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GLENDALE COMMUNITY COLLEGE

NCA Self-Study Report, January 2002



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Glendale Community College
(Maricopa County, Ariz.)

NCA self-study report
January 2002

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CHAPTER ONE

INTRODUCTION

Glendale Community College Self-Study Report

Introduction

Glendale Community College (GCC) is one of 10 public colleges in the Maricopa County Community College District (MCCCD). The photo at the end of this chapter shows GCC's campus while it was still under construction in 1965. While only a few might have predicted the phenomenal growth the College and surrounding area would experience in the following 35 years, the proof is in the number of students we have and continue to educate and serve.

2002 Team Visit

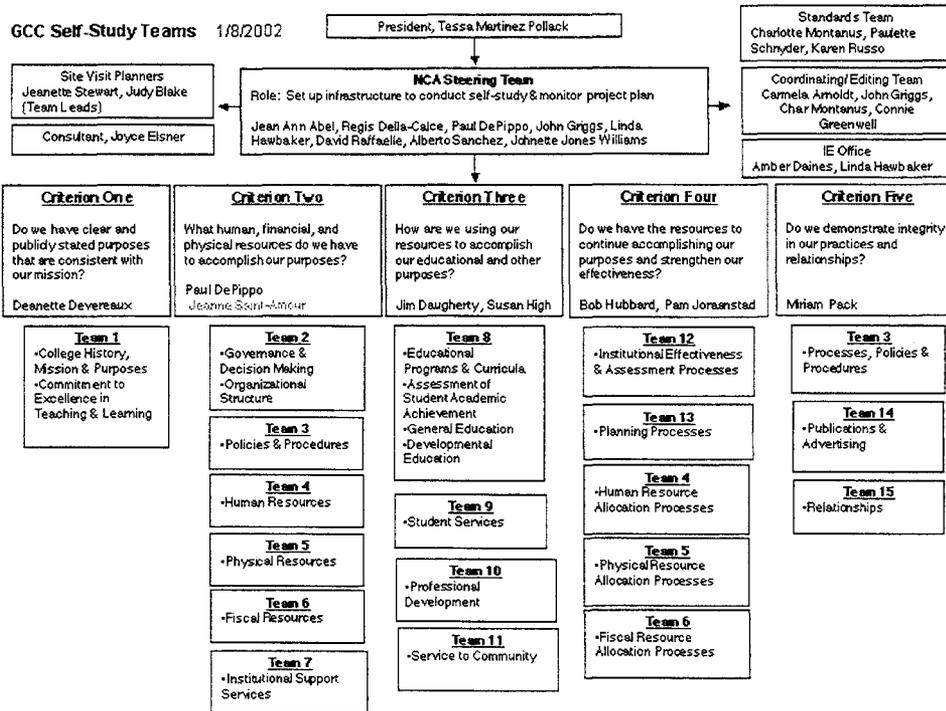
On March 4-6, 2002, Higher Learning Commission consultant evaluators will conduct an on-site visit. With the submission of this report, Glendale Community College formally requests continuing accreditation. Expecting the next 10 years to be equally as challenging and rewarding as the last 10, we pledge to examine our institution on a continual basis, assessing courses, programs, and practices to improve our ability to serve the needs of our students and community in the twenty-first century.

Accreditation History

GCC opened at its extension site in 1965 and received initial North Central Association accreditation in 1967, along with Mesa and Phoenix Colleges, with the advice to continue to address "significant and persistent problems which exist in terms of the relationship among the Governing Board, District Administrators, and the three Colleges." This original accreditation to the multi-campus district in August 1967 occurred 4 years after voters approved the establishment of a community-college district. The College received renewed accreditation in 1977, 1983, and 1992 and celebrated its 35th anniversary in 2000.

Overview of the Self-Study Process

In Summer 1999, GCC began the task of conducting a comprehensive self-study. President Pollack appointed a Steering Team Committee, who in turn created Tri-Chairs. The Team's charge was to research self-study models, organize the study into manageable stages, and select 7 criterion chairs to lead 15 employee teams from across the College. To involve as many people as possible in the self-study process, the Steering Team developed the concept of "expanding teams." During the analytical phase of the self-study, teams increased to include "content experts" for each topic area.



* *Grayed out name denotes change in Team Lead*

Purpose of Self-Study

The Steering Team developed three goals for the self-study process:

- **Improvement:** To access and evaluate processes, systems, and outcomes directed at teaching, learning, and service to students and the community
- **Resources:** To provide students access to resources, including participation in the Federal Financial Aid Program and articulation with other colleges and universities
- **Accreditation:** To maintain accreditation by the Higher Learning Commission

Organization of the Self-Study Process

The Steering Team wanted a self-study process that would link to the College's strategic planning process. After researching a variety of models, the Team designed a process adapted from Sinclair Community College. This self-reflective model was action-oriented and supported efforts for continuous improvement. In this spirit of expanding growth and success in a new century and millennium, the Steering Team agreed to maintain the theme of the 1992 Self-Study Report. *A delantre*, a Spanish word meaning "forward," "charge," or "come in," conveys our intention to use the knowledge gained from the 2000 self-study experience as the basis for the internal review portion of the current strategic planning process and as a constant reminder that our focus must be on moving forward and attracting students to our quality programs.

The self-study process was organized into five major phases:

Phase	Description
Study Area Planning Phase	The 15 teams were assigned study areas under the five criteria. Teams were asked to review the related patterns of evidence and to identify one or more topics to study that would demonstrate a pattern of evidence for the criterion
Descriptive Phase	For each topic studied, teams prepared a summary report describing the topic's current status. This phase established a common understanding and starting point for phase three--to evaluate what works well and/or areas for improvement. The Descriptive Phase covered the following areas: <ol style="list-style-type: none"> 1. Current status (description of programs, services, activities) 2. Accomplishments since 1992 3. Response to concerns from 1992 NCA study (as needed) 4. New initiatives, planning objectives, long-range plans 5. Current issues to be considered
Evaluation Phase (Analytical)	For each topic, teams identified the best Measures of Success and the most significant influences on those Measures. The Evaluation Phase covered the following areas: <ol style="list-style-type: none"> 1. Measures of Success 2. SWOT Analyses <ul style="list-style-type: none"> • Internal Strengths/Weaknesses • External Opportunities/Threats 3. Brief discussions of the most significant SWOT findings and their influence(s) on the Measures of Success
Planning Phase (Analytical)	For each topic studied, teams generated responses to the most significant SWOT findings and their influences on the Measures of Success. The Planning Phase covered the following area: <ol style="list-style-type: none"> 1. Recommendations
Validation Phase (Analytical)	For each topic studied, content experts responded to team findings

Using the Self-Study Process for Improvement

This past September, members of the President's Advisory Committee (PAC) reviewed over 360 team recommendations that came out of the self-study process. Committee members worked in small groups to categorize each of the recommendations as strategic or operational. Recommendations deemed operational were forwarded to the President and/or Deans with the request that the appropriate planning area consider them while planning for fiscal year 2002-03. Recommendations deemed strategic will be forwarded to the Futures Committee (Strategic Planning).

Linking the Self-Study Process to Strategic Planning

During Fall 2001, an *ad hoc* work group reviewed and recommended a revised strategic planning process that was "outside-in" driven. The process was designed to determine the gap between public needs and expectations, external

forces and environmental trends, and the College's current capabilities and performance as identified through the self-study process. Armed with this important information, the College will be able to position itself more appropriately for the future to continue its long tradition of quality education to the community.

GCC 5-Year Planning Cycle	
Conduct Self-Study FY 2000-01 (done) FY 2005-06	<ol style="list-style-type: none"> 1. Conduct internal review to evaluate the College's current capabilities and performance using one of the following methods: <ul style="list-style-type: none"> • Most recent self-study process (Sinclair model) • Traditional self-study process • AQIP model (Academic Quality Improvement Project from Higher Learning Commission) 2. Categorize proposed planning ideas into operational and/or strategic issues. Forward operational ideas to the President, Deans, and Futures Committee
Perform Strategic Planning FY 2001-02 (in progress) FY 2006-07	<ol style="list-style-type: none"> 1. Determine what external information is needed to conduct planning (environmental scan): <ul style="list-style-type: none"> • <u>Needs</u> - Public Perspective • <u>Forces</u> - Competitors & Collaborators • <u>Trends</u> - Political, Technological, Educational, Economic, Societal 2. Agree on planning assumptions 3. Determine the gap between needs/forces/trends and the College's current capabilities and performance (Self-Study Report) 4. Identify strategic choices 5. Consider impact of strategic choices: <ul style="list-style-type: none"> • Internal Processes (planning, budgeting, assessing, developing curriculum, etc.) • Learning & Growth (employee capabilities, motivation, empowerment, alignment, and information systems' capabilities) • Resources (physical, human, financial) 6. Formulate a list of strategic goals and prioritize them; choose three goals to address 7. Review the College's Vision and Mission and Purposes Statements and align them to changing environments as needed; submit for Governing Board approval 8. Update Institutional Effectiveness Plan to include strategic goals
Implement Strategic Plan FY 2002-03 to 2006-07 FY 2007-08 to 2011-12	<ol style="list-style-type: none"> 1. Develop action plans 2. Implement action plans 3. Monitor and report progress in <i>Annual Report</i>; as strategic goals are addressed, select another strategic goal from the list

A Reader's Guide

The Self-Study Report is organized according to the Higher Learning Commission's Criteria for Accreditation. Fifteen (15) teams involving over 150 employees gathered information for each chapter's topics, wrote "Team Analysis" paragraphs using the Strength, Weakness, Opportunity, and Threat

(SWOT) Analysis and Measures of Success model, and generated lists of “Areas for Improvement” and “Recommendations.” Content sections conclude with a “Validation” paragraph written by the area manager, supervisor, appropriate dean, or the President.

Echoes of the Past

Long-time faculty members comment on GCC

Paul DePippo--Social Science Faculty

“As a former student and long-term instructor at GCC, I have watched, at close quarters, GCC’s evolution from a small liberal arts transfer institution into a comprehensive community college. I have also come to appreciate GCC’s role as one of the most fundamental and important institutions which have been instrumental in the development of the northwest valley and in shaping the lives of many thousands of its people.”

Marilyn Hoffs--Retired Communication Faculty

“Life is about opportunities and about learning, and Glendale College offered me twenty-five wonderful years of opportunities. I thoroughly enjoyed teaching the excitingly diverse students. Because they came from a variety of ethnic backgrounds, various places on our earth, and had a variety of ways of communicating their worldviews, I also enjoyed learning from them. Even at their age they have much to share. I also greatly appreciated my colleagues in the teaching profession and the administrators at Glendale College. Sharing, challenging, encouraging, and enlightening are just a few words that describe those relationships. I’m proud to say that Glendale College is one of the best educational institutions in our state.”

Robert Hubbard--Philosophy Faculty

“The Owl of Minerva has not yet taken to flight. A political mist conceals the essence of GCC. The essence resides in the ability to conduct a dialog with the past, to foster the contest of ideas, and to contemplate a better future. GCC is like a Banyan tree whose roots extend well beyond the College.”

Richard Rees--Psychology Faculty

“Thirty-seven year ago, I was hired to teach psychology at the Maryland branch of the new Glendale Community College. I have been privileged to attend every graduation ceremony at GCC except three: two while working on a doctorate and one while on sabbatical. GCC has been good to me, and I have been honored to be here so many years. It has gone by so fast, but the memories are wonderful.”



*Aerial Photo of Glendale Community College Construction Site
From the South looking to the North (Photo from GCC 1965 Yearbook)*

CHAPTER TWO

RESPONSES TO INTERIM ADVISORY VISIT

Interim Advisory Visit, May 2000

In January 2000, a letter from the GCC Faculty Senate informed Interim Chancellor Raúl Cárdenas of ongoing communication difficulties between President Pollack and some faculty. Upon Dr. Pollack's recommendation, Dr. Cárdenas requested an NCA Advisory Visit to address these issues.

As a result of this request, an NCA Advisory Visit occurred on May 8-9, 2000. Initial faculty resistance to these dates (spring semester-finals week) was withdrawn because of the necessity to complete the Advisory Visit prior to the end of the semester. More importantly, the College hoped to resolve real or perceived communication difficulties between the Administration (specifically President Pollack) and faculty and staff.

NCA Advisory Team Members

- Chair: Dr. Charles J. Carlsen, President, Johnson County Community College, Overland Park, KS 66210
- Board Member: Ms. Linda Bebout, Business Manager, Columbia Health Care, Riverton, WY 82501
- Member: Dr. Commodore Craft, Instructor of English, South Suburban College of Cook County, South Holland, IL 60473
- Member: Dr. B. Diane Davis, Professor of Psychology, Oakton Community College, Des Plaines, IL 60016

Advisory Team Report

The NCA Advisory Visit Report received on July 11, 2000, concluded "GCC has had an excellent reputation for academic excellence. It is the team's view that is a very fine institution and although it has serious problems these problems can be solved internally. To place the institution on probation at this time or take other drastic actions would damage the institution far more than solve the problems." The team determined that within the institution rests the good will and shared leadership to identify and work toward common goals.

Findings and Responses

Finding

Board Members should adhere to their Code of Conduct.

On December 12, 2000, the Board reaffirmed its Code of Conduct.

Finding

At a Board meeting to be held on campus, Board Members should clarify their expectations of the role of GCC's President.

The Governing Board held a meeting at GCC on September 18, 2000. The Chancellor clarified his expectations of a president by referencing the job description. A videotape of this meeting is available in the Resource Room.

Finding

A campus climate survey to identify problem areas should be conducted; collected data should identify problem areas to be mediated by an outside consultant.

At the October 13, 2000 President's Advisory Committee (PAC) meeting, the *ad hoc* Campus Climate Subcommittee was established. Dr. Pollack requested several PAC members, along with several other faculty and staff employees, serve on the subcommittee. Meeting over the spring and summer, with the guidance of Shapard Wolf of the ASU Research Lab, the Subcommittee created a survey instrument to assess the campus climate at the beginning of Fall 2001. The survey was written during this time and mailed to all full-time, Board-approved employees at the end of September 2001. Survey results were tabulated and shared with College employees in December 2001. Dr. Pollack created an *ad hoc* consultation selection committee, and a consultant was hired in mid-January 2002.

Finding

A Code of Conduct for employees should be developed, including guidelines for dealing with violations of the Code of Ethics (Criterion Five, NCA Handbook).

Also at the October 13, 2000 PAC meeting, a second *ad hoc* committee, Ethics and Campus Code of Conduct Subcommittee, was established. Dr. Pollack asked PAC members to serve on the subcommittee. The Subcommittee wrote The Glendale Community College Standards of Conduct and Informal Conflict Resolution Process, and recommended its approval to Dr. Pollack. PAC adopted the document on September 14, 2001; a copy is available in the Resource Room.

Finding

The President and Faculty Senate leaders should meet regularly to discuss issues of mutual concern.

The College President and the Senate President established a standing meeting time to discuss issues of mutual interest and concern. Administrators also meet with the Senate several times during each semester. In addition to encouraging faculty to attend regular Senate meetings, Faculty Senate leadership established a monthly Campus Forum/Coffee Hour to foster communication as a continuing priority among faculty.

CHAPTER THREE

RESPONSES TO 1992 REPORT AND SIGNIFICANT DEVELOPMENTS

1992 Accreditation Visit and Significant Developments

Many physical and organizational changes have occurred at Glendale Community College since 1992, a good number of these resulting in a strong emphasis on continuous assessment activities. This emphasis has helped create a way of thinking that focuses on the improvement necessary to sustain the College's long-standing record of student academic achievement and success.

1992 Accreditation Visit

GCC had its last comprehensive accreditation visit in 1992. The NCA Team recommended ten years of accreditation.

Responses to the 1992 Concerns

The 1992 NCA Team Report stated, "that although the College is to be highly commended for meeting NCA criteria in student assessment, some concerns need to be addressed."

Concern

Even though the College meets NCA General Institutional Requirements, there is evidence that the current mission statement needs to be refined to facilitate the development of a well-conceived, comprehensive plan that measures institutional effectiveness. One of the components of the Institutional Effectiveness Plan should be a specific plan to assess student academic achievement. (See attached NCA memorandum dated 9/9/92: "institutions scheduled for comprehensive visits commencing in 91-92 are required to include as a part of the evaluation review plan in which the institution documents academic achievement as a part of the fulfillment of criterion three.")

The College-Wide Academic Achievement Committee (CWAAC) was formed to develop college-wide assessment measures. The Institutional Effectiveness Plan was submitted and approved in Spring 1993. Faculty members have put in place the Student Academic Achievement Plan at the course, academic program, and college-wide general education levels, and assessment results are being included in the planning and budgeting process.

Concern

A concern identified in the 1983 team report on the number of occupational programs with very few completions has not yet been fully addressed.

Although the number of two-year diplomas awarded has increased by 152% and the number of certificates awarded has increased by 625% over the last ten years, to address this concern fully, the College re-examined its definition of completions in relation to its vision and mission and purposes statements. The completion of a formal program is not necessarily the intended goal for all students. While the College tracks completion of formal programs, the College also recognizes many students attend classes to learn enough to get a job, keep a job, and/or advance on the job. The College defines a completer as one who finishes a course, certificate, and/or a degree, or transfers to a university. Recognizing that certain occupational programs have low completion rates, the College has implemented a program review process.

Concern

The residential faculty (only 16%) does not appear to be sufficiently involved in the evening program.

Per the Board-adopted Residential Faculty Policies (RFP), while full-time faculty are not required to teach in the evening program, they may elect to teach their “load” in the evening. However, faculty involvement in the evening program is direct in that residential faculty provide evening supervision, recommend employment of all adjunct faculty, and orient these faculty to the curriculum and College processes. In this way, they are actively involved in ensuring the quality of the evening program. In Fall 2001, residential faculty generated 31% of the evening teaching load and 30% of evening FTSE.

Concern

The current academic advising system should be redesigned to increase its effectiveness and to ensure a high level of continuity.

Since the last visit, the addition of 8 full-time Academic Advisors has increased the total number to 10. In addition, 5 Athletic Specialists contribute one-half of their time to academic advisement. Advisors participate in weekly updates and training and have greater access to advising resources such as transfer guides, curriculum check sheets, and course equivalency guides. The previous reliance on residential faculty for general advising was examined and their role in this area was reduced. Advisors now go out to the high schools, GCC North, and other community sites. The system has been redesigned to serve our students better.

