology in education and the High Tech Centers would be important."

Richard D. Rees, faculty

"That time in Glendale Community College's history when it became a place special to Glendale and its environs, and it had accumulated reasons for being there for the many who needed it."

Margarethe E. Shank, faculty

"The most significant change on campus was when GCC entered the computer age. I was at the helm when the very first computers were purchased. I was aware that Phoenix College (PC) had a grant to experiment with the use of computers in education. I spent a lot of time talking to Bill Berry, PC President, and it just became apparent to me that computers were here to stay, and it was important to involve ourselves with them as soon as possible."

John R. Waltrip, president

"The growth of Glendale Community College has been astronomical, to say the least. It has grown from the 13 original buildings to approximately 22 or more buildings. It is quite an accomplishment."

Steve G. Yturralde, staff

"The first milestone — and a challenging one — was the successful evaluation by North Central (Association of Colleges and Schools) shortly after our move to our new campus."

Dr. Harriet E. Herlihy, faculty

"The succession of these presidents (well, two executive deans and one president) Prince, Hanhila, to Waltrip, all of whom served GCC so well."

Don Higgins, faculty

"Its great reputation! I have always been proud to say I went to GCC."

Linda (Smith) Kafouros, student

"I think the move from two temporary campuses to the beautiful campus in Glendale and the gathering together of a wonderful faculty."

Alice (Dunn) LaViolette, student

"Building an art collection. Developing the high tech programs."

Robert Lundeen, faculty

"Bringing higher education to the West Valley. Now we have ASU West, but back then we had to go 25 miles to get in at ASU and Grand Canyon was only available to those who could afford the tuition."

Lona B. Maywald, student

"For me personally, it was the opening of HTC 1 (High Tech Center)."

Mark Montanus, faculty

GCC Today



Forming Partnerships (cont.)

- Career Services and the GCC Nursing Department provided information at ASU West's Career Exploration Seminar for Nursing.
- The Community Education Office partnered with FUTUREKIDS, an international company that designs software and curriculum for kids' computer classes, to provide on-campus computer training classes for children. They also joined with Primum Travel of Texas to offer travel agent training on a non-credit basis.



Construction begins on the campus for GCC in 1966.

- GCC's INSTITUTE for Business, Industry and Technology partnered with various groups to provide customized training for companies and organizations:
 - > Quality Process Leadership Certificate courses completed on-site for AT&T/Network Systems.
 - > ISO 9000 certification courses (international standards for operation in quality) with Quality Consultants International, including Registration Readiness (explains certification process) and a five-day Lead Assessor Course.
 - > Successful Money Management seminars in conjunction with Educational Seminars of Scottsdale (approximately 400 participants in 1994-95).
 - > Certified Financial Planning (CFP) classes with the National Endowment for Financial Education, for students pursuing CFP registered designation.

The INSTITUTE received funds from Deere and Company's International Consolidated Aftermarket School under a new five-year contract to build a classroom/computer lab facility. The INSTITUTE has also received donated equipment and a training site from the Arizona Motor Transport Association to increase the number of qualified tractor-trailer operators in Maricopa County.

Capital Development Plan

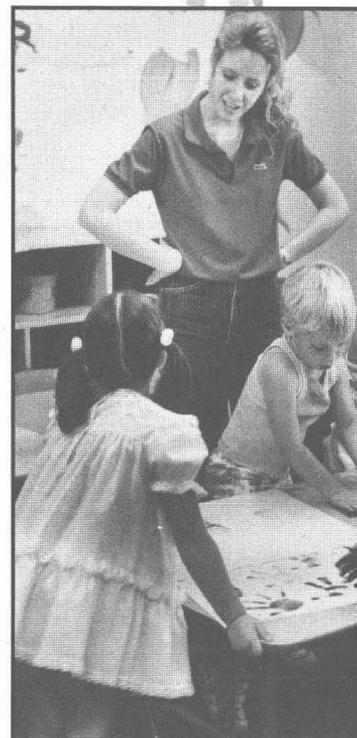
Last November, Maricopa County voters approved a \$386 million capital improvement program for the Maricopa Community Colleges. GCC will receive an estimated \$44 million of those funds over the next seven years. GCC's seven-year capital development plan includes:

■ New construction	\$6,024,000
Classroom complex (40,000 sq. ft.), classroom annex (9,000 sq. ft.) and a faculty office/copy center/bookstore building (15,000 sq. ft.).	
■ Remodeling	11,753,000
Music, Fine Arts, Science, Liberal Arts, and Student Personnel Services buildings, and Library Media Center.	
■ Site development and utilities	5,295,000
Physical plant upgrades to accommodate an expanded campus and to reduce utility bills; signage.	
■ Instructional equipment	14,162,000
■ Facility upgrades, energy conservation, ADA compliance, other ...	7,160,000
Asbestos abatement, installation of a security system, and more.	
Total	\$44,394,000

Thank you to all members of the community who helped pass the bond drive. A special thanks goes to the Northwest Valley Citizens for Community Colleges committee, chaired by Karl Abel with his wife, Enid. Volunteers phoned voters and walked in neighborhoods, malls, and parks, telling voters why they should support the bond. The committee included: mayors; city council members and managers; legislators; school superintendents, board members, and principals; chamber of commerce leaders; fire and police chiefs; leaders of business and industry; doctors; dentists; veterinarians; attorneys; ministers; ethnic minority leaders; civic activists; and newspaper editors, publishers, and writers.

Celebrating Excellence

- 1994-95 Employees of the Year (by policy group) were **Jill Seymour**, Media — Faculty; **Ken Chlarson**, Safety and Security — M&O/Crafts/Security; **Mary Ann Becerra**, Curriculum Technician — Professional Staff; **Tom Bruemmer**, Buildings and Grounds — Management/Administrative/Technological.
- GCC Biology faculty **Robert Bowker**, **Karen Conzelman**, **Elizabeth Cooper**, **Lee Ann Kirkpatrick**, **Michael McKinley**, **Jeffrey Pommerville**, and **Stephen Williams** were co-winners of the District Innovators of the Year award with a team from Rio Salado Community College. This award was for their work with teacher training for K-8 teachers.
- **Esther Anaya-Garcia**, Cashiers Office, earned a Bachelor of Arts in Management from the University of Phoenix.
- **Mary Ann Becerra**, Curriculum Technician, and **Bonnie Nelson**, Instructional Design Facilitator, received special recognition from the District for their efforts in curriculum development.
- **Kristin Bennes**, Student Activities, completed an internship for which she trained and mentored student clubs and organizations.
- **Larry Bohlender**, Journalism Advisor, and **The Voice** student newspaper staff, earned several awards from the Arizona/California Journalism Association of Community Colleges competition.
- **Ann Brandt-Williams**, Psychology Chair, successfully defended her dissertation and will receive a Ph.D. from Arizona State University's Department of Education in Lifespan Human Development.
- **Vi Burns**, Maintenance staff, completed an internship in Career Services.
- **John DeKorte**, Chemistry faculty, received a Community Service Award from the Arizona Science Teachers Association.
- **René Díaz-Lefebvre**, Psychology faculty, received national recognition for his multiple intelligence approach to teaching psychology (see page 12). He gave a workshop at the May NISOD convention in Texas, spoke about his approach at elementary and secondary schools, and presented a paper at the National Collegiate Honors Conference in Texas.
- **Susan High**, Training and Employee Development, was selected to participate in the National Institute for Leadership Development, a leadership training program for college and university women administrators and faculty.
- **R.K. Hillis**, Art faculty, had two articles accepted by School Arts Magazine and had exhibits in West Virginia, Tennessee, and Arizona.
- **Scott Kozak**, Media Center, was named as the District's Professional Staff Association Employee of the Year. He is the current districtwide PSA president.
- **Ted Malone**, Financial Aid director, was appointed to a two-year position on the advisory council for the Arizona Educational Loan Program.
- **Donna Murchland**, Student Activities and Services director, is serving as President of the Glendale Boys and Girls Club Board.
- **Joseph Parham**, Counselor, received a Hon Kachina volunteerism award from St. Luke's Men and Channel 12.
- **Carl Samuels**, Psychology faculty, was selected to serve as the District Faculty Senate President.
- **Alberto Sanchez**, Dean of Math and Humanities, was selected for the National Community College Hispanic Council AACC Leadership Training Program. He also served as District President for the Management, Administrative and Technical employee group.
- **Ray Simpson**, Advisement Coordinator, was selected for a three-year term as coordinator of the statewide High School/College Relations Council.
- **Bill Stewart**, Innovation Center, completed his Bachelor of Arts Degree in Human Resources at Ottawa University.
- **Jeanette Stewart**, Career Services, represented GCC at the City of Glendale's annual Youth Town Hall by serving as a facilitator.



Future students learning in the GCC Child Care Center.