Concern

Students interviewed had the perception that they were not always adequately and completely informed of activities and events that take place on campus.

Bulletin boards, sandwich boards, newsletters, and articles in the student newspaper were initiated to address this concern. Students can also access announcements on the student server and the College calendar on the web at

<http://www.gc.maricopa.edu/calendar>

Concern

Students interviewed do not fully understand the process to access needed funds for their organizations and clubs.

The College has instituted an annual training program for club members and faculty advisors. In addition, a Student Life staff member now works with clubs, organizations, and the two student governments to explain the required policies and to assist them with the procedures. Additional club funds have been made available through the Office of Student Life. Clear criteria, along with a formal application process, are in place.

Concern

The Library book budget has remained static for many years and appears to be inadequate to support both the core curricula and new programs.

Increases in the book budget have occurred since the last visit. Specifically, in 2001-02, the Library was allocated \$100,000 in capital dollars for books, over \$18,000 for supplies, \$43,000 for subscriptions, and \$14,000 for electronic subscriptions. Also important, the GCC Library Media Center (LMC) is fully networked with the District, the 9 other MCCCDC colleges, and the state universities and public libraries. In addition to the monies that have been added to the print materials budget, the College has also realized the need to focus some of its resources on its non-print materials budget and must address the issue of funding additional databases. Should the Governing Board adopt National Association Standards of the League of Innovations, the College will attempt to increase the number of databases to comply with this national standard. As books are important to the College and students, book-sharing processes have been improved and expanded. In addition, the amount of money allocated to the College from the District library bond funds increased the number of electronic library resources, and all GCC students have free access to the Internet.

Significant Developments since 1992 NCA Visit

Over the past thirty-five years, GCC has demonstrated its commitment to life-long learning and excellence in many ways. Changes implemented since 1992 have improved the College's ability to operate more effectively as employees provide improved and more inclusive services to students and the community.

- Created a GCC web page, with links to all campus information and accessible by anyone connected to the Internet, including a centralized coursebank with course descriptions and outlines
- Opened University-College Center (UCC) in Fall 1997, partnering with ASU West
- Opened GCC North in Fall 2000, offering university-transfer courses, job-related programs, opportunities for career advancement, and high-school-to-university bridge programs through a partnership comprised of the Deer Valley Union High School District # 97 and ASU West
- Established a comprehensive International Students Program in 1994
- Since the 1994 bond election, GCC has expanded and improved its facilities: new Humanities, Music, and Physical Sciences buildings, an addition to and remodel of the Math building, opened GCC's newly renovated LMC in Fall 2000. Additional construction included the new 16,000 square-foot One-Stop Enrollment Center and remodeling of three additional buildings, all providing updated facilities for student services and administrative offices, new entrances, and more parking
- Added 57 full-time faculty positions (245 budgeted faculty positions of which 232 are RFP and 13 OYO/OSO, plus 16 OYO/OSO unbudgeted, for a total of 261)
- Created an Office of Institutional Effectiveness, reporting to the President, with a Director and research staff
- Revised programs, courses, degrees, and certificates in response to advances in technology and changing needs of the community, business, industry, and local educational institutions
- Participated in District-wide establishment of Arizona General Education Curriculum (AGEC)
- Developed a General Education Philosophy Statement during Spring 2001 (General Education Degree Subcommittee [GEDS] along with the District Curriculum Committee)

CHAPTER FOUR

GENERAL INSTITUTIONAL REQUIREMENTS AND FEDERAL COMPLIANCE PROGRAM

Glendale Community College fulfills all of the General Institutional Requirements for continued membership and complies with all Department of Education's mandates and policies and procedures recently approved by the Commission.

General Institutional Requirements

The General Institutional Requirements (GIRs) describe the primary requirements for affiliation with the Higher Learning Commission (HLC) of Colleges and Schools. They establish a foundation within the accreditation process. The 24 GIRs are divided into 7 major areas: Mission, Authorization, Governance, Faculty, Educational Program, Finances, and Public Information. An institution affiliated with the Commission by either accreditation or candidacy meets the following requirements:

<i>MISSION</i>		
1	It has a mission statement, formally adopted by the Governing Board and made public, declaring that it is an institution of higher education.	Glendale Community College has a mission statement, most recently modified in 1994. Approval of the statement by the Governing Board occurred on 10/23/2001 (<i>General Catalog</i> p. 4). The 2001-02 Strategic Planning Process includes a review and potential revision of the mission and purposes statements.
2	It is a degree-granting institution.	The College confers the following degrees: Associate in Arts, Associate in Transfer Partnership, Associate in Business, Associate in Science, Associate in Applied Science, Associate in General Studies, and Certificates of Completion (<i>General Catalog</i> p. 6).

<i>AUTHORIZATION</i>		
3	It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.	The College has legal authority to confer degrees and certificates. The College complies with all District, State Board, and Arizona Revised Statutes requirements.
4	It has legal documents to confirm its status: not-for-profit, for-profit, or public.	The Maricopa County Community College District, including Glendale Community College, has authorization through the Arizona State Legislature to operate as a public, countywide, community-college system.

GOVERNANCE		
5	It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.	The Governing Board possesses and exercises necessary legal power to establish and review basic policies that govern the Maricopa County Community Colleges. Its authority is derived from the Arizona Revised Statutes under Title 15, Chapter 12. Specific duties are detailed in Statutes Title 15-1444 and the Board's administrative regulations. The Governing Board is also subject to provisions of the state constitution and the regulations of the Arizona State Board of Directors for Community Colleges. Roles and responsibilities of Governing Board Members are outlined at http://www.dist.maricopa.edu/gvpolicy/policies/govprocess.html
6	Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.	The Governing Board has 5 members who are elected by the public in staggered six-year terms and who represent geographical precincts of the 9,226 square-mile county. Members serve without compensation and remain autonomous from the institution.
7	It has an executive officer designated by the governing board to provide administrative leadership for the institution.	The chief executive officer of the District, Chancellor Dr. Fred Gaskin, has served since July 2000. The GCC President, Dr. Tessa Martínez Pollack, has served since January 1996.
8	Its governing board authorizes the institution's affiliation with the Commission.	In August 1967, the Executive Board of the Commission on Higher Education approved the transfer of accreditation from Phoenix College to the Maricopa County Community College District (MCCCD) and also voted to accredit the colleges as operationally separate institutions, including GCC.

FACULTY		
9	It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.	The College employs a faculty who are credentialed by the Arizona State Board of Directors for Community Colleges, who meet the hiring qualifications of the Maricopa District, and who have earned degrees and/or occupational experience appropriate to the discipline(s) that they teach. The names and degrees of full-time faculty appear in the <i>General Catalog</i> .
10	A sufficient number of the faculty is full-time employees of the institution.	In Fall 2001, GCC employed 245 budgeted faculty positions of which 232 are RFP and 13 OYO/OSO, plus 16 OYO/OSO unbudgeted, for a total of 261.
11	Its faculty has a significant role in developing and evaluating all of the institution's educational programs.	Faculty at the College have a significant role in developing and evaluating all of GCC's educational programs. Faculty participate on College and District curriculum committees and District-wide discipline-based Instructional Councils.

<i>EDUCATIONAL PROGRAM</i>		
12	It confers degrees.	During fiscal year 2000-01, 1,572 degrees and certificates were awarded.
13	It has degree programs in operation, with students enrolled in them.	As of Fall 2001, there are 104 degree programs at the College, each of which has students enrolled.
14	Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher-education level.	All degree programs at the College are appropriate to an institution of higher education with a mission committed to general education, career education, basic skills education, and transfer education.
15	Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.	Degrees offered are appropriate for each program, and each has met the length and content approved by the College Curriculum Committee, the District Curriculum Committee, the Governing Board and State Board, following practices common to institutions of higher education. The content areas are consistent with the College's mission and purposes.
16	Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.	All Maricopa County Community College District degree programs include a coherent general education requirement consistent with the institution's mission. General Education requirements are outlined in the College <i>General Catalog</i> (pp. 47-70) and include the skills and knowledge necessary for a literate citizenship.
17	It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.	Open admissions policies and practices are consistent with the institution's mission and committed to providing instructional programs accessible to all. Admissions criteria adopted by the Arizona State Board of Directors for Community Colleges are published in the College's <i>General Catalog</i> (pp. 14-19).
18	It provides its students access to those learning resources and support services requisite for its degree programs.	The College provides students access to all teaching and learning resources. Support services to enhance each student's academic, social, and career success are also available.

<i>FINANCES</i>		
19	It has an external financial audit by a certified public accountant or a public audit agency at least every two years.	The State of Arizona Office of the Auditor General conducts an annual, independent audit of the District's financial statements. In 1996, NCA and the Maricopa District created a "Memorandum of Understanding" (MOU). Because of a ruling by the Governmental Accounting Standards Board based on their Generally Accepted Accounting principles, the state's Auditor General is not permitted to issue individual audit reports for the Maricopa Colleges.
20	Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.	In the 2001-02 budget, 64% of the operational funds (Fund 1) are dedicated to instruction; 20% for academic and student support; 5% for administration; and 11% for physical plant and general institutional expenses. Additional student-services funds are provided from student fees from Fund 2. The 2001-02 capital allocations for instruction totaled 92%.
21	Its financial practices, records, and reports demonstrate fiscal viability.	The College receives the majority of its funding from the Maricopa County Community College District's own allocation processes. District and College practices reflect financial prudence allowing the College to operate within budget, with carry-over reserves. The fiscal reliability of the District is available in the Comprehensive Annual Report.

<i>PUBLIC INFORMATION</i>		
22	Its catalog and/or other official published documents include its mission statement along with accurate descriptions of its academic calendars; its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.	The College publishes these elements in all pertinent publications: <i>General Catalog</i> , Class Schedules, and on the web at http://www.gc.maricopa.edu
23	It accurately discloses its standing with accrediting bodies with which it is affiliated.	The College discloses its standing by the Higher Learning Commission and includes the Commission's web site and phone numbers in its <i>General Catalog</i> (p. 4), Class Schedules (<i>Spring 2002</i> , p. 8), and other relevant publications.
24	It makes available upon request information that accurately describes its financial condition.	Each year, the College reports summary data on its financial condition in the <i>Annual Report</i> . In addition, oversight of budget matters is provided via annual public budget hearings held by the Governing Board. After State Board approval, the District budget report is published and available as a matter of public record.

Federal Compliance Program

Credits, Program Length, and Tuition

As a member of the Maricopa County Community Colleges, Glendale Community College uses standard semester credit hours as the basic measure of its learning experiences and charges tuition for each credit hour.

Institutional Compliance with the Higher Education Reauthorization Act

The physical year 1999 cohort default rate released officially by the Department of Education in September 2001 was 9%. The physical year 2000 cohort default rate will be published officially in September 2002. Documents relating to compliance with Title IV are available in the College Financial Aid Office. Financial Aid and Admissions and Records are audited annually by external entities to determine if current practice is consistent with federal and state regulations.

Crime Statistics Reporting

Although the College Safety web site does cover lost and found questions and offers information about campus parking, its primary concern is with disclosure of safety policies and annual crime statistics, established by United States Code section 1092(f).

Institution's Advertising and Recruitment Materials

College advertising and recruitment materials are available in the Resource Room. The statement of accreditation in College publications includes the Higher Learning Commission's phone numbers and web site.

Policy IV.B.4 Institutional Records of Student Complaint

In compliance with policy, formal complaints that cannot be resolved before reaching the administrative level are tracked and categorized in a database maintained by the Associate Dean of Student Life and the Associate Deans of Instruction.

Professional Accreditation/Certification

- Nursing Program--accredited by National League of Nursing
- Administration of Justice/Police Reserve Academy--certified by Arizona Peace Officer Standards and Training Board
- Automotive Programs--certified by National Automotive Technicians Education Foundation
- Emergency Medical Technology--certified by Arizona Department of Health Services
- Fire Academy--certified by the Arizona Fire Marshall
- Microsoft Academic Training Program--certified by Microsoft Corp.
- CISCO Networking Academy Program--certified by CISCO Systems, Inc.
- MOUS (Microsoft Office User Specialist)--certified by Microsoft Corp.



CHAPTER FIVE

CRITERION ONE

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education

Glendale Community College fulfills Criterion One. This section reviews District and College Missions and examines their relationships to institutional and community understanding of GCC's sincere intention to keep abreast of the changing needs of its students and public to provide the most effective programs possible.

MCCCD Vision and Mission

The mission of the ten-college/two Skill Centers Maricopa County Community College District (MCCCD) was first adopted January 28, 1997, after a process that included District-wide discussions through Strategic Conversations held by the Governing Board.

MCCCD Vision

"The Maricopa County Community Colleges strive to serve the changing needs of our many communities for effective, innovative, student-centered, flexible, and lifelong educational opportunities. Our employees are committed to respecting diversity, continuous quality improvement, and the efficient use of resources. We are a learning organization guided by our shared values" (amended July 22, 1997).

MCCCD Mission

"The Maricopa County Community Colleges create and continuously provide affordable, accessible, effective, and safe learning environments for the lifelong educational needs of the diverse communities we serve. Our colleges fulfill their mission through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, and Community Education" (amended July 27, 1999). The complete listing of the District's vision, mission, and values is available on the web at

<http://www.dist.maricopa.edu/gvpolicy/policies/vismisval.pdf>

GCC Vision and Mission Statements

The College Vision and Mission and Purposes Statements have guided the College for many years.

GCC Vision Statement

“Glendale Community College will be an innovative educational provider of quality lifelong learning experiences for all members of the community.”

GCC Mission and Purposes Statement

“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.

“We fulfill this mission as an institution of higher education by preparing students:

- To participate responsibly in a culturally diverse, technological and global society
- To successfully transfer to colleges and universities
- To secure employment and advancement within chosen careers (*General Catalog* 2001-02, p. 4).”

The Governing Board formally approved GCC’s mission and purposes statement on October 23, 2001. Prior to the change in Higher Learning Commission requirements, the Board did not formally approve individual college mission statements.

Decision Making and the Mission

The Mission and Purposes Statement has been adhered to in a methodical fashion. Over the past ten years, the College has reviewed and developed programs and services responsive to key words in the Mission and Purposes Statement.

Key Word(s)	Examples of Programs or Services Directly Responsive to Mission
“higher education needs”	<ul style="list-style-type: none"> • UCC at ASU West • GCC North • Dual-Enrollment Programs with feeder high schools • Articulation agreements with surrounding colleges and universities • Continuing/credit education for registered nurses • Honors programs and organizations • University Transfer Center • AZTEC Program (for education majors)
“assists students”	<ul style="list-style-type: none"> • Advisement Center • Testing Center • Disability Resources and Services • Veterans Services • Student Life Programs/Clubs and Activities • Math Solution; Physics Assist; Chemistry Assist; Accounting Assist (specialized faculty-led tutorial services)

Key Word(s)	Examples of Programs or Services Directly Responsive to Mission
"assists students" cont'd	<ul style="list-style-type: none"> Center for Learning (tutorial center) Life 101 Program/Counseling Department Developmental Education courses and services Financial Aid, Loans, and Scholarship programs ACE Plus (Achieve a College Education: high school, GCC and universities partnership) Children's Center GCC 101 "New Student Orientation"/Advisement Program Mentoring Program
"culturally diverse"	<ul style="list-style-type: none"> Multicultural Affairs Services International Students Program International Festival Black History Month Hispanic History Month Native American Program
"technological society"	<ul style="list-style-type: none"> No cost "universal access" to technology for all credit students Instructional Palette (word processing, spreadsheet, presentation software, e-mail, storage on server) Over 1,000 student computer workstations High Tech Centers open 110 hours per week Support for faculty and students using technology for learning Staff development/training opportunities, including the Desktop Project
"global society"	<ul style="list-style-type: none"> Creation of the International Students Program Faculty participation in teaching/trips to Southern China, Costa Rica, Mexico, and Australia International/technology-based courses with partners in Australia, Hong Kong, and mainland China GCC faculty-led international student study trips
"successfully transfer"	<ul style="list-style-type: none"> Arizona General Education Curriculum agreements Statewide Articulation Task Forces Transfer data obtained from state universities via ASSIST data warehouse Transfer Center Services (ASU, UofA, NAU) Course Equivalency Guide AzCAS
"employment and advancement"	<ul style="list-style-type: none"> Career Services and Placement Center The Maricopa Recruiter <i>The Institute</i> (workshops and non-credit programs) Ford ASSET/GM ASEP, Daimler Chrysler, GM Training Centers John Deere training partnership Extensive IT training programs, certificate, and degree options Fire Academy Police Academy

Understanding of GCC's Vision and Mission and Purposes

The Vision and Mission and Purposes Statements appear in the *General Catalog*, the *Faculty Staff Handbook*, and *The Student Handbook*. These statements guide the work of various College committees and councils and are taken into consideration as new programs and services emerge and as assessment processes apply to continued student learning and institutional effectiveness.

The key concepts of the District and College missions are also integral to GCC's planning and budgeting processes, evidenced in the software the College developed and now uses in its reallocation and budget-request processes. GCC Budget Development Committee, Planning and Budget 2002-03 workbooks are available in the Resource Room.

Community Understanding of GCC's Vision and Mission and Purposes

Community members can visit the GCC web site or pick up a catalog or schedule to read its mission, but the most visible evidence of understanding the mission is the support the community shows at the polls. In 1994, 62% of the voters approved a \$398 million bond issue, a repeat of the successful 1984 bond vote. The Governing Board is planning another bond initiative for Fall 2004.

Team Analysis

Team 1 conducted an initial analysis of factors likely influencing areas of improvement and their relationship to the measures of success, concluding that the current mission has guided College operations well for many years. GCC's strategic planning process is underway and will use the findings of this Self-Study to develop a "Futures Plan." A possible outcome of the self-study and strategic planning processes may be a revision of the College Vision and Mission and Purposes Statements. In accordance with current College practices, recommended revisions will be forwarded to the Governing Board for approval.

Areas for Improvement

- Ensuring that the strategic planning process currently underway addresses the vision, mission, and purposes in the context of the District statements
- Strengthening the use of the vision, mission, and purposes in the ongoing planning and budgeting processes
- Evaluating the institutional performance processes that reflect the College's vision and mission and purposes

Recommendations

- Strengthen the dissemination of GCC's vision and mission and purposes to the general community, to business and industry, and to government entities through the newly created Office of Community and Public Relations
- Expand communication mechanisms to the various stakeholders, including print, web, and other appropriate media
- Forge strong linkages with the District strategic-planning efforts, linking to their Vision and Mission and Purposes Statements

Content Area Validation

Processes are in place to ensure that the College's vision, mission, and purposes remain responsive to community needs and are appropriate for an institution of higher education. On-going support of those statements is made apparent through increased enrollment and public approval of College initiatives.