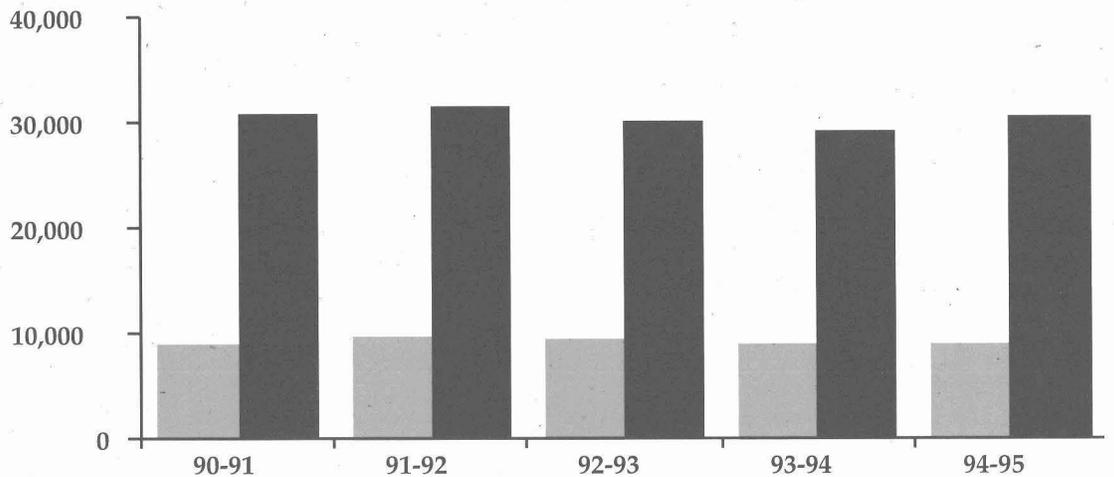
Celebrating Diversity

Fiscal Year* Enrollment Trends

	90-91	91-92	92-93	93-94	94-95
■ Total Fiscal Year FTSE**	8,904	9,517	9,342	8,921	8,821
■ Unduplicated Headcount	30,695	31,433	29,963	29,057	30,403

*Fiscal year runs July 1 through June 30

**Full-time Student Equivalent



Student Profile

The 1994-95 student demographics were as follows:

- Headcount topped 18,000 with a full-time student equivalent of more than 8,400. Unduplicated student headcount for the entire academic year was over 30,000.
- More than 75% of students were employed while attending college; half of these worked more than 20 hours per week.

- The average student age was 30. Almost half of the students were under age 25; more than 1,100 students were over 50.
- 55% of the students were female; 45% were male.
- GCC's increasingly diverse student body (21% minority) reflected the racial/ethnic mixture of the surrounding service area. About 40 countries were represented in the international student population.
- 56% of students attended day classes; 44% attended evening classes.
- 74% attended part time (fewer than 12 credit hours). The average credit hour load was 6.4 per semester.
- 40% of students intended to transfer to a four-year institution; 40% were enrolled in occupational or career-related programs. The remainder were enrolled for personal-interest courses.
- In 1994-95, 259 Associate of Arts degrees, 68 Associate of General Studies degrees, 202 Associate of Applied Science degrees, and 508 Certificates of Completion were granted.

Breezeway between the CAIR (Center for Information, Advisement and Registration) and the Student Union.



Celebrating Resources

Current Funds Revenues

Unaudited Figures

A	Tuition and fees	\$10,852,016	29%
B	State appropriations*	5,312,690	14%
C	Local appropriations*	17,847,420	48%
D	Grants**	1,939,685	5%
E	Sales/services/auxiliary/other	966,584	3%
Total		\$36,918,395	

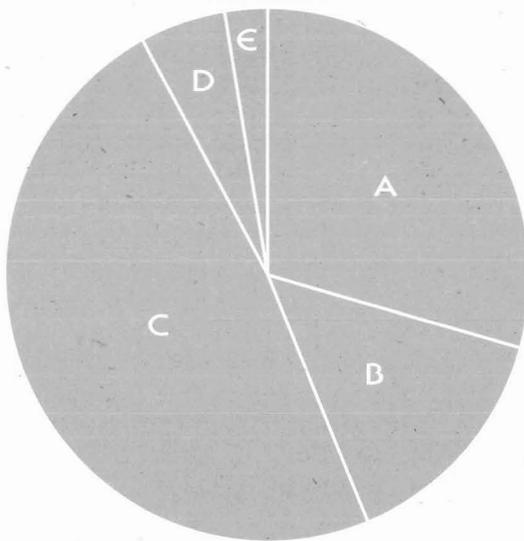
* Net District Office overhead

** Pell Grants not included

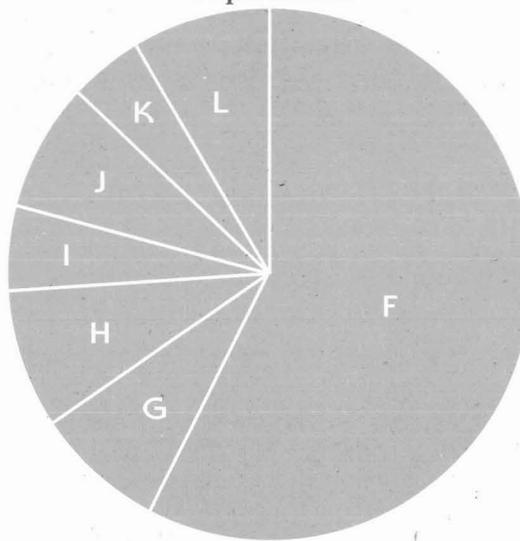


Dave Schmidt and his Jazz Combo perform at the dedication of the Soleri Amphitheater.

Revenues



Expenditures



Current Funds Expenditures

Unaudited Figures

F	Instruction	\$21,215,121	57%
G	Academic support	2,957,310	8%
H	Student services	3,132,615	8%
I	Institutional support	1,910,174	5%
J	Maintenance/operations	2,892,607	8%
K	Scholarships	1,676,514	5%
L	Auxiliary	3,134,054	8%
Total		\$36,918,395	



Standing in front of the construction equipment that will be used to help build the Soleri Amphitheater, Italian architect, Paolo Soleri, speaks at the dedication.

Celebrating Effectiveness

Institutional Effectiveness ... What is it?

Institutional Effectiveness (IE) at GCC is simply the processes we use to check to see if we are doing what we say we are doing. It's checking to see if we are **doing things right**, and **doing the right things**.

Student academic achievement, a major component of institutional effectiveness, involves checking to see if student learning is occurring and if students' goals are being met.

Committee Accomplishments

The Institutional Effectiveness Committee Steering Team and four subcommittees (College-wide Achievement, Student Academic Achievement, Student Development, and Training and Support) were hard at work last year. The following represents their major achievements for the 1994-95 academic year:

- Drafted a strategic planning model for implementation this year.
- Hosted an Institutional Effectiveness Forum for district representatives.
- Drafted a list of core indicators of effectiveness for collegewide assessment.
- Discussed how to assess attainment of 10 collegewide outcomes for students.
- Piloted a matrix for instructional departments to discuss their course contributions to the student outcomes.
- Adopted an outline for department and unit "effectiveness review."
- Piloted transfer data reports that track students' transfer and success to Arizona State University.
- Reviewed department and unit plans and continued implementing assessment measures.
- Shared ideas and measurement tools with peers.
- Recommended training programs.
- Drafted evaluation tools for assessing the effectiveness of training at GCC.

Instructional Departments' Progress

Instructional departments and divisions at GCC are completing their third year of documenting student academic achievement. Progress from selected departments is summarized below:

Art & Photography

For all beginning-level drawing and design classes, performance is tested by portfolio evaluation, individual project evaluation, written exams, research projects, class critiques, visual notebooks, or pre and post tests.

Business & Technology Departments

These departments are identifying criteria and developing prototype formats for occupational program and course assessment. Several courses have gone through a preliminary course review.

Chemistry

The MCCD Chemistry Instructional Council is creating a "20 Questions" test for Chemistry (CHM) 151 students. The test will be piloted districtwide and results will be correlated with final grades, by institution. Chemistry is also using the American Chemical Society standardized final exam for CHM 151 and is correlating pretest results with course grades. Finally, the department is offering a one-credit course to review CHM 151 and will correlate its use with success in CHM 152.

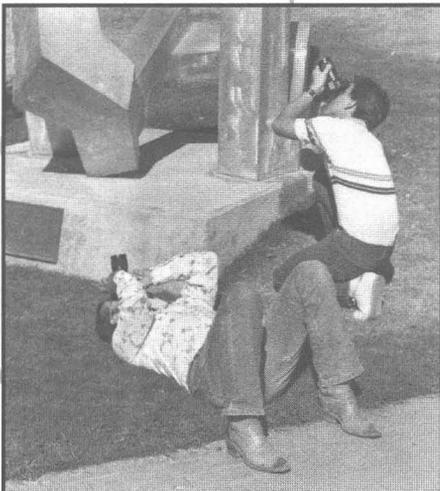
English/Reading/Journalism

English is expanding their assessment model for English 101 to other courses. The 101 model, conducted since 1988, includes a common final plus one of the following options: portfolio, common assignment, or independent option. In critical reading courses, the department is using pre and post surveys to determine attitudes and skills of critical reading techniques.