CHAPTER SIX

CRITERION TWO

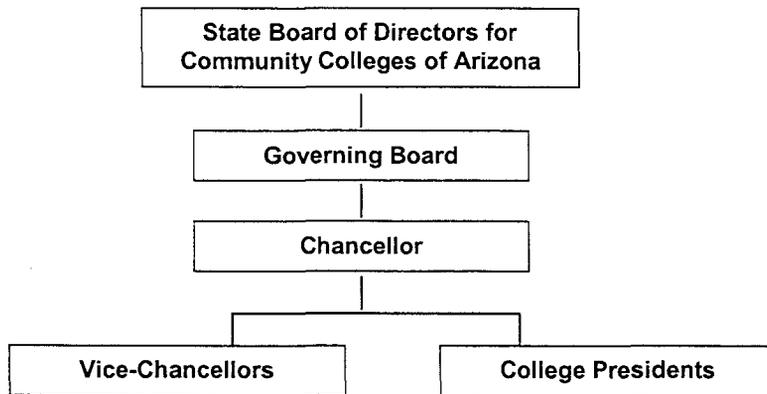
The institution organizes its human, financial, and physical resources effectively

Glendale Community College fulfills Criterion Two. This section reviews the Organizational Structures and Governance policies necessary to manage all of the resources that GCC utilizes to accomplish its mission effectively. As a steward of public trust and monies, Human Resources (including students), Financial Resources, and Physical Resources are each treated with the utmost care and consideration.

Organizational Structure

Much of GCC's organizational structure and many of its policies governing its processes are mandated by the District Administration, consisting of a Chancellor, 5 Vice-Chancellors, management, and support personnel. The "Policy Governance Model" was adopted by the Governing Board as an overarching approach to Board actions.

**Maricopa County Community Colleges
Organizational Chart
2001- 02**



- V.C., Academic and Student Development
- V.C., Business Services
- V.C., External Affairs
- V.C., Human Resources
- V.C., Information Technologies

MCCCD Governing Board

The Governing Board consists of 5 members, each of whom is elected in staggered years from geographical districts. Governing Board members serve a six-year term. Board members meet on the second and fourth Tuesdays of every month (except July and December, when they meet once). They direct the activities of the District under powers given to them according to Arizona Revised Statutes Section 115-1444. It should be noted that for legal purposes, the official name of the District is Maricopa County Community College District; however, MCCD is commonly used.

District-Wide Councils and Groups

Executive/ Advisory Councils assist the Chancellor and Vice-Chancellors in the management and operation of the District. Three key Councils are listed below:

Executive/ Advisory Councils	Charge
The Chancellor's Executive Council (CEC)	Composed of the Chancellor, College Presidents, Vice-Chancellors, a Skill Center Director, and the Faculty Association President. CEC receives recommendations from the Advisory Councils and other District advisory organizations for consideration and action with recommendations forwarded to the Chancellor
Capital Development Advisory Council (CDAC)	Composed of the Chancellor, Vice-Chancellors, four college Presidents, a Skill Center Director, and two Governing Board members. CDAC approves matters relating to the planning, design, equipping, and construction of projects, including capital bond projects, remodeling, major maintenance, and acquisition of real property
Financial Advisory Council (FAC)	Composed of the Chancellor, Vice-Chancellors, two college Presidents, a Skill Center Director, 4 faculty, 2 MAT, 2 PSA, 1 M&O, and 1 Crafts. FAC is responsible for the supervision and coordination of all District-wide budgeting processes. The Council also makes recommendations to CEC regarding budget-related matters

Source: Maricopa District Support Services Center web site

Other District groups and task forces play important roles in shaping District operations and procedures. Some, not mentioned here, such as the Faculty Development Committee and Instructional Councils, are advisory and may serve as District resources.

District Groups	Charge
Deans of Instruction	Coordinate instruction, address concerns, respond to CEC requests and advise V.C., Academic and Student Development
Deans of Students	Provide District-wide coordination of student services, address concerns referred by CEC and District Director of Student Services
Administrative Services Group	Coordinate fiscal, human resources, facilities planning, budgeting, and policy analysis District-wide, respond to requests from CEC, V.C., Business Services, V.C., Information Technologies, V.C., Human Resources
Diversity Task Force	Develop a Diversity Orientation for all new employees and facilitate ongoing diversity training for all Maricopa employees
Admissions and Records Council	Address District-wide concerns and processes in admissions and records
Strategic Planning	Position the District for the future
Ocotillo	Convene faculty roundtables that focus on instructional technologies
Technology Leadership Council	Work with V.C., Information Technologies

Source: Maricopa District Support Services Center web site

College Administration

Administrative and governance structures of the College use several well-defined organizational entities. GCC has a solid organizational structure, modified in 1999, designed to assist the College Administration in carrying out its decision-making responsibilities.

The President is responsible for the operation of the College under the policies set forth by the Governing Board and/or the Chancellor. In January 1996, Dr. Tessa Martínez Pollack assumed the position of President, following the twenty-year tenure of Dr. John Waltrip. After a period of review, reflection, and extensive employee input, the GCC organizational structure evolved to include the following Administrative positions:

The Dean of Instruction plans, organizes, administers, and promotes the development and implementation of the instructional programs and related activities of the College and oversees the assessment of student academic achievement.

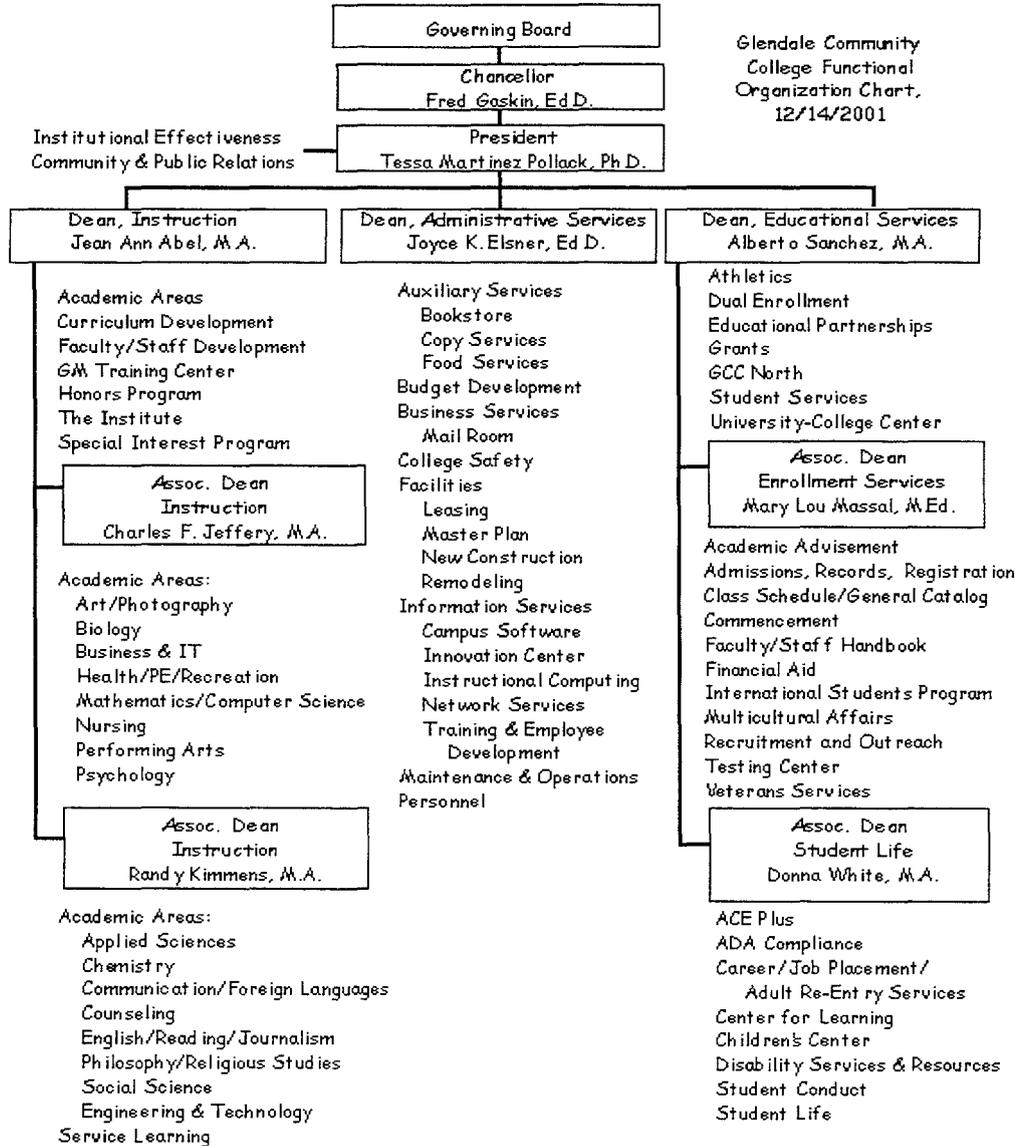
The Dean of Educational Services plans, organizes, and directs student services, and plans and directs educational partnerships, athletics, grants development, GCC North, the UCC, and dual enrollment.

The Dean of Administrative Services plans, organizes, and directs the general administrative operations of the College, including the budget, policies, and procedures of the physical facilities, College safety, computer operations, grounds, utilities, and personnel services of the College.

Two Associate Deans of Instruction report to the Dean of Instruction, sharing responsibility for the management of academic programs.

The Associate Dean of Student Life reports to the Dean of Educational Services and administers student-life programs, programs for special populations, and services to students, such as career placement, childcare, and learning assistance.

The Associate Dean of Enrollment Services reports to the Dean of Educational Services and administers admissions and records, catalog and course schedules, recruitment and outreach, advisement, testing, student financial aid, and programs for special populations, such as the International Student Program, Native American Program, Multicultural Affairs, and Veteran Services.



Team Analysis

Team 2 conducted an initial analysis of areas likely influencing organizational and structure and their relationship to the measures of success, which included a periodic review of organizational structure, College support of student academic achievement, and a structure that supports timely decision making and implementation. A lack of understanding of this structure, a lack of trust and agreement on representation on committees, and the perception that Chairs look

after Department needs and not College-wide needs were seen as weaknesses. The team concluded that a periodic review of structure is valuable and necessary.

Areas for Improvement

- Need for greater employee understanding of the College organizational structure
- Need for greater employee understanding of the College decision-making model

Recommendations

- Define structure/ roles for decision-making
- Review structure/ role of PAC, Budget Committees, and Department Chairs
- Hold open forums on organizational structure
- Conduct open discussions on trust and betrayal in the organization
- Inform the College community of positive plans and actions, attributing each to the responsible individual(s) or committee(s)

Content Area Validation

The current organizational structure fulfills its obligation regarding accountability for the leadership of instruction and educational support services. Review is ongoing, and modifications are made as needed--for example, adjustments have been made recently in community and public relations. Changes in organizational structure are communicated to all employees. The role and makeup of PAC has created controversy among some faculty and is currently under review. The President's Office is presently documenting the ways in which decision-making occurs at GCC.



Governance

Governance policies of the State Board of Directors for Community Colleges of Arizona and those of MCCCCD and of GCC are followed. Administrative governance at GCC is carried out through the Executive Team, comprised of the President and Deans. For certain matters, this team is expanded to an Administrative Team, which may include the Associate Deans, the Director of Community and Public Relations, and the Director of Institutional Effectiveness. GCC's governance model is participatory in nature and is facilitated by the PAC and an extensive network of faculty and staff committees.

State/District/College Roles

GCC's operations are governed by Arizona State statutes and policies and procedures determined by the State Board. The table on the following pages outlines the major roles and responsibilities of the various State, District, and College governing bodies, and the specific functions associated with each. The State Board maintains a web site at

<http://www.stbd.cc.az.us/>

Participatory Governance

The Governing Board has established overall policies and procedures for all employee groups responsible for carrying out the role(s) of governance and decision-making. While each group shares characteristics of a bargaining unit, it is not part of a union in Arizona, a right-to-work state. Therefore, employees negotiate working conditions and compensation packages through their individual professional organization's elected representatives, who also participate in policy development at the College and District levels.

Governing Board

Governing Board members have contact with the colleges on a regular basis. They visit campuses, attend local and national workshops, seminars, and meetings, and serve on District and College task forces and committees. Résumés of Board Members are available on the web at

<http://www.dist.maricopa.edu/gvpolicy/>

The Governing Board meetings alternate between Strategic Conversations and Business Meetings, attended by students, employees, and community members. Minutes are available on the web at

<http://www.dist.maricopa.edu/gvbd/>

Functional Area	Major Roles and Responsibilities		
	State Board of Directors for Community Colleges of Arizona	MCCCD Governing Board	Glendale Community College
General	<p>Enact ordinances for the governance of the colleges under its jurisdiction</p> <p>Set standards for the establishment, development, administration, operation, and accreditation of colleges</p> <p>Approve intergovernmental agreements for providing service to unorganized counties</p> <p>File an Annual Report with the Governor</p> <p>Approve petitions to form a district</p>	<p>Visit and examine college management, conditions, and needs</p> <p>Maintain colleges at least eight months per year</p>	<p>Oversee institutional activities and exercise appropriate responsibility to manage resources to meet the College mission and purposes</p> <p>Position College for growth</p>
Academic and Student Services	<p>Establish curricula and courses</p> <p>Set qualifications for student admission</p> <p>Fix student tuition and fees</p> <p>Approve offerings in unorganized counties</p> <p>With the State Board of Vocational and Technological Education, oversee vocational standards, planning, and funding priorities</p> <p>Determine open-entry/open-exit academic classes</p> <p>Adopt rules regarding the offering of credit courses outside a college district, including distance-learning courses</p>	<p>Enforce the courses of study prescribed by the State Board</p> <p>Exclude partisan, sectarian, and denominational materials</p> <p>Award degrees, certificates, and diplomas</p> <p>Evaluate vocational education programs every five years, in the manner prescribed by the State Board</p>	<p>Offer higher-education programs to meet the needs of students and the community</p> <p>Provide services that enable students to succeed</p> <p>Manage enrollment</p>
Personnel	<p>Certify college faculty</p>	<p>Determine salaries, and employ or remove staff when warranted</p> <p>May participate in district health insurance plans</p> <p>May enter into multi-year employment contracts with chancellors, vice-chancellors, and presidents, not to exceed five years</p>	<p>Recommend qualified faculty and staff to Governing Board for employment</p> <p>Manage and evaluate employees</p>
Finance	<p>With the Auditor General, establish a uniform accounting system</p> <p>Contract with any person and establish regulations and limitations for contracting by districts</p> <p>Authorize district General Obligation bond elections</p>	<p>Lease or sell personal property</p> <p>May delegate to chancellor/president all or any part of its authority to lease property under \$100,000 per year</p> <p>Contract, subject to regulations and limitations prescribed by the State Board</p>	<p>Manage financial resources to maximize the College's ability to achieve its mission and purposes</p> <p>Appropriately expend financial resources for effective teaching and learning</p>

Functional Area	Major Roles and Responsibilities		
	State Board of Directors for Community Colleges of Arizona	MCCCD Governing Board	Glendale Community College
Finance, cont'd	Authorize revenue bonds Submit estimated number of full-time equivalent students to the economic estimates commission annually Allocate state aid to districts pursuant to law Accept grants and donations	Adopt annual budgets and direct respective Boards of Supervisors to levy required property taxes	
Facilities	Determine location of college campuses Purchase, receive, hold, lease, or sell real property Adopt rules regarding minor construction and repair projects by districts without prior approval of the State Board Approve major construction, remodeling, and repair projects Approve district rules concerning parking and control of vehicles	Insure college buildings Accomplish minor construction or remodeling projects (\$50,000 or less - adjusted annually for inflation) Lease-purchase real property upon authorization of the State Board Adopt rules for the control of parking and vehicles, subject to State Board approval	Establish and ensure a safe and healthy environment for students and staff Provide resources and equipment to support College operations

Source: State Board of Directors for Community Colleges of Arizona web site

College Governance

The College is subject to the authority and policies of MCCCD and adheres to all necessary entities as it fulfills its responsibilities to internal and external communities. The College Administration endeavors to be inclusive through the activities of several well-defined organizational decision-making groups.

Administration

Overall administration of the College is facilitated by the College President and the Dean of Instruction, Dean of Educational Services, and Dean of Administrative Services. The Office of Institutional Effectiveness and Office of Community and Public Relations also works with the administrative team on planning issues.

President's Advisory Committee (PAC)

The PAC is made up of individuals representing each of the campus employee groups. The PAC usually meets every other week during the fall and spring semesters to advise the President on issues. To reflect its responsibilities more accurately, this committee's name was changed from President's Executive Committee (PEC) at the beginning of Fall 2001. Minutes are distributed college-wide and are available on the web at

<http://www.gc.maricopa.edu/executive/pec.htm>

Employee Governance

Each employee group has its own governance and decision-making structures, including policies and procedures, which are established at the District level and put into practice at each site. Elected representatives from each college's governance bodies usually meet at the District on a regular basis to discuss and act on concerns common to all, i.e., Meet and Confer, Collaborative Policy Development, Benefits, etc.

Faculty Governance/Senate

In April, residential faculty members elect Senators for staggered three-year terms to the Faculty Senate. The President and Vice-President are elected to two-year terms; the Senate elects the Treasurer and Secretary. The primary functions of the Senate are to serve as the exclusive representative of the faculty to the College and/or District Administrations and to the Governing Board, to discuss academic and professional matters, to select representatives to serve on administrative councils, to coordinate college committees, and to participate in the formation and implementation of educational policies for the College and District. Additional information regarding GCC's Faculty Senate, including its Constitution and minutes, is available on the web at

<http://www.gc.maricopa.edu/senate/>

Department Chairs

The governance and decision-making on the department level is directed by the Department Chair, who is elected by a majority of faculty in each department on a three-year cycle. Chairs are responsible for all department-related duties, including but not limited to, staffing, scheduling, evaluations, budgets, student complaints and issues, and curriculum. These quasi-administrators are the major link between the faculty and the Administration and report to the Dean of Instruction.

College Committees

The College continually uses assessment/evaluation processes to improve its decision-making structures and maximize input into governance, planning, and implementation.

Committee Name	Committee Purpose
Budget Development Committee	To make budget recommendations to the President
College Curriculum Committee	To make recommendations to District Curriculum Committee regarding creation, revision, or deletion of curricula
College Faculty Staffing Advisory Committee	To rank and recommend budgeted, full-time faculty positions to the President
Department Chairs Council	To discuss issues that are common to the Chairs
Operational Planning Team	To link operational planning and budgeting efforts to strategic issues; review past fiscal year's progress and provide feedback on progress to the College; select strategic issues to be targeted for upcoming planning/budgeting cycle; and every 3 years, report back to the Strategic Planning Committee on progress made addressing strategic issues

Committee Name	Committee Purpose
President's Advisory Committee	To serve as an advisory group to the President
President's Fund 2 Advisory Committee	To advise the President about Fund 2 allocations, additions, and changes. To work with College fiscal agent in these matters
Strategic Planning Committee	To define and monitor GCC's relationship to its environment; reaffirm and/or adjust the Strategic Plan; review and revise the College Mission Statement; and review progress made addressing strategic issues over the previous three years

Source: 2001-2002 *Faculty and Staff Handbook*

Achievements since 1992

- The roles, purposes, and other pertinent information regarding committees were formalized and included in the *Faculty and Staff Handbook*
- The College Plan was revised and approved in Fall 2001
- Instructional departments were consolidated under the Dean of Instruction, and all student services under the Dean of Educational Services
- The budget development process has matured and expanded to include three subcommittees (Instruction, Student Services, and College-wide Services)
- A formalized strategic planning process was implemented in 1997 and has been evaluated and improved for 2002

Team Analysis

Team 2 conducted an initial analysis of factors likely influencing areas of improvement and their relationship to the measures of success, which included a common definition of governance, effective communication, and general acceptance of the decision-making processes. A willingness to discuss processes was seen as a strength, but the climate of fear that was noted in the 2000 Advisory Visit and a decline in the number of faculty members serving on committees were seen as weaknesses. The District's diversion of resources away from the College, as well as its sometimes going beyond its support role, were determined to be threats, hindering effective campus communication and also reducing GCC's acceptance of the decision-making processes.

Areas for Improvement

- Shared governance at GCC is often hindered by a lack of understanding of roles and responsibilities
- Hiring and promotion procedures have not always been clear to the campus community
- Representation on committees is not in proportion to the numbers of members of the various employee groups
- Some employees believe permanent seats granted to the Business and Technology Departments on the Capital Review Committee created the perception of unfairness in the allocation of resources

- Members of the President's Advisory Committee do not always communicate sufficiently or effectively with their constituents
- Some faculty feel that Department Chairs are treated as representatives of the faculty as a whole when they are not elected at-large
- Resolving significant disagreement about what Administration considers the legitimate role of the Faculty Senate to be in the governance process
- Re-evaluating the continued existence and composition of the Budget Process Review Committee

Recommendations

- Establish a common definition of "governance" across employee groups
- Define/describe spheres of decision-making influence
- Review practices on a periodic basis to ensure congruence with governance principles
- Provide workshops on governance structure and practices to all employees
- Provide appropriate information to each employee group's members to help reduce fear
- Advise District of the perception that it oversteps its support role

Content Area Validation

As Arizona is a right-to-work state, varying governance models are appropriate and applied as needed. Department Chairs are compensated for their management responsibilities under the Dean of Instruction. The Department Chairs' Council is convened monthly to discuss general issues of educational processes, including instruction, budgeting, staffing, academic calendars, and campus policies and procedures. Regarding committee composition, membership on each varies according to the purpose of the committee.



Human Resources--Student Demographics

GCC has the second largest enrollment of all the Maricopa County Community Colleges. In Fall 2001, 19,775 students were enrolled on the official census date (45th day), with a full-time student equivalent (FTSE) of 8,668. At Maricopa, FTSE is defined as one student taking 30 credits during an academic year.

During the mid-1990's GCC's enrollment declined slightly, a trend that was seen across the District. Since Fall 1998, College enrollment has increased a cumulative 15%. With the growth of the west and north valley, it is anticipated GCC's enrollment will continue to grow. The College is currently working on enrollment projections based on 2000 Census data.

Since 1991, GCC's student body has become increasingly diverse. In Fall 2001, 29% of the students were minorities compared to 17% in Fall 1991. This increasingly diverse population complements and adds to the College's transfer mission. In Fall 2001, 46% of the students indicated they wanted to transfer to a four-year institution while 27% wanted to improve/learn skills, change careers, or gain employment. A variety of demographic trend data is available on the web at

<http://www.dist.maricopa.edu/eddev/ir/trends/index.html>

Age of Students						
	Fall 1995		Fall 1998		Fall 2001	
15-19	3,808	21%	4,216	23%	5,590	28%
20-24	4,604	26%	4,743	26%	5,060	26%
25-29	2,357	13%	2,375	13%	2,187	11%
30-39	3,414	19%	3,065	17%	3,008	15%
40-49	2,104	12%	2,079	12%	2,052	10%
50-59	810	5%	848	5%	904	5%
60+	394	2%	326	2%	254	1%
Undeclared	240	2%	436	2%	720	4%
Total	17,731	100%	18,088	100%	19,775	100%

Source: Maricopa Trends and Maricopa's Institutional Research Data Warehouse (IRDW)

Ethnicity of Students						
	Fall 1995		Fall 1998		Fall 2001	
American Indian	277	1.5%	317	1.8%	351	1.8%
Asian	674	3.8%	746	4.1%	943	4.7%
Black	667	3.8%	740	4.1%	892	4.5%
Hispanic	2,223	12.5%	2,801	15.5%	3,567	17.8%
White	13,294	75.0%	12,628	69.8%	12,838	64.0%
Other	596	3.4%	856	4.7%	1,447	7.2%
Total	17,731	100%	18,088	100%	19,775	100%

Source: Maricopa Trends and Maricopa's Institutional Research Data Warehouse (IRDW)

Full-Time and Part-Time Headcount						
	Fall 1995		Fall 1998		Fall 2001	
Full-Time	4,515	26%	4,783	26%	5,718	29%
Part-Time	13,216	74%	13,305	74%	14,057	71%
Total	17,731	100%	18,088	100.0%	19,775	100%

Source: Maricopa Trends and Maricopa's Institutional Research Data Warehouse (IRDW)

Day / Evening Headcount						
	Fall 1995		Fall 1998		Fall 2001	
Day	9,952	56%	10,204	56%	11,786	60%
Evening	7,779	44%	7,884	44%	7,989	40%
Total	17,731	100.0%	18,088	100%	19,775	100%

Source: Maricopa Trends and Maricopa's Institutional Research Data Warehouse (IRDW)

For the past 3 fall semesters, GCC has administered *Faces of the Future*, a national survey developed by American College Testing (ACT) in collaboration with the American Association of Community Colleges (AACC) to profile community-college students across the country. In Fall 2000, 392 credit students completed the survey. Several of the findings include:

- In general, GCC students' parents have more education than the national sample. 60.1% of GCC students' mothers and 59% of fathers have completed some college, compared to about 50% nationally for each
- 23.1% of GCC students' mothers and 25.1% of fathers have a bachelor's or higher degree, compared to 17.6% and 20.9% nationally
- 77.2% of GCC students work at least 21 hours per week compared to 66.3% of students in the national sample
- GCC students are more likely to be employed full-time (38.8%) as compared to 28.6% nationally
- GCC students are less likely to be unemployed (8.7%) than their national counterparts (10.0%)
- In general, the annual incomes of GCC students are higher than the national sample

Achievements since 1992

- The College has significantly increased knowledge of its students through data and analysis generated by the Office of Institutional Effectiveness
- The IE Office created web pages that allow faculty and staff to monitor changes in student demographics

Team Analysis

Team 2 conducted an initial analysis of factors likely influencing areas of improvement and their relationship to the measures of success, which included drawing adequate numbers of recent high-school graduates from feeder schools to GCC each fall, effective recruitment of a diverse student body (including at-risk, honors, athletics, disabled, and minority students), and that student

demographics mirror our service-area demographics. Since ASU West began offering a full four-year degree in Fall 2001, GCC faces the potential loss of students, primarily recent high-school graduates. One apparent weakness is that GCC has no “branding” for marketing purposes, such as a common, immediately identifiable logo or image. The College does provide universal access to technology with no student fee and extensive advising for students, both of which help to attract and serve students.

Areas for Improvement

- Develop a strategic marketing plan related to student demographics

Recommendations

- Adopt one identifiable logo as part of an overall marketing plan
- Increase parity of staff demographics to student demographics
- Have advisors visit feeder schools year-round on a regular basis to increase the number of recent high-school graduates who enroll

Content Area Validation

Although GCC’s student body continues to become increasingly diverse, there is a disparity between the sectors of GCC’s service area. The older, more established service areas central to and south of the College represent the closest in proximity and largest population with incomes well below the county’s average income. Those areas north, northwest, and northeast of the College are growing, are primarily white, and have incomes above the county’s average. It will be a challenge for GCC to meet the varying needs of these different service areas. The branding strategy should focus on GCC’s record of academic performance.

Human Resources--Staff Demographics

During Fall 2001, GCC employed over 550 full-time employees and over 650 adjunct faculty. Employees belong to one of the following groups: Residential Faculty (RFP), Professional Staff (PSA), Management, Administrative and Technological (MAT), Maintenance and Operations (M&O), Crafts, College Safety, Specially Funded, Athletic Specialist, Chancellor’s Executive Council (CEC), Adjunct Faculty, and student workers. The employees of the College work under the policies of their respective employee groups. Information is available on the web at

<http://www.dist.maricopa.edu/hrweb/emplrel/polhtml/index.html>

Each policy manual outlines compensation, benefits, working conditions, avenues for grievance, evaluation requirements, professional growth options and resources, and other policies of importance to each group. In addition, there are policies that apply to all employee groups found in the “Common Pages.” Additional information is available on the web at

<http://www.dist.maricopa.edu/hrweb/emplrel/polhtml/pol0002/allempl.html>

Employees by Gender and Ethnicity (10/26/2001)									
Employee Group	Male	Female	White	Black	Hispanic	Asian	Native American	Not Identified	Total
Residential Faculty	131	130	218	12	16	5	6	4	261*
CEC (President)	0	1	0	0	1	0	0	0	1
MAT	21	27	40	0	7	1	0	0	48
PSA	45	123	112	13	38	2	2	1	168
M&O	27	9	16	0	18	1	1	0	36
Crafts	8	0	5	1	2	0	0	0	8
College Safety	2	1	2	0	0	1	0	0	3
Specially Funded	6	5	11	0	0	0	0	0	11
Athletic Specialist	2	3	5	0	0	0	0	0	5
Short-term Non-Faculty	5	8	9	0	3	0	0	1	13
Totals	247	307	418	26	85	10	9	6	554

Source: District HR Office

* 245 budgeted faculty positions of which 232 are RFP and 13 OYO/OSO, plus 16 OYO/OSO unbudgeted, for a total of 261

Faculty

All instructional faculty are certified by the State Board of Directors for Community Colleges of Arizona (State Board). Faculty teaching academic courses must have a Master's degree or higher from an accredited college/university, with at least 24 semester/36 quarter hours of upper-division and/or graduate-level credit in the discipline taught. Faculty teaching occupational courses must have a Bachelor's degree from an accredited college/university, with 3 or more years of directly-related occupational experience in the discipline being taught, or an Associate's Degree/64 semester hours from an accredited college/university with 5 or more years of directly-related occupational experience in the discipline taught. Presently, faculty must complete "The Community College Course" (EDU250) before the Lifetime or Regular teaching certificate can be issued by the State Board. In several disciplines, such as Computer Science, Counseling, Electronics, Library, Mathematics, Nursing, and Religious Studies, the Maricopa County Community College District Governing Board has approved additional requirements based on the recommendations of their respective Instructional Councils. The State Board certification requirements can be viewed in detail at

<http://www.stbd.cc.az.us/aztchcert.htm>

The educational level of residential faculty is concentrated at the Master's (64%) and Doctoral (26%) degree levels. 58% of permanent, residential faculty have been employed by MCCCCD for 10 or more years. The majority of faculty positions are designated as instructional (95%), with the rest classified as service faculty, primarily librarians and counselors. Over the past 10 years, the number of budgeted faculty has increased by 20%, from 204 to 245, plus an additional 16 OYO/OSO faculty in 2001-02. During Fall 2001, full-time faculty generated 70% of daytime FTSE (full-time student equivalent) and 30% of evening FTSE. Educational background data are also available for non-teaching staff.

Age	Number of Faculty	Percent
20's	7	3%
30's	45	17%
40's	64	25%
50's	109	42%
60's	35	13%
70's	1	0%
Total	261	100%

Source: District HR Office

Achievements since 1992

- Increased the number of faculty by 20% from 204 (1991-92) to 245 budgeted positions in 2001-02

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationship to the measures of success, which included faculty and staff demographics that reflect the diversity of our community and students, student satisfaction with faculty and staff, and faculty and staff satisfaction with their working environment. The inflexibility of salary and classification schedules and District's time-consuming and cumbersome staffing processes were seen as weaknesses. Even though salary for adjunct faculty is increasing, the team agreed that non-competitive salaries for adjunct faculty pose a threat, while the dedication of faculty and staff is a definite strength. A potential opportunity is represented by the wealth of knowledge of retired persons living in the West Valley, perhaps to contribute in ways such as tutors, guest lecturers, or as adjunct faculty.

Areas for Improvement

- Increase diversity of faculty and staff

Recommendations

- Encourage the Governing Board to increase adjunct salaries, provide medical benefits for adjuncts (not family), and recruit more diverse adjunct faculty
- Request District evaluate salary schedules and job descriptions for all employee groups

Content Area Validation

GCC has an experienced, qualified faculty with the credentials and certification mandated by the State Board to teach in their respective disciplines. The College will need to set targets for diversity of faculty and staff based on one or more of these reference points: community diversity, current student diversity, projected student diversity, or others to be considered.

Human Resources--Staffing

Each department and unit requests funding for new positions through the annual budget process. The College Faculty Staffing Advisory Committee considers the specific faculty staffing requests from each department and recommends priority order to the President. The Budget Development Committee (BDC) and its subcommittees recommend the number of faculty to hire, along with all other staffing requests, to the President. Among the criteria considered in this process is the relationship of each request to the mission and strategic planning goals of the College.

Faculty positions are also considered in relation to the ratio of department FTSE to full-time faculty (FTTE). According to RFP policy, the day program (sections starting on or before 4:30 p.m.) must be staffed by residential faculty at 90% of the average enrollment for the fall and spring terms. GCC's faculty ratios for Spring 2001 and Fall 2001 exceeded the 90:10 requirement. Of the 245 budgeted faculty, 215 faculty positions were required to meet the 90% staffing level.

The College is committed to provide equal opportunity for qualified employees and applicants for employment. In addition to the District's diversity hiring practices, the College advertises for full-time positions in a variety of publications and formats to attract "the best and the brightest."

The District's Office of Employee Services facilitates the process for full-time employees, while screening committees are formed at the College and are usually chaired by the hiring manager. Information is available on the web at

<http://www.dist.maricopa.edu/hrweb/index.html>

GCC endorses and adheres to the District's principles of Equal Employment Opportunity (EEO) that encompass both the letter and spirit of the laws that prohibit discrimination in employment. Information is available about Maricopa's EEO program (including procedures for filing a complaint of discrimination), and its commitment to affirmative action in hiring at

<http://www.dist.maricopa.edu/legal/eeo.html>

The College puts forth a variety of efforts to reach its affirmative-action hiring goals. The efforts are multidimensional and address both the internal and external communities. Part-time and adjunct positions are advertised locally as needed. In addition, an online recruitment page for adjunct faculty positions at the College can be found on the web at

<http://www.gc.maricopa.edu/hiring/>

Adjunct faculty positions are filled from a pool of applications maintained by Human Resources and/or each department in which the applicant is seeking employment. Practices related to recruitment, selection, and hiring of non-faculty employees are consistently applied. Residential faculty personnel files are maintained at the District HR Office and adjunct faculty files are maintained at the College HR Office.

Achievements since 1992

- Established in 1996, the Commission on Diversity's goal is to effect additional improvements. Consisting of students, faculty, staff, and community members, the recommendations of this commission have been evaluated and, where appropriate, implemented
- Instead of the District Office, GCC now conducts its own advertising for all faculty and staff positions
- The College implemented a bi-annual Adjunct Faculty Job Fair to recruit adjunct faculty

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success and determined that the College's new hiring procedures, complicated by District practices and reorganization over the last several years, affected the quality, quantity, and availability of diverse applicants. An inadequate district-wide pay rate for adjuncts and a lengthy and cumbersome hiring process were seen as weaknesses. Pay issues in general seem to generate much discussion and some negative comment. The College is hampered by its lack of control over these issues.

Areas for Improvement

- Improve quality/quantity of applicant pools
- Increase employee diversity and retention

- Improve working conditions and pay for adjunct faculty
- Compensate employees for committee work (where appropriate)
- Encourage managers to allow support staff to participate in hiring processes

Recommendations

- Encourage the Governing Board to increase adjunct salaries, resources, offices, and benefits
- Expedite the District Office's hiring processes
- Increase recruitment efforts for all job categories
- Request timely hiring processes at District and College
- Develop "Grow our own" faculty and staff programs

Content Area Validation

GCC is proportionately understaffed compared to other colleges its size. A combination of strategies to increase budgeted amount per FTSE in order to add new employees and to relieve overworked personnel needs to be pursued.

Human Resources--Planning

At present, human resources planning is tied to the annual planning and budgeting cycle of the District. Each year, College departments review their accomplishments from the prior year, examine the plans for the current year, and project needs and strategies for the upcoming year. Requests that clearly and concisely meet the mission of the College are funded, taking into account the budget constraints placed on the campus.

Currently, however, many department chairs and managers think in multi-year terms to better anticipate new needs. Department chairs know, for example, that when they go before the College Faculty Staffing Advisory Committee that they must report not only enrollment shifts over the past several years, but they must also outline what they see in the way of program needs for the future that will require full-time faculty leadership. Unfortunately, they must often build a program with adjunct faculty in order to eventually justify the need for full-time faculty.

As new buildings have been added to the campus, new operational dollars were added to the College budget as well (\$3.13 per remodeled square foot and \$12.50 per new construction square foot). In many instances, these dollars have helped to fund additional grounds and custodial personnel, have helped to pay for the increased supervisory responsibilities of the department chairs (per RFP formula), and have helped to pay for the adjunct faculty to staff many of the classes. The formula was not designed, however, to fund the full-time, non-teaching personnel often needed to support the added capacity. Despite funding

increases, the resources allocated to the College by the District budget formulas do not provide the staffing ratios the College prefers. This will remain an important strategic item, moving the College and the District into a planning process that spans multiple years.

Achievements since 1992

- The College has experienced tremendous growth, adding 41 RFP faculty and 63 non-faculty employees
- Compensation for all employee groups, including adjunct faculty, has improved. Salaries and benefits are among the best in the state's and nation's community-college districts
- Bi-annual Adjunct Faculty Job Fair to recruit new faculty

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success, identifying the adequately-trained support staff and the high percentage of courses taught by full-time faculty during the calendar year as strengths. The team also noted that the number of unfilled PSA, Crafts, M&O, MAT, and Safety positions could provide information to assist in human-resource planning. Threats include the College's uncompetitive salaries in several employee groups and its inability to increase resources to fulfill desired community expectations. These are important, especially when making budget decisions regarding human and financial resources. The team agreed that the quality of the staff and its continued development were addressed adequately in the current budget processes and funding. The area of training and professional development does offer opportunities.

Areas for Improvement

- The current one-year planning cycle does not meet personnel planning needs
- Unbudgeted salaries and those for additional adjunct faculty deplete the majority of the College's carry-forward funds, limiting other projects
- Continued growth in the West Valley, operation of the UCC at ASU West, and opening GCC North have raised issues about continued staffing and support for new sites and programs
- Adjunct faculty members in many disciplines (e.g., Computer Science, Mathematics, and English) have lucrative opportunities in education, business, and industry. Retention demands market-based salaries to attract and retain competent adjuncts
- A balance of personnel functions performed by the College and/or the District must be achieved. Since GCC is one of the lowest budgeted per-FTE colleges in the District, it demands more from its employees. Continued emphasis must be placed on appropriate staffing, compensation, and use of technology to improve efficiency and maintain a capable workforce

Recommendations

- Lobby District through Meet and Confer to improve adjunct-faculty retention, e.g., competitive salaries, a step increase every fourth semester
- Encourage and extend employee service by extending the Active Retirement Program
- Consider longer planning cycles

Content Area Validation

The College will continue to offer employee development opportunities and seek adequate staffing ratios. The College needs to consider a much more formal structure in adjunct faculty recruitment, orientation, and long-term employment.

Human Resources--Compensation and Benefits

Compensation and Benefits are administered at the District level for all full-time and permanent part-time personnel, with annual input through the Meet and Confer/Collaborative Policy Development processes of all Employee Policy Groups. See Policy Manuals on the web at

<http://www.dist.maricopa.edu/hrweb/>

The Chronicle of Higher Education recently identified GCC as having the highest average faculty salary in the state of Arizona, due in part to the large number of faculty who are at the top of the salary schedule and also to the comparatively high salaries paid to faculty.

Adjunct faculty, part-time/temporary staff, and student workers do not receive any health/absence benefits from either the College or the District. Their compensation rates are basically determined at the District level, with the flexibility on campus to pay higher minimum rates depending on departmental and/or unit needs for budgeted wages.

The District has, over the years, provided consistent increases in salary for its employees. A history of negotiated increases and the impact on the District budget is available on the web at

<http://www.dist.maricopa.edu/business/budget/Meet&Confer/data/History.pdf>

In addition, a comparison of salaries with inflation can be found on the web at

http://www.dist.maricopa.edu/business/budget/Meet&Confer/data/10yr_chart.pdf

A classification study will be conducted for all District MAT employees to assess current salary and grade levels and titles during 2001-02, resulting in possible changes in compensation. The contract should be issued early Spring 2002.

MCCCD offers a comprehensive Flex Benefit Program, developed by the Employee Benefits Advisory Committee (EBAC). This committee is comprised of representatives from all colleges and employee groups and works closely with Human Resources to design the benefits packages and to select the insurance providers. EBAC has to make difficult decisions regarding costs, polling the various employee groups on many occasions to gather feedback to make its recommendations to the Governing Board.

The Flex Benefits Program allows employees to select “cafeteria style” from an array of coverage options. Each employee has a fixed flex dollar amount and the cost of each service is deducted from that amount. The balance is allocated to the employee through payroll as a flex cash-out addition. Over the years, the amount of benefits and percent of the cash-out have been adjusted to meet the rising costs of insurance. More difficult decisions regarding health benefits are on the horizon. Some of the newer MCCCD benefits include family leave and benefits for unmarried partners. The Flex Program has been a positive factor in recruiting new employees.

Achievements since 1992

- Implementation of variable salary scales for student and temporary employees allows supervisors to pay workers appropriately
- GCC piloted and is currently the only college using Kronos, an automated timekeeping system that reduces use of manual time cards for many of our larger departments
- The Flex Benefits Program provides for a Compassionate Leave bank, allowing employees to donate up to two hours of vacation or sick time to assist employees in need
- In 1999, the District implemented PeopleSoft--a human resources relational database software application

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success, which included increasing the size and diversity of applicant pools for positions, reducing the number of one-year-only (OYO) and one-semester-only (OSO) hires, and providing competitive pay rates for adjunct faculty. Major factors identified as affecting the measures of success include the threat of competition for hiring teachers, technical experts, and certified safety officers. The continued provision of numerous paid holidays and accrued vacation hours and the mechanism/process for determining increases to salaries and benefits were viewed as strengths. Decreased medical coverage and increased costs were seen as definite weaknesses. Wherever possible, the College will have to address these key factors to improve equitable compensation and benefits for all employees.

Areas for Improvement

- Addressing reduced numbers of qualified and diverse applicants
- Adapting PeopleSoft HR system to educational setting
- Competitive pay discrepancies on the Westside, primarily for adjunct faculty
- Mechanisms to pay adjuncts a higher rate than residential faculty for overloads

Recommendations

- Create partnerships with industry to help fill OYO and OSO positions
- Aid in recruitment and retention of faculty through partnerships and other exchanges

Content Area Validation

Compensation and Benefits, as administered by the District, have provided salary increases, inflation adjustments, and a competitive benefits package to all board-approved employees. GCC must provide creative planning and recruitment efforts to compete in an increasingly competitive higher-education market.

Human Resources--Professional and Staff Development

Staff Development--New Employees

The Employee and Organizational Learning Team provides “New Employee Orientations” monthly at the District Office. All new MCCCCD employees are invited to the orientation following their board approval date. These workshops are designed to familiarize employees with MCCCCD practices and policies and to acquaint them with their benefits package.

The College offers a number of training opportunities throughout the year to support staff development. The GCC Training and Employee Development Department (TED) offers monthly Desktop Project Orientation sessions for new and existing employees who need an office computer or an upgrade. These sessions explain the processes, as well as acquaint employees with the technology network. New employees also attend phone and MEMO (e-mail) training, computer software applications training, and compliance and diversity training.

The GCC Faculty Development Committee hosts a “New Faculty Orientation” workshop during the first week of accountability in August for new residential and OYO and OSO faculty. Additional workshops are scheduled throughout the year to acquaint new residential faculty and staff with College policies to assist them in their assigned responsibilities.

Staff Development-- All Employees

GCC's professional development programs include workshops, seminars, publications, projects, and networking opportunities that provide the means to help all college employees excel to achieve career growth, thereby improving the instructional process.

Professional development activities are designed and supported by College departments (TED, Innovation Center), committees (Faculty Development), and District-wide initiatives (employee-groups' Professional Growth, Faculty Development, Visions Project, Creative Pathways, and Employee Renewal). Each employee group at the College has professional-growth opportunities funded through District committees made up of individuals from the respective employee groups.

Each employee policy group encourages continued professional development and education through tuition assistance, support to attend seminars and workshops, paid education leave or sabbaticals, and funding for professional-growth projects. To distribute District-wide professional-growth funds, each policy group has an application process (described in the group policy manuals) and a committee made up of the colleges' representatives who evaluate the applications and award or deny funding. These are largely on a first come, first served basis. The following chart shows the actual professional-growth expenditures by GCC employees in 2000-01.

Employee Group	District Funds Available	Maximum Award/Year per person	GCC Employees Awarded	Total Funds Spent by GCC
Faculty				
Campus Travel	\$275,600	\$2,500/3 yr	80	\$54,184
Registration/Summer Projects	\$259,400	varies	62	\$30,461
Sabbaticals	\$725,000	\$57,192	2	\$9,520
Adjunct Faculty	\$64,000	\$500	20	\$8,569
MAT	\$465,000	\$1,200	20	\$16,454
PSA	\$185,209	\$1,000	25	\$10,419
Crafts	\$85,000	n/a	9	\$6,548
M&O	\$68,000	\$2,000/event	31	\$8,419
Safety	\$13,000	\$1,200	0	\$0

Source: GCC Business Office Travel Records

Professional Development--Residential Faculty

The MCCCCD Faculty Professional Growth committee has 2 GCC representatives, each with specific responsibilities. One representative assists faculty in advancing on the salary scale through a variety of academic and non-academic efforts (graduate courses, attendance at conferences, workshops, and seminars, and work-related experiences) and provides assistance in preparing sabbatical proposals. The second representative assists in preparing and submitting conference and workshop applications for payment of registration fees and also assists with applications for summer projects. These activities are part of the "Registration/Summer Projects" portion of District faculty funds.

The District allocates the College faculty travel funds on a formula basis that are administered by a campus Faculty Travel Committee. This committee evaluates applications for travel costs associated with workshops, conferences, seminars, and other projects. GCC allocates a maximum of \$2,500 in travel funds over a three-year cycle for each faculty member, pending availability in any given year.

Professional Development--Adjunct Faculty

Certified adjunct faculty currently employed by the College are eligible to apply for professional-growth funds in the semester they are teaching. All funds are on a reimbursement basis only. Current adjunct faculty are also eligible for tuition waivers at any MCCCCD site, up to 6 credit hours per semester.

Staff Development--Management, Administration and Technology (MAT)

MAT employees are eligible to apply for tuition and book reimbursement, workshops, conferences, seminars, sabbatical leaves up to 6 months in duration, and degree stipends-at the rate of 1 horizontal step, or a one-time stipend equivalent of a step, for those at the top of the horizontal scale.

Staff Development--Professional Services Staff (PSA)

PSA employees have access to Professional Development to provide an incentive to encourage the employee to maximize his/her knowledge. Individual financial assistance may be given to eligible employees taking upper-division courses at accredited institutions.

Paid Educational Leave: The purpose of the Paid Educational Leave Program is to provide employees the possibility to further their career and employment opportunities through the completion of a Bachelor's, Master's, or Doctoral Degree. An employee may take a maximum of a one-year leave and will receive full (100%) salary from the District during that leave. The District will provide a pre-determined allocation to the College for personnel replacement costs.

Internships: The Professional Staff Internship Program is offered for employees who are interested in professional development or technical training that will be helpful in preparing them for administrative, management, and support opportunities within the MCCCCD. In the Internship Program, an employee identifies areas of interest and designs his/her own work plan under a mentor or mentor group where the program will be directed and monitored in order to receive varied experiences and to integrate community-college processes with practical experiences. An internship program may vary in length but may not exceed 12 months. An intern is not guaranteed a new position in the College/District by virtue of program completion, but will be better prepared to compete for available positions. The Professional Staff Internship Program was funded at \$139,500 to cover financial assistance to employees in 2000-01.

Summer Conferences: Each summer a conference that focuses on teaching tangible skills and tools that can be brought back to the workplace is held for all District PSA employees. Conference topics motivate employees, and the District-wide meeting provides additional opportunities to network.

Staff Development--M&O, Crafts, Safety

Professional-growth opportunities for M&O personnel include tuition waivers and funding for seminars. Employees also have salary increase incentives for continuing-education units. In-house training on special topics (safety, etc.) is sometimes offered. Flexible work schedules are available for employees who wish to attend GCC classes. Cross training is available for employees wishing to expand their job skills.

Achievements since 1992

- A major emphasis has been in the areas of training, including technology training and support and web-based information systems. Additional information can be found at the following web sites:

TED	http://www.gc.maricopa.edu/~TED/mission.htm
District	http://www.dist.maricopa.edu/training/welcome.htm
"In the Loop"	http://www.gc.maricopa.edu/tech-adjunct/
Web-based Testing	http://gecko.gc.maricopa.edu/Palette/testing.html
Palette	http://gecko.gc.maricopa.edu/Palette/voffice.htm

- An overall increase in professional-growth funds for all employee groups
- Professional-Growth funds made available to adjunct faculty in 1994
- Change in the focus of the PSA summer conference, from a primarily social event to a focus on professional development, offering the attendees job-related and personal-development skills
- The Faculty Development web page, which can be found on the web at

<http://www.gc.maricopa.edu/facdev/>

- Added Employee and Training and Development Department (TED) to provide more learning opportunities; TED offered 163 training workshops that were attended by 727 employees; 160 employees benefited from TED2U training in 2000-01
- Initiated the Desktop Project in 1996 as a way to improve employees' technology skills
- All adjunct faculty given access to an Instructional Palette account and Virtual Office, providing access to Microsoft Office Suite and e-mail

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success, which included staff and professional development programs, the number of participants, and employee satisfaction. Occasions for employee participation in meetings and other work-related events, including wellness and fitness activities, are strengths and positively impact longevity, career development, and promotion. The lack of time to participate on committees, a lack of opportunities for non-faculty and adjuncts, and insufficient funding were seen as weaknesses. Inadequate time to do necessary work is another weakness and impacts longevity, career

development, and promotion negatively. Employees suffer burnout and do not have time to participate in career-enhancing activities. A lack of accountability and benefit for serving on committees were also seen as weaknesses, but linking staff development with student learning offers an opportunity.

Areas for Improvement

- Insufficient allocated to all professional-growth and development activities, especially considering that all colleges compete for these funds; District has been quite flexible in allowing the transfer of unused funds to areas with higher needs
- Cumbersome application process, with some employees not always knowing procedures or how to follow them
- More autonomy for faculty developing individual professional growth plans; in part necessary due to the increased costs of travel, registration fees, and increased opportunities to enhance professional development through distance learning
- Filling adjunct faculty positions with high-quality instructors and keeping them is a challenge because of limited development funds
- Currently, the District recognizes “specially-funded” in its own policy manual. They are not provided professional-growth funding. MAT has taken this issue to the Governing Board on several occasions, without resolution
- Although seminars are advertised on bulletin boards in the M&O office and in the shop, only a small number of these employees take advantage of seminar offerings and tuition waivers. With the exception of Crafts, funds available for professional growth are under-utilized. The perception among employees may be that getting release time for seminars is difficult

Recommendations

- Offer online training with facilitators
- Increase funding and offer training incentives for all groups
- Streamline professional-growth application processes
- Bring training to campus to minimize travel
- Fund a dedicated professional development day and time
- Identify and make available opportunities for professional growth
- Provide focused training for new staff, faculty, and adjunct faculty
- Increase the number of faculty mentors
- Encourage sharing professional-growth materials from conferences and workshops with others
- Create flexible delivery/ off-campus training opportunities
- Use assessment results of professional-growth activities to apply new skills to increase student learning
- Encourage more use of Creative Pathways to cross-train staff

Content Area Validation

A wide range of professional development programs and opportunities is available to all employee groups. The formal professional-growth application process and lack of time to attend activities can be limiting factors in participation. The competition for the District-wide allocations per policy group can also limit funding opportunities. To address some of these issues, GCC has developed an active training and development department that provides a wide variety of on-campus programs for those employees with limited time and funds.

Human Resources--Performance Evaluations

In accordance with employee group policies, performance evaluations for each employee are completed on a regular cycle, according to the employee group policies. Employee groups include: RFP Faculty (each year for the first 5 years, then every 3 years); Professional Staff (annually); Management, Administrative, and Technological (annually); M&O and Crafts (annually). Faculty conduct annual Student Evaluations of Faculty Performance. These are maintained in the department by individual faculty. Various employee evaluation processes and forms are available on the web at

<http://www.dist.maricopa.edu/hrweb/emplrel/polhtml/index.html>

Achievements since 1992

- Implemented new Faculty Evaluation Plan (FEP) process, allowing full-time faculty to create their own evaluation plan after the first 2 years
- Developed and implemented a new PSA evaluation process
- Revised the staff evaluation process to provide ample opportunity for setting goals and enhancing performance

Team Analysis

Team 4 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success, which included the percentage of evaluations completed per employee group and the low number of evaluation appeals or challenges provide indications of a successful performance-evaluation process. The value of evaluations is sometimes questioned and viewed as a weakness. Consideration should be given to allow other individuals to participate in the evaluation process of all employee groups. This would provide further valuable information for the individual being evaluated.

Areas for Improvement

- Ensure that employees understand the evaluation process--a training session is needed to review the importance and processes of evaluation
- Develop systems to make sure employees are evaluated regularly

- Lack of Chair supervision of faculty evaluations after the first 2 years of employment. (After that time, each faculty member creates his/her own evaluation plan, focusing on areas for improvement. The Department Chair verifies the FEP has been completed and copies are sent to the Dean of Instruction.)

Recommendations

- Conduct research to discover where and how evaluations are effective
- Utilize multiple methods of evaluation (forms or formats, individuals and teams)
- Consider Department Chair input in the follow-up evaluation process
- As employee evaluations can and do enhance performance and support College goals, they should be an integral part of the College's assessment efforts

Content Area Validation

The College should consider linking part of its strategic planning processes to employee evaluations. This would encourage employees to set goals based on past performance evaluations and may enhance all areas of performance and quality.



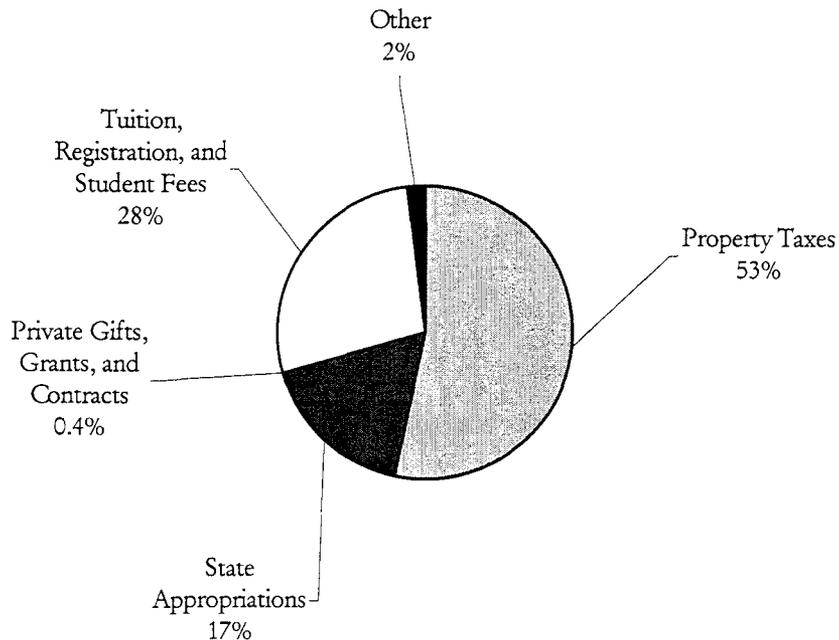
Financial Resources--Sources of Funding

The College budget is only one component of the total District budget supported by the following sources of revenue: property taxes; state appropriations; student tuition and fees; and grants and gifts from public and private sources. The Governing Board, with the adoption of the fiscal-year budget, sets the property tax rate.

GCC's 2001-02 specific sources of funding amounts follow:

Current Unrestricted Funds 2000-01	
Revenues	
Property Taxes	\$26,182,058
State Appropriations	\$8,414,151
Tuition, Registration, and Student Fees	\$13,507,134
Private Gifts, Grants, and Contracts	\$19,277
Other	\$885,617
Total Revenues	\$49,008,237

Source: MCCCCD Comprehensive Annual Financial Report



The State Board of Directors for Community Colleges adopts the tuition and fee recommendations from the Governing Board. The state legislature appropriates money to the State Board who allocates it to the community-college districts. On occasion, the District may receive an earmarked allocation. Grants and gifts reflect the income generated by the Maricopa Foundation and/or the individual colleges.

The District receives less than 15% of its funding from the state. Other districts in the state receive up to 50% of their funds from state funding sources. The Arizona State Legislature has traditionally favored the state's universities with the bulk of higher-education dollars, leaving the community colleges to lobby intensely to maintain their presence and receive adequate funding consideration.

When major land acquisitions, construction, remodeling, maintenance and/or equipment are needed, the District has the option of going to the county voters for approval of general obligation bonds to raise revenue. Setting up (and winning) a bond election entails considerable planning and public relations' efforts by all colleges and the District Office, including all faculty and staff groups. Bond elections provide a fine opportunity for GCC to become more visible in the community and generate the special funds needed to maintain and grow the programs to better serve the community. The Governing Board has indicated a willingness to take a new bond initiative to the voters in Fall 2004.

Fund 1 (*Operational dollars*) represents the College's base allocation, the amount of funds the institution received the prior year, plus any raises granted employees, additional FTSE Incentive Funds, and any other supplements granted by the Governing Board. The College can reallocate these funds in any way it deems necessary. The total Fund 1 budget for 2001-02 is \$ 44,816,167.

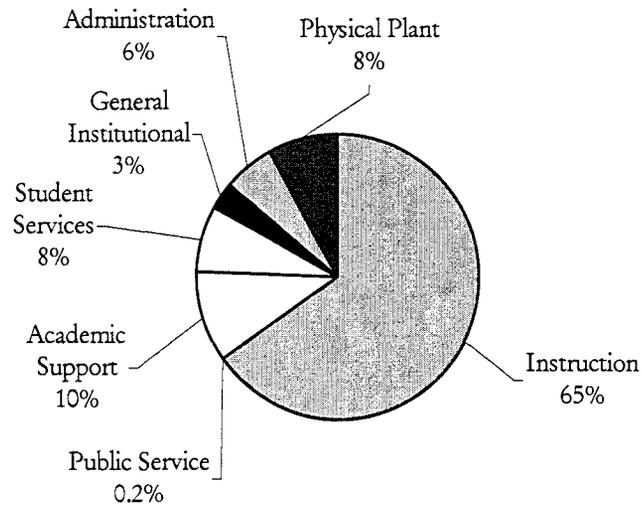
The following table illustrates GCC's operational expenditures for the most recent year for which data is available, fiscal year ending June 30, 2001.

Expenditure Analysis by Function 2000-01	
Instruction	\$28,047,750
Public Service	\$172
Academic Support	\$4,444,666
Student Services	\$3,311,300
General Institutional	\$1,236,810
Administration	\$2,556,554
Physical Plant	\$3,450,632
Total Operational	\$43,047,888

Source: MCCCCD Comprehensive Annual Financial Report

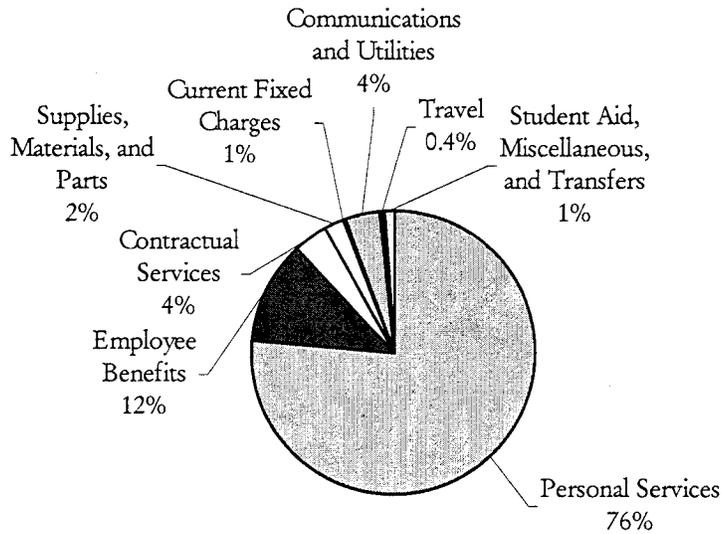
Clearly, the vast majority of the College's expenditures are for instruction and student-oriented support services. The following chart demonstrates the types

of expenditures and shows that the majority of expenditures are related to salaries and benefits, leaving little flexibility to address other operational needs.



Expenditure Analysis by Object 2000-01	
Personal Services	\$32,829,283
Employee Benefits	\$5,090,557
Contractual Services	\$1,636,804
Supplies, Materials, and Parts	\$931,487
Current Fixed Charges	\$221,275
Communications and Utilities	\$1,641,712
Travel	\$168,066
Student Aid, Miscellaneous, and Transfers	\$528,702
Total Operational	\$43,047,888

Source: MCCCCD Comprehensive Annual Financial Report



Since the last NCA visit, the District created the “Tuition and Fee Rebate Program” (also known as the “FTSE Incentive Program”) to provide a fixed amount of funding directly tied to enrollment growth (FTSE). Knowing that dollars will be forth-coming, GCC can “front-end spend,” investing heavily in fall, knowing that when growth occurs, new dollars will be added to the budget prior to the close of the fiscal year. These new funds are then permanently added to the College’s base budget for future years’ allocations. More than any other factor, the reliability of these dollars has encouraged GCC to move in new directions, expanding offerings without jeopardizing established, successful programs.

For the 2000-01 year, the FTSE Incentive Program amount was reduced from the prior year \$2,200 per FTSE to \$1,625. The 2001-02 FTSE Incentive amount is \$1,685. This reduction has undermined one of the most successful-ever District-sponsored growth-supporting strategies, limiting College enrollment growth to classes taught by adjunct faculty. This does not provide sufficient additional dollars to cover other related College activities that support student learning (e.g., registration, financial aid, other student support services, and maintenance).

The formulas to allocate new permanent dollars to the bond remodeling efforts and new construction were created--for each square foot of remodeled space, \$3.13 is added to the College base budget and \$12.50 is added for each square foot of new construction. These dollars help ensure that the structures can open on schedule and be properly maintained.

As the following table shows, the cost per FTSE at GCC is among the lowest of all the colleges in the District.

Cost Per FTSE by College							
College	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	Projected 2001-02
Phoenix	\$3,690	\$3,964	\$4,384	\$4,806	\$5,117	\$5,292	\$5,791
Glendale	\$3,241	\$3,376	\$3,723	\$3,927	\$4,093	\$4,341	\$4,769
GateWay	\$4,552	\$4,776	\$5,101	\$5,548	\$5,969	\$6,251	\$6,972
Mesa	\$3,093	\$3,219	\$3,398	\$3,728	\$3,981	\$4,140	\$4,735
Scottsdale	\$3,943	\$4,032	\$4,418	\$5,021	\$5,341	\$5,503	\$6,005
Rio Salado	\$2,730	\$2,841	\$2,990	\$3,065	\$3,157	\$2,767	\$2,967
South Mountain	\$5,941	\$6,507	\$7,386	\$7,519	\$7,803	\$8,179	\$9,173
Chandler-Gilbert	\$4,709	\$5,041	\$6,621	\$7,773	\$7,712	\$7,481	\$7,712
Paradise Valley	\$4,112	\$4,281	\$4,603	\$5,214	\$5,557	\$5,525	\$5,799
Estrella Mountain	\$6,623	\$6,291	\$6,988	\$6,538	\$6,546	\$5,983	\$6,492

Source: MCCCCD Adopted Budget FY 2001-02

GCC's Forensics Team wins first place in the world's oldest oratory speech contest. No community college has ever won this most prestigious award!

Fund 2 (*Auxiliary dollars*) comes from student fees, contracted bookstore and food services shared revenues, non-credit class fees, and from ticket sales for student sports events and performances. The President's Fund 2 (Student Activities) Advisory Committee recommends dollars for activities that include, but are not limited to, student government, student clubs, athletics, and academic and arts activities, such as Forensics. These recommendations do not require additional District-level approval. The total 2001-02 Fund 2 budget is \$6,062,133.

Fund 3 (*Restricted Funds*) includes monies from grants, contracts, student financial aid, and scholarships. New in 2001 is funding from Proposition 301, a 0.6% increase in state sales tax is dedicated to education, with the community colleges' share earmarked for workforce development. The District Grants Accounting Office manages Fund 3 accounts and transfers are made on an expenditure-reimbursement basis. The total 2001-02 Fund 3 budget is \$1,119,119 and the total amount of financial aid is \$6,318,832.

Fund 7 (*Capital dollars*) from state aid, as well as dollars from the 1994 bond, is transferred to the College each fall. All state aid allocations are made on a formula basis to each college in the District. The last 1994 bond allocation was transferred to the campuses in Fall 2001. In addition to the bond money spent on construction and remodeling, 20% of the funds have been spent on technological equipment, predominantly computers. The table below shows GCC's funding for capital equipment, computers, and other technology.

GCC Capital Budgets						
Type	1997-98	1998-99	1999-00	2000-01	2001-02	Projected 2002-03
State Aid	\$496,997	\$542,942	\$672,115	\$556,151	\$699,045	\$701,871
GO Bond/Info Technology	\$522,327	\$509,940	\$499,521	\$435,400	\$452,967	0
GO Bond/Occupational	\$448,044	\$456,703	\$425,040	\$423,619	\$452,372	0
District "Life w/o Bond" Allocation						\$640,816
Potential "Draw" from GCC's Capital Savings	0	0	0	\$250,000	0	\$175,000
Total	\$1,467,368	\$1,509,585	\$1,596,676	\$1,665,170	\$1,604,384	\$1,517,687

Source: District Budget Office, Capital Allocations

Unlike the permanent allocations for bond projects in the operational budget, there is no parallel funding formula to support capital needs to provide new and expanded computer labs for the many computer-intensive instructional programs in areas as varied as CAD/CAM, computerized graphic arts, English, mathematics, and other non-occupational programs. Following the CRC's four-year replacement cycle, approximately 20% of the computer labs are updated each year, "dominoing" the older models into areas not requiring the most up-to-date technology. As a result, each computer serves multiple programs over a period of years, extending each unit's service life. Thus, the initial investment in technology provided by the bond is kept current with carefully managed upgrades. Nonetheless, the College has had to scramble continuously to provide additional operational dollars to support this initiative.

Following a long recession and slow enrollment growth in the state, operational budgets became strained during the 1990s. While few new initiatives were possible, resourceful problem-solving by the College and a "hold-harmless" Board directive meant that few programs were cut. However, as a result of the recent rapid growth in the West Valley, GCC enrollment growth has increased its basic operational budget for the past several years.

Achievements since 1992

- The \$386 million bond, rated AAA and passed by the voters in 1994, allocated \$24 million to GCC for new buildings, remodeling, and updating technology (Humanities, Music, Faculty offices, Physical Sciences, Fine Arts, Library Media Center, Math/Sciences, Enrollment Center, GCC North [in partnership with the Deer Valley High School District # 97 and ASU West], and administrative space)
- The FTSE Incentive Program enabled the College to support enrollment growth
- Adopted funding formulas to help maintain new and remodeled facilities without taking away from other College programs and services

- The ability of the College to carry forward a maximum of 3% of its Fund 1 dollars to the next year has enabled GCC to begin thinking in a multi-year fashion. Linked to the FTSE Incentive Program, this has enabled GCC to pilot new endeavors before incorporating them into formal budget allocations
- Over the last decade, tuition has increased from \$26 to \$43 per credit hour, increasing the District's resource base

Financial Resources--Grants Development

Grants provide external financial resources for the College to maximize its institutional capabilities to accomplish its mission and purposes. The Office of the Dean of Educational Services, in collaboration with the Office of the Dean of Instruction, now coordinates grant searches and support. Both offices help faculty and staff locate appropriate grants and provide support in developing these opportunities and submissions.

Information about grants comes from regular MCCCCD listings, local and national publications, and the Internet. Fiscal support for developing a grant proposal, especially the hiring of a grants writer, comes from District and/or College monies.

Faculty and staff at the College are encouraged to compete for appropriate grants that support the College's mission and strategic goals to enrich teaching and learning. For 2000-01, GCC's grants totaled over \$420,000.

Maricopa Foundation and Fundraising

The Maricopa Colleges' Foundation is a 501(c)(3) non-profit organization as determined and defined by the IRS, and, as such, is designated to receive gifts to any division of the Maricopa County Community Colleges from private sources such as individuals, corporations, and other foundations. It acts as a trustee for private donations to assure that gifts are distributed in the manner specified by the donor. With support from the Maricopa County Community Colleges' Development Office, the Foundation also supports formation of new academic programs and instructional innovations. In 1999, the Foundation completed its most recent campaign "Investing in Arizona," surpassing the goal of \$12 million to reach \$12.8 million. These funds will provide even more scholarships and financial assistance for MCCCCD students.

The Foundation's legal responsibilities for funds include compliance with donors' restrictions for use of the gift, timely distribution of funds to students throughout the colleges and centers, judicious investment of funds, reporting to donors on distribution of their gifts, external auditing of all financial records, sound financial management in general, and any other pertinent fiduciary responsibility.

Achievements since 1992

- MCCCCD coordinates grant activities through the Office of Grants Development. This District-level support service has allowed a more organized approach to grants development relative to College needs and maintains an extensive database
- The President's Advisory Committee approved a grants development process specific to GCC
- The Foundation has successfully raised funds to provide additional student financial assistance

Financial Resources--Financial Management

Financial Management ensures that adequate financial resources are available and used judiciously to help the College fulfill its mission. Sound and generally accepted accounting principals are applied to achieve this purpose. At the College, financial management entails identifying the resources needed to accomplish the mission, how those resources will be secured from the funding sources available to the College, and allocating them in an optimal manner consistent with the specific planning processes. The College receives its budget allocations through the previously outlined District budget development process. The Dean of Administrative Services, the chief budget officer at the College, facilitates the allocation and spending of all budgeted monies.

The District Business Services division provides centralized support and technical assistance to the colleges in the following areas: accounting, auditing, purchasing, accounts payable, and budgeting. This division also provides the Comprehensive Annual Financial Report (CAFR), the Maricopa Annual Budget Report (MABR), and many other financial reports. A Memorandum of Understanding (MOU) exists between the District and the Higher Learning Commission that outlines appropriate patterns of evidence to be made available by the District for purposes of meeting certain criteria for accreditation related to financial resources/uses and other assurances. Copies of the MOU, the CAFR, and the MABR are available in the Resource Room. The Maricopa Administrative regulations can be found on the web at

<http://www.dist.maricopa.edu/gvpolicy/adregs/index2.html>

Achievements since 1992

- The District implemented a new financial management program, Oracle Government Financials (OGF) in 1996 (now called CFS--College Financial System) providing real-time access to account information
- The District developed a new Budget Development software program linked to CFS and the PeopleSoft Human Resource system

- The IE Office has prepared new budget training programs and materials that have made the budget process more comprehensible, less onerous, and more easily linked to the College's strategic plan
- The FTSE Incentive Program has encouraged GCC to move in new directions, expanding offerings without putting other successful programs in jeopardy
- The 1994 bond has had a significant impact on the College: new building space has increased by over 168,000 square feet, computer labs have been updated, and technologies have developed in various disciplines, becoming indispensable teaching/learning tools

Financial Resources--Accounting and Purchasing Services

Accounting Services

Once the Governing Board has adopted the District budget, the College accounts are finalized. The District-based Accounting and Purchasing Services monitors the expenditures based on generally accepted accounting practices. Accounting services also include property accounting and asset management. Each college in the District ensures accurate accounting through its own fiscal officer. The GCC Manager of College Business Services monitors budget expenditures in accordance with policies established by the District Office and within the guidelines established by the State of Arizona. Expenditures are transacted through requisitions, purchase orders, receiving reports, and vouchers. Bids for all major purchases for the District's colleges are made through the District Purchasing Office. The GCC Manager of College Business Services and the Fiscal Agent have authority to purchase goods or services using limited purchase orders up to \$2,500. Each department supervisor is responsible for his or her own budget and can verify transactions through CFS. The District purchasing guide and policy manual are available on the web at

<http://www.dist.maricopa.edu/purchasing>

Audits

The District's Audit Department conducts routine audits of all colleges and the District Office on a cyclical basis. The College may request the District Audit Department conduct special audits as needed. In addition, the State Auditor General conducts annual reviews of the District's accounts, including each college's accounts.

Achievements since 1992

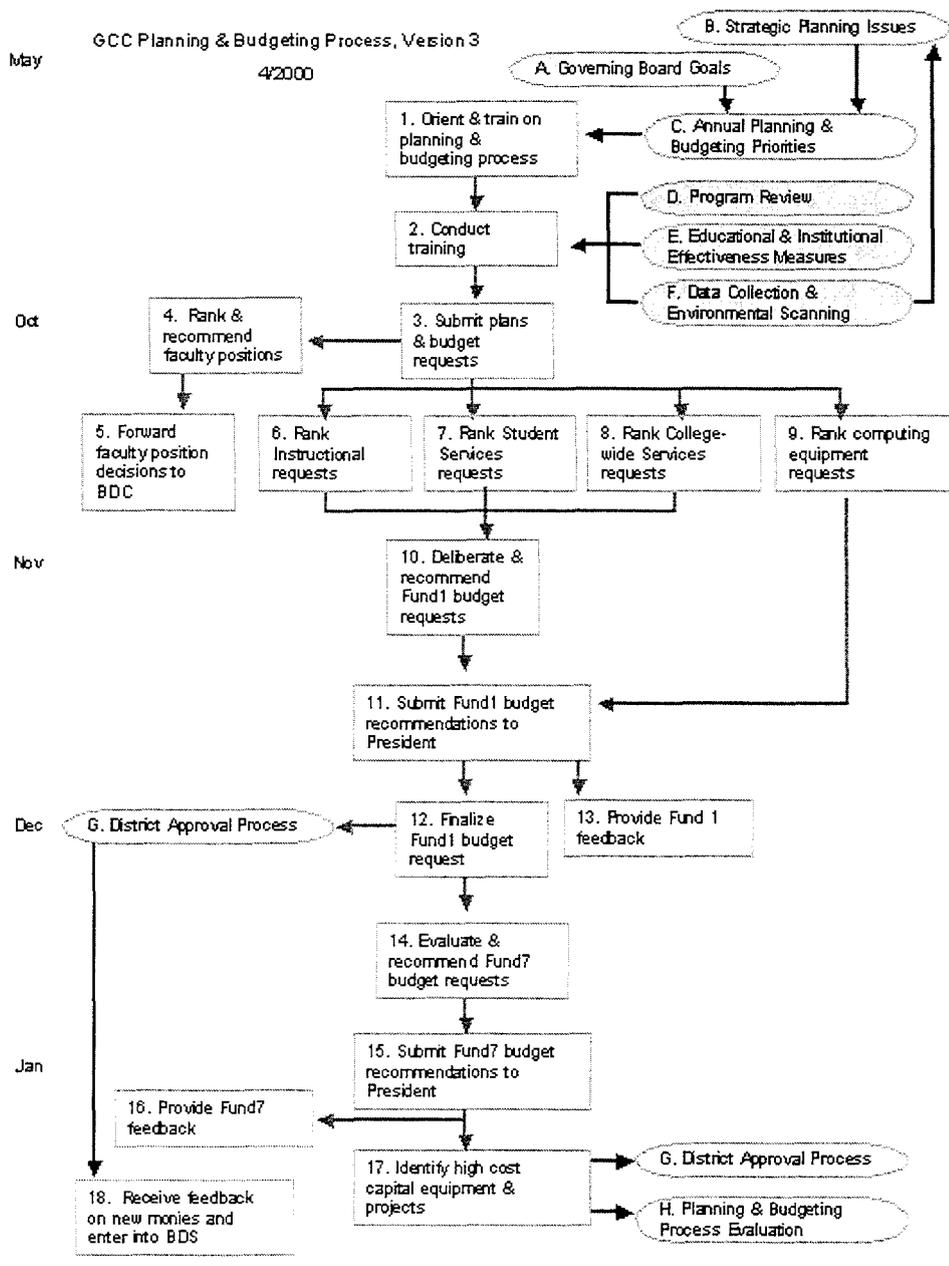
- GCC created the Procurement Department to oversee and standardize purchasing of capital expense items, furniture, software, maintenance agreements, and inventory control. Complete information can be found on the web at

<http://www.gc.maricopa.edu/ppcweb/>

- Developed the position of Fiscal Agent to provide assistance to the Manager of College Business Services and processes over 90% of the College's purchases
- The online financial system allows all managers access to current budget status

Financial Resources--Planning

Financial resource planning is an ongoing process that results in the development of an annual budget linked to the strategic goals and objectives of the College and District. The College uses an online system to solicit, collate, and archive budget requests from all departments. GCC's annual planning and budget development process incorporates current and past years' data, prior year outcomes, current year activities, and plans for the next fiscal year.



Source: GCCIE Office

Training begins in April for those who prepare and manage budgets. The online planning and budgeting system is available to departments to update their outcomes, revisit planned activities for the current year, and to plan for the next fiscal year. Early in the process, each department is encouraged to begin formulating budget requests for staffing, capital or computing needs, facilities improvements, and other operational expenses. Those requests that demonstrate strong planning and links between needs and strategic goals have a better chance to be included in the final budget request presented to the President.

The final budget requests are submitted in late September and distributed for review and prioritization to the following cross-functional budget subcommittees: Instructional, Student Services, and College-wide Services. In addition, the College Computer Request Committee (CRC) reviews and recommends all technology requests to the College Technology Committee (CTC) and the College Facilities Committee does the same for all building and grounds requests. In November, all subcommittees' recommendations are then submitted to the Budget Development Committee (BDC) for final, campus-wide prioritization before presenting recommendations to the College President for final budget approval. The entire process is detailed at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/BudgetingProcess/BudgetingProcess.html> (restricted access - username gccguest)

The Governing Board identifies specific "Goals" (formerly called "Ends") for special emphasis and funding to help guide individual colleges in their proposals. For example, during the 2002-03 budgetary cycle diversity and teacher education will be stressed. Each college attempts to link its budget requests to programs that address these goals, but are not limited to them when making supplemental requests. Each college presents its budget requests to the District Financial Advisory Committee (FAC) in December. FAC then makes recommendations to CEC, who then in turn forwards their recommendations to the Chancellor. The Chancellor sends the recommendations to the Governing Board for final approval. The Board then submits the proposed budget to the State Board of Directors for Community Colleges for review. The State Board can make changes or deny requests, especially for tuition or fee increases. They make their final recommendations for budget approval in June. All tuition, fees, and state appropriations are based on this adopted budget.

Achievements since 1992

- In recent years, the College's planning and budgeting processes have become much more inclusive of faculty and other employee groups, involving additional subcommittees to help prioritize requests
- The annual review of the budget process has provided more flexibility and responsiveness to the changing needs of the College
- The online planning and budgeting software program and training materials have allowed the process to be more comprehensible, less onerous, and more easily linked to the College strategic plans

Team Analysis

Team 6 conducted an analysis of factors likely influencing areas for improvement and their relationship to the measures of success in several areas. *Regarding Sources of Funding and Planning:* equitable access to funds based on linking College goals with those of the Governing Board, improved communication and training for successful financial budget decisions feedback, and a successful future bond initiative, along with maintaining the operational fund balance in the black (without debt, carrying forward no more than 2% of annual budget), and having

sufficient funds to meet student academic and extra curricular needs. The team determined that online planning and budgeting and a great number of people/groups involved in the process were strengths, but the difficulty in obtaining and training people to participate, and a lack of timely feedback on budget decisions were weaknesses. *Regarding Purchasing* providing the best vendor at the most cost-effective price, perhaps with value-added service and student satisfaction. The team determined that the College's Procurement Department's cost-saving efforts and faster service were strengths, but a cumbersome online mechanism was seen as a weakness. The implementation of a new Student Information System (planned for Spring 2002), which will streamline processes, was seen as an opportunity, but banking issues related to check fraud was identified as a threat.

Regarding Capital Budget: FTSE funds received reflect actual FTSE generated, increased access to funds from grants, donations, and scholarships, and a successful future bond initiative. The team identified population growth in the West Valley, external partnerships, and the College's involvement in the planned bond initiative as strengths, but a reduction in FTSE funding and decreasing state aid were seen as threats. *Regarding Grants:* grants that support the College mission, programs and strategic plan, have faculty support, and are internally and externally visible and understandable. That the grants processes have not been open and visible, the lack of a campus development office (human, financial and physical resources), and a lack of successful grant implementation (in-kind) were identified as weaknesses, but the shared resource of a District grants writer was deemed an opportunity. Grant fund variety, inclusion, growth, and funds for resources, were seen as strengths.

Areas for improvement

- Return FTSE incentive funding to \$2,200 or higher and address inequities in District allocations of limited resources, i.e., FTSE Incentive Program and Fund 2
- Communicate more effectively with state, county, and local officials and business and industry to encourage support for new initiatives and the upcoming bond election
- Find alternative funding sources (including alumni donations, grants, and new partnerships), especially for new programs and non-technology capital needs in line with the College mission and purposes
- Strengthen ties with the Maricopa Colleges Foundation and develop additional fund-raising activities
- Evaluate the internal budgeting processes, including data collection, storage, training, and longer-range planning to support the mission and strategic goals of the College
- Ensure an appropriate balance between technology and non-technology capital expenditures
- Re-evaluate need for and responsibilities of the Budget Process Review Team

Recommendations

- Review budget development processes, streamline forms and systems for input, provide additional CFS training, monitor strategic planning goals and objectives for all financial needs
- Integrate bond-initiative planning with College/District strategic planning and with partnerships reflecting the West Valley growth to increase GCC's funding
- Generate longitudinal and comparative budget data
- Disseminate budget decisions campus-wide in a more timely fashion
- Strengthen ties with Maricopa Foundation and develop additional fund-raising initiatives
- Implement GCC's development and alumni plans with a well-organized public-relations campaign
- Ensure compatibility and usability of CFS and budget systems with the new student information system currently under development

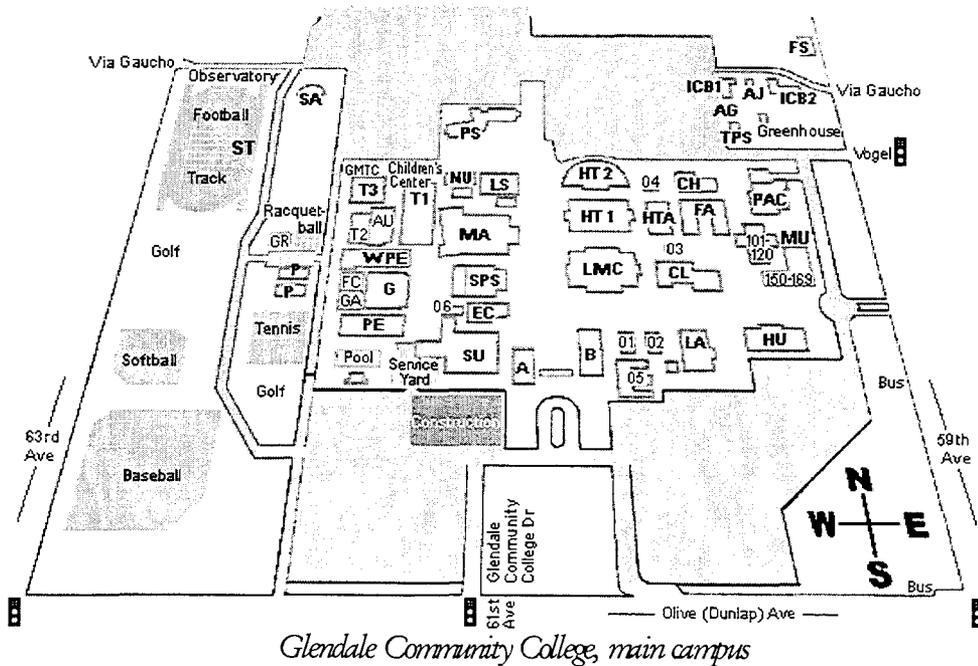
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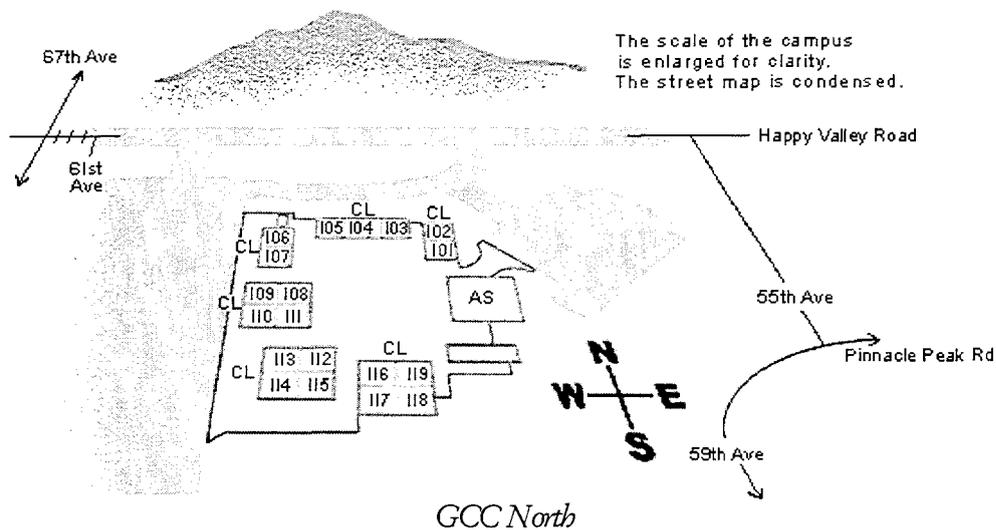
GCC has developed a strong process to link planning and budgeting; it has the requisite tools to manage its budget effectively, and has identified priority areas for improvement. Strategies have been developed that focus on process improvements, training, and for seeking new sources of funding. Some of the funding concerns are outside of the College's control, as it is part of a multi-college district, and the District is the legal entity. Therefore, while the College can attempt to influence internal District resource allocation processes, it has very little influence on the broader issues of tax base, legislative allocations, and state resource allocation processes. In 1999-00, the Dean of Educational Services, in collaboration with the Dean of Instruction and Associate Deans, was assigned the primary responsibility for coordination of grants at GCC. Once a plan is specified, College and District resources, including monies for grant submissions, will be available. Also, a College-wide database of the status of existing grants will continue to be updated.



Physical Resources--Facilities

Glendale Community College is a multi-campus college. The main campus is located on 147 acres and has over 620,000 square feet of buildings. GCC North is located on 75 acres, has 10,000 square feet of space that belongs to the College and an additional 10,000 square feet that belongs to the Deer Valley Unified School District # 97. All buildings at the site are moveable structures, although to the casual observer they appear to be permanent. In addition, GCC has been granted an "easement" onto the ASU West campus to run the University-College Center (UCC). Over the last 10 years, many improvements to and expansion of the main physical plant have occurred.





Physical Resources--Classrooms and Laboratories

At GCC and GCC North, a balance exists among multi-purpose classrooms, specialized laboratories, larger lecture spaces, and smaller seminar rooms and study spaces. In general, the classrooms are adequately equipped and reflect the requirements of faculty and students. Over the past several years, increased emphasis has been placed on replacing classroom furniture, re-painting and re-carpeting the classrooms, and replacing ceiling tiles. The College Facilities Committee is developing a plan that would provide for this effort on a cyclical basis.

The Physical Sciences laboratories were upgraded when the new building was constructed. The Life Sciences laboratories have been well maintained and equipped; the rat research area is unique to a community college. The occupational laboratories vary in quality, with the outside automotives lab probably in most need of updating. The CAD program has current equipment and engineering and technology spaces meet instructional needs. The business programs' laboratories are adequate. The High Tech Centers provide outstanding computing resources for all disciplines. The art and photography labs were improved when Fine Arts was remodeled.

Physical Resources--Partnership Facilities

GCC has been able to expand its facilities as a result of partnerships with other entities. A partial list includes:

- City of Glendale Fire Station owns the building on College land (northeast corner of the main campus), including two classrooms and one faculty office
- The City of Glendale built the pool; operational expenses are shared
- The John Deere partnership has created moveable classrooms on the east side of the campus

- The GM Training Center was built through partnership contracts
- GCC North, a 20,000 square-foot extension site built in collaboration with Deer Valley Unified School District # 97

Offices and Commons Areas

Many faculty members still occupy their original 70 square-foot offices and have had to accommodate new computer tools into spaces that did not envision such equipment. The new offices reflect these new needs, however the process to update existing offices has been slow, even though progress in that direction is acknowledged. Space for adjunct faculty has been designed into the new structures, but the amount of space available to these critical members of our faculty is severely limited. The creation of the Virtual Office, a technology resource for all adjuncts, is one way the College has attempted to support them. The number of meeting rooms is limited and such spaces are always at a premium. While basically unchanged since it was constructed, minor modifications to the Student Union have been made.

Off-Campus Facilities

The College defines "community resources" in the broadest sense of the word. As needs surface, additional classroom space may be leased from surrounding high schools; the College has leased space from DVUSD # 97 in the past. However, the College also uses high-school facilities for delivery of dual-enrollment classes taught on the high-school campuses by high-school instructors during regular contact hours, granting the students both high-school and college credit.

In addition, there are clinical facilities in hospitals used by our nursing program; the EMT and Fire Science programs utilize specialized community facilities for portions of their training programs, i.e., an off-campus small-arms range is shared by the Administration of Justice and Police Academy training programs; specialized Physical Education courses occur on golf courses, bowling alleys, and ski slopes.

Telecommunications Project

The 1994 bond initiative provided funds for improved voice, video, and data systems for the District and College. In a continuing effort to improve service for student and employee needs, GCC's network infrastructure has been rewired and the phone system replaced, also providing for telecommunications requirements at GCC North.

The telecommunications system was enhanced to support additional cable installation and provide pathways to new buildings, planned and unplanned. A complete fiber optic cable network was installed, linking campus buildings together, not only for data but for HVAC control and security systems as well. In each building, a self-contained data closet was built, allowing for specific environmental control for data communications equipment. Two new "Category 5" data cables were pulled to each workstation location, and networking

electronics were upgraded to connect all workstations to the campus network. The telephone system was completely replaced, providing capacity for growth, as well as providing new capabilities on campus, within MCCCCD, to the community, and beyond.

Student Services Facilities

By March 2002, the new Enrollment Center should be occupied by the appropriate services (Admissions and Records, Academic Advisement, Financial Aid, Cashier/Business Services, Transfer Center, and Registration). The staff has attempted to create a one-stop center for the majority of student-service needs--the hope of bringing all of them together was limited by the dollars available. The former administration building has been remodeled for Testing and Disability Services and Resources, putting these two services in the front of the College as well.

After these spaces are occupied, the former Enrollment Center will be remodeled for Career Services and Counseling. In addition, ACE Plus, Mentoring, and Multicultural Services will have remodeled spaces in the center of the former SPS building. All of these efforts should provide improved space for the student-services staff, which in turn should help improve services to students.

Achievements since 1992

- New Music building (9,450 square feet); renovation of the original Music building
- New Humanities building (11,100 square feet)
- New faculty offices-Bookstore-Copy Center building (19,480 square feet)
- New Physical Sciences building, recipient of American Institute of Architects (AIA) award
- New math faculty offices/Math Solution addition (9,149 square feet) to a former Science building that was remodeled for mathematics instruction
- New Enrollment Center (16,000 square feet), scheduled for occupation in March 2002
- New outdoor amphitheatre, designed by and named for Paolo Soleri, and recipient of an "Excellence in Concrete" award
- Remodeled Administration building for Testing and Disability Services and Resources
- Remodeled Fine Arts building and expanded space for the Art and Photography Department
- Upgraded central plant, winner of an award for accomplishment
- Remodeled and expanded Library Media Center, recipient of the Valley Forward "Crescordia" award and AIA award (42,040 square feet)
- Upgraded faculty office buildings 01, 02, 03
- Replaced track and upgraded press box and men's baseball field
- Relocated and upgraded women's softball field
- Expanded parking lots in north and in southwest corners of the campus

- Built GCC North, including required infrastructure and parking lots, for a total 10,000 square feet; accommodating on site an additional 10,000 square feet for DVUSD # 97
- Remodeled the former Bookstore for Network Services technicians and Help Desk, and soon-to-be-vacated Student Services space for administration and selected student services (expected completion January 2003)
- Constructed grounds maintenance facility
- Constructed western loop road to facilitate movement of traffic from the south to the north of the campus
- Initiated major energy conservation efforts, including change-out of all light ballasts
- ADA study completed and accommodations made to a majority of restrooms and ramps (including railings) and automatic doors installed in major traffic areas
- Increased outdoor study spaces for students (tables, benches)
- Major campus landscape projects on southwest and west
- Constructed/renovated classrooms, offices, and Library Media Center on the main campus (410,000 square feet)

*"I've been attending GCC on and off since the late 60's. Most of those years I've hated walking on campus because there's been so much litter. I don't know when the transformation began, but maybe about three years ago I noticed a subtle change. The campus got cleaner. And then it got more clean. And then it got cleaner yet. Last spring was the ultimate transformation - green, lush lawns, beautiful flowers, tidy buildings, clean windows. No trash."
GCC Student, November 2001*

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, including adequate facilities (technology, curricula, community), utilization of facilities, and security/safety. The team found a major strength in the aesthetic beauty of the campus. Not only are the grounds attractive, but adequate facilities, along with sufficient technology, also provide most of the instructional and service needs to support the new pedagogy that faculty pursue. Another strength is that the College fosters good community relations and is considered an asset to the city of Glendale. However, as instructional programs evolve in response to student needs, an opportunity may present itself as the College finds an appropriate balance between "bricks" and "clicks" when considering its revised Facilities Master Plan. A weakness was identified in the older facilities. As contracts for updating the Master Plan will be issued in Spring 2002, the College Facilities Committee will find it necessary to prioritize future needs. A potential threat is the failure of voters to pass bond initiatives.

Areas for Improvement

- Many of the buildings built between 1965 and 1980 require upgrading and remodeling to serve current instructional and services needs
- Compliance with OSHA regulations and making changes in facilities that will improve College insurance rates
- Expanded preventative maintenance efforts
- As the main College campus is "built out," there will be less opportunity for past partnerships
- Regarding GCC North, more partnership possibilities (beyond the one with the DVUSD # 97) need to be explored
- Maintain currency of telecommunications
- Include multiple-funding options for long-range planning
- Find balance between centralized (District Office) and decentralized (College-based) equipment and services
- The balanced use of technology and learning in classrooms, laboratories, and open laboratory environments will be a continuing challenge

Recommendations

- Examine facilities utilization on the basis of 12 months and not simply the academic year
- Improve signage across the campus
- Consider card-entry systems for all buildings
- Develop a compelling and understandable bond initiative for Fall 2004
- Create "fall back" plans for maintenance and improvement of facilities, should the bond initiative fail
- Create a new Master Planning template for new construction and remodeling for future College facilities needs
- Conduct classroom and laboratory utilization study to ensure that facilities are maximized: new ways of scheduling teaching/learning spaces; exploration of shared learning spaces; and examination of year-round scheduling options
- Include adequate office spaces for faculty, adjunct faculty, and other support personnel for new and remodeled facilities
- Create additional spaces for students to gather and study
- Incorporate facilities review into the program-review processes to ensure facilities remain responsive to teaching/learning needs and student-services programs
- Continue one-stop philosophy, even though services remain dispersed
- Continue to maximize the use of technology to meet student needs while retaining the "high touch" often required by the typical community-college student

Content Area Validation

Numerous partnership possibilities remain within our immediate service sector areas, as well as near to or north of GCC North. Such partnerships could provide additional locations to alleviate some of the facilities needs, supporting existing and future enrollment.

Physical Resources--Maintenance

The Facilities Manager is responsible for the maintenance, operations, and repair of all campus facilities through the Maintenance and Operations Department (M&O), providing routine maintenance and repairs, grounds maintenance, and custodian operations. Specialized and emergency repairs to the high-voltage and chilled-water systems, elevator maintenance, fire protection, pest management, and moderate-to-major roof repairs are contracted out.

Achievements since 1992

- Completed major maintenance projects without using operational funds
- Installed environmental control and comfort systems
- Renovated/upgraded the Central Chiller Plant in 1998
- Installed new primary electrical feeder service
- Installed new sewer line serving the Fine Arts area; renovated restrooms in the Student Union; repaired tennis courts fence; replaced fire hydrants in several locations; and upgraded fire-suppression system inside the cafeteria kitchen
- Extended the fire-alarm reporting system into the College Safety Office
- Installed and testing a computerized maintenance management system developed by MCCCCD
- Modified the water system to stabilize and improve the water pressure
- In 1997, GCC received a one-time District allocation of approximately \$450,000 for major maintenance “refreshing” money for minor repairs, replacement or installation of carpet, and re-painting--allocated by the Facilities Committee, approximately 3/5 for classrooms, 1/5 for faculty offices, and the remaining 1/5 for special spaces. The largest project so far was the refreshing of the Business building in Summer 1999. Projects are chosen according to requests made by department chairs in the regular budget process

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included facility assessment, response time for repair requests, and a preventative maintenance program. The team determined that “aging facilities” and not enough personnel were weaknesses. They also found employees’

professionalism to be a strength and the loss of 1994 bond money a threat. District's facility planning and development is an opportunity. The team concluded that the maintenance department at GCC does an exemplary job given the age of the facilities and the lack of capital repair funds.

Areas for Improvement

- Evaluate existing infrastructure to determine if it can support additional construction
- Deteriorating sidewalks
- Find balance between centralized (District Office) and decentralized (College-based) maintenance equipment and services

Recommendations

- Investigate new technology for cooling and heating (e.g., solar)
- Elect a "building volunteer" to collect complaints to be passed on to College Maintenance
- Provide each customer the capability to send a request for service to the M&O Department directly from a desktop computer
- Improve energy management

Content Area Validation

The College maintenance efforts have improved and expanded as a result of the 1994 Bond and through the development of the M&O/Crafts personnel. GCC has made tremendous progress in the maintenance of its facilities. Critical to its continued success will be the involvement of all faculty and staff, acting as inspectors and stewards to maximize and preserve the scarce resources.

Physical Resources--Planning

Building Construction and Renovation

The 1992 Master Plan to upgrade the College's facilities employed a Community Growth/Demand model based on the Maricopa Association of Governments' regional planning data and input from the community (*Master Plan Volumes I and I*).

The plan also included an assessment of College facilities. The 1994 bond initiative provided the necessary financial support for the 1992 Master Plan. New construction and renovation continues to be a collective process, largely orchestrated by the District with faculty and staff input at all stages.

Facilities Maintenance

The College's Facilities Committee (FC) prioritizes all requests for the maintenance and minor construction/renovation of facilities. Projects are limited to those under \$10K. The FC's recommendations are provided to the

BDC for further review and incorporation into the College's overall budget (see *FC Final Report*).

Telecommunications and Computer Resources

The CTC is responsible for telecommunications and computer-planning and resource allocation. The CTC originally developed a Five-Year Plan for upgrading College computer labs, which has now become the "Quad Plan." In addition, the CTC recommends allocations for the Desktop Project and other special projects. Maintenance and training costs are built into this plan. Information about the Desktop Project is available at

<http://www.gc.maricopa.edu/apollo/desktop/gcc>

Achievements since 1992

- The 1994 bond provided funding for much needed construction on the campus. In 1998, three buildings opened: an 11,100 square-foot Humanities Classroom Facility, a 9,450 square-foot Music building, and a 30,500 square-foot Faculty Office-Bookstore-Copy Service Complex
- The Library Media Center renovation was completed in Fall 2000. This included 7,120 square feet of reclaimed space for classrooms and study and conference rooms, yielding a 19% increase in useable space
- Also completed in Fall 2000 was a 10,000 square-foot addition to the Math building and construction of a new 31,500 square-foot Physical Sciences building. The Math addition includes additional faculty offices and "Math Solution," a tutoring and testing center that serves over 8,000 students each semester. The Physical Sciences building is unique in its placement of classrooms on either side of a common lab area, including a large common area for study, a conference room, and a testing center completing this architecturally modern facility
- In addition to the facilities on the GCC Main Campus, GCC North opened the doors to a 10,000 square-foot satellite campus in Fall 2000 (an additional 10,000 square feet at GCC North provided by the DVUSD # 97). This 20,000 square-foot facility provides 13 classrooms, each with a capacity of 35 students; two computer labs; and an administration center that provides limited enrollment, advisement, testing, and student services. GCC North is operated in collaboration with the DVUSD # 97 and ASU West and enrolled 700+ students in Fall 2000 in 35+ courses
- In 1996, GCC joined the Desktop Project, a District initiative to place a full Internet and new system-compliant computer with standard software palette on the desk of every Board-approved employee. GCC spent approximately \$5 million on new technology as a result of this initiative
- The UCC was established in collaboration with ASU West to expand GCC's course offerings to students on the ASU West campus
- The M&O staff developed a facilities inspection list and matrix to assess current buildings/facilities conditions in 2001, collecting and validating data for the 2003-04 budget cycle

- The College has formed an active Landscaping Committee to work with the M&O to improve the campus aesthetics
- Improved alignment and new road at the main entrance help traffic flow
- Created additional parking in north lot

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which were identified as classroom utilization, currency of library collection, and currency of technology and equipment for degree and certificate programs. The fast pace of technological change was seen as a threat, but strong capital funding in the past was noted as a strength. The upcoming bond initiative and low afternoon enrollments were deemed opportunities.

Areas for Improvement

- Update the College Master Plan--the current plan is fast becoming obsolete and will not support a future bond initiative
- Develop alternative strategies to serve students in the event that the UCC facilities are no longer available to the College
- Include a component for interim storage of department equipment during future facilities renovation and construction

Recommendations

- Maintain capital improvement program
- Offer, promote, and support more afternoon courses
- Collaborate with GCC North partners to improve on-site facilities and equipment; include initiatives to offer more computer and technology driven courses (e.g., language labs), install up-to-date presentation systems, and develop facilities for Physical Education and Recreation courses
- Continue to assess and develop new strategies to increase parking spaces and improve safety

Content Area Validation

Facilities Master Planning begins in February 2002 under the direction and assistance of DWL architects. This effort will lay the foundation for GCC's participation in the proposed 2004 bond initiative.

Physical Resources--Information Systems & Services

Four departments encompass the broad category of Information Systems and Services: Network Services, Instructional Computing, Training and Educational

Development, and the Innovation Center. All four Directors report directly to the Dean of Administrative Services. Weekly staff meetings provide coordination on an as-needed basis.

Network Services

Network Services is responsible for the operation and maintenance of the computing and telecommunications infrastructure for the College. The four management levels within Network Services include: Supervisor for Technical Operations, Supervisor of Network Operations, Network Manager, and Server Manager.

The 1994 bond initiative provided funds for improved voice, video, and data systems for the District and College. In a continuing effort to improve service for student and employee needs, GCC's network infrastructure has been rewired. The telecommunications project provided enhancement of the conduit system to support additional cable installation and to provide pathways to new buildings, both planned and unplanned. A complete fiber optic cable network was installed, linking campus buildings.

The telephone system was completely replaced, providing capacity for growth as well as providing new capabilities on campus, within MCCCCD, to the community, and beyond. In each building, a self-contained data closet was built, allowing for specific environmental control for data communications equipment. Two new "Category 5" data cables were pulled to each workstation location, and networking electronics were upgraded for connecting all workstations to the campus network.

Instructional Computing

Instructional Computing provides direct support for students and faculty in the High Tech Centers and in other labs across campus and at GCC North. The Director is a nine-month residential faculty member on leave from her department. Instructional support is provided by a large group of Instructional Associates (IAs) and Floor Coordinators.

Training and Employee Development (TED)

TED is the third of 4 departments encompassing the broad category of Information Systems and Services. The department's mission provides quality comprehensive learning opportunities and technical support, in collaboration with the Technology Help Desk. These enhance GCC's ability to provide quality education and services to students and the community. Additional information is available on the web at

<http://www.gc.maricopa.edu/ted>

The Technology Help Desk provides technical support for GCC's employees by responding to requests for hardware, software, and communications services. The staff works with TED to offer a cohesive group of services to assist in educating and empowering GCC's technology users.

Innovation Center

The Innovation Center assists GCC employees to find, develop, and implement effective educational applications of technology. The Director is a nine-month residential faculty member on leave from her department. The Innovation Center employs an Instructional Technologist, a Project Manager for Web Development, and 2 Programmer Analysts who lead the development of the College web site, multimedia projects, database applications, and various instructional applications.

Achievements since 1992

- A complete fiber optic cable network was installed, linking campus buildings together, not only for data but also for HVAC control and security systems
- The telephone system was completely replaced with a modern, more efficient system
- The College Technology Committee, specifically through an "Expectations Document," develops strategic planning for technology. Additional planning for the management and expansion of instructional computing resources is addressed by the Capital Review Committee, which has developed multi-year schedules for hardware upgrades in classrooms and labs, outfitting at least one-third of the classrooms with standard presentation systems. The current version of this document, (revised Spring 2000), as well as annual planning goals, are available on the web at

<http://www.gc.maricopa.edu/apollo/desktop/GCC/ctcxp2000.html>

- The Instructional Palette replaced The Electronic Forum in 1998; it provides all students enrolled in credit classes with a standard suite of productivity tools, storage space on a College server, web publication space, and communication tools. More than 12,000 individuals have used their accounts during Fall 2001. "Universal Access" has been provided free of charge to students in a three-year pilot program
- The Desktop Project is a planned approach to deploy computer hardware and technical training to full-time, Board-approved employees. Through the Refurbished Computer Project, the IS Group deploys similar resources to other employees. The Virtual Office provides a full complement of technology tools for adjunct faculty, including web page publication space and access to online course rosters that incorporate student ID photographs. Over 300 full-time and adjunct faculty regularly use the online course rosters
- The College also expanded web-based mechanisms to measure the use of and satisfaction with the College's technology resources
- Use of the Instructional Palette has been tracked since Spring 1998; data is used for planning purposes and is posted each Monday on the web

Team Analysis

Team 6 conducted an initial analysis of factors likely influencing areas of improvement and their relationships to the measures of success, which included a highly-qualified technical staff that provide support in a timely manner, maintaining currency in technological advances, along with stability and student satisfaction with technology access. Technology planning and staying current with emerging technologies were seen as strengths, but the lack of a comprehensive plan to support training, department coverage, and cross-training, and competition for employees were determined to be weaknesses. The consensus was there is a need to make training available to employees to keep them abreast of technological advances and to reduce employee turnover, which was deemed a threat.

Areas for Improvement

- Find an appropriate balance between general use and specialized facilities, between distributed and centralized locations

Recommendations

- Develop a comprehensive plan for training/cross-training technical staff
- Document systems, tips, and tricks to create knowledge-base
- Survey students, faculty, and staff to explore 24x7 service-related possibilities to determine if this should be a College priority
- Identify funding sources for the highly respected "Desktop Project" to replace 1994 bond monies

Content Area Validation

The College must consider alternative plans for technology needs as a contingency to the unavailability of future bond monies.



CHAPTER SEVEN

CRITERION THREE

The institution is accomplishing its educational and other purposes

Glendale Community College fulfills Criterion Three. This section describes how GCC's previously described resources are used effectively to accomplish its mission— Curricula and Development; General, Transfer, Developmental, and Occupational Education; Special Populations (including non-credit); Collaborative Initiatives; Community Partnerships; Economic Development; Assessment and Program Review; Enrollment Services; and Student Life.

Educational Programs--Curricula

Degree and Certificate Programs

GCC offers 104 two-year degrees in the following categories: Associate in Arts (AA); Associate in Transfer Partnership (ATP); Associate in Business (ABus); Associate in Science (AS); Associate in Applied Science (AAS); and Associate in General Studies (AGS).

The Arizona General Education Curriculum (AGEC), a 35-semester hour university transfer program of study, and the AA degree pathways were developed in response to a legislative mandate to ease the transfer of students from the state's community colleges to its public universities. The College also offers Certificates of Completion in 49 programs of study. Certificate programs are designed to meet specific occupational needs. These vary in length from 6 weeks to several semesters. Additional information is available on the web at

<http://www.dist.maricopa.edu/eddev/curric>

Curriculum-Development Process

Curriculum-development at GCC is conducted as part of the District-wide curriculum-development process. The process allows each college to develop and modify curriculum and submit it through a multi-tiered approval process: individual faculty members, College Curriculum Committee, District-wide Instructional Councils, and District Curriculum Committee.

College faculty work with the College Instructional Design Facilitator to develop proposals to initiate new or to modify existing curriculum. The Curriculum Department consists of the Dean of Instruction, the Instructional Design

Facilitator (a residential faculty member) and a Curriculum Technician. Once in final form, proposals are submitted to a multi-discipline College Curriculum Committee for approval. The Committee consists of members appointed from representative College departments approved by the Faculty Senate.

Curriculum