Mathematics

The department is conducting pre/post tests and common finals for beginning and intermediate algebra.

Music/Foreign Language/Communication/ Theater Foreign Language and Communication departments are conducting retention studies and Foreign Language is including departmentwide semester finals in its assessment plan.



Photography students on a field trip to the Scottsdale Center for the Arts.

Díaz-Lefebvre recognizes multiple intelligences in psychology classes

Dr. René Díaz-Lefebvre, Psychology faculty at GCC, is receiving national recognition for his innovative approaches to teaching and learning. He has taken higher education teaching and learning a step forward by applying the theories and practices of Harvard cognitive psychologist Howard Gardner. Díaz-Lefebvre is believed to be the only college teacher in the nation applying the work of Dr. Gardner (most are elementary and secondary school teachers).

Gardner's work in multiple intelligence methods has revealed that everyone learns in different ways through the use of various mediums, such as music, art, verbal, written, and visual activities. Gardner says, "It's not how smart you are: it's how you are smart."

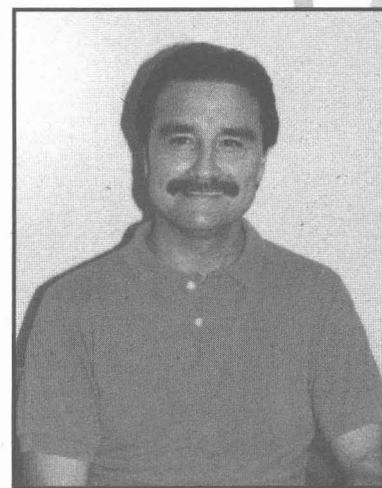
"It all began by my wondering what it would be like teaching a college-level class that begins by assisting students to identify, acknowledge, encourage, and, yes, provide learning options utilizing many different intelligences," Díaz-Lefebvre explains.

Díaz-Lefebvre said that most instructors use "verbal/linguistic" and "logical/mathematical/reasoning" methods when they give lectures and pencil/paper testing. In addition to these two traditional intelligences, he offers students five other intelligences, or methods for learning and assessment, including "interpersonal" (with others), "intrapersonal" (alone), "visual/spatial/imagination" (art), "bodily-kinesthetic" (movement), and "musical/rhythmic" (music).

Students are challenged by classroom discussions, interactive assignments, and class projects designed to fit students' way of learning, talents, abilities and strengths.

Díaz-Lefebvre gives students a pictorial inventory for multiple intelligences to determine their dominant or preferred learning strengths. He then suggests to students how they might best learn in the class by using art, acting, music, writing, poetry, dance, and other creative forms of expression. Students also have traditional choices, such as written tests, book reports, and term papers. Each option must incorporate points studied and, in writing, students defend their projects by thoroughly explaining how they apply to the particular field of inquiry and how they demonstrate particular intelligences. The reflective process is included in the students' written report.

This is Díaz-Lefebvre's second year using this method in psychology classes at Glendale. He has seen student creativity and confidence increase dramatically. "As an academic psychologist, I believe the notion of multiple intelligences is the most exciting area of study and application in psychology within the last 25 years!" he exclaims.



Dr. René Díaz-Lefebvre

Philosophy

Assessments are being administered to all students enrolled in PHI 101, PHI 103, and PHI/REL 243. The tests were developed by all professors teaching the courses and aim at measuring the degree that competencies have been mastered by students.

Physical Education

The Fitness Center is doing pre/post tests on various fitness parameters to learn if students' goals are being met. The department is also piloting an exit survey for lecture courses to assess affective growth.

Physical/Applied Sciences

The department is compiling data on transfer rates, performance after transfer, and student success in subsequent related course work. They are also conducting student satisfaction surveys.

Psychology

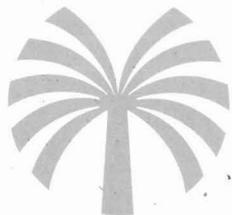
Students in sections of PSY 101 and PSY 230 will be given a pre/post competency exam to measure changes in knowledge.

New IE Coordinators

Dr. Pam Joraanstad, communication faculty, will serve as GCC's institutional effectiveness faculty coordinator this year. Dr. Lyn Weiner, Coordinator of the Institutional Effectiveness Office, will be the administrative coordinator.

Together, Dr. Joraanstad and Dr. Weiner hope to assist departments in selecting and measuring departmental IE goals.

Anyone who would like to help GCC measure its effectiveness by participating on any of the IE subcommittees, please call Dr. Joraanstad at 435-3370 or Dr. Weiner at 435-3483.



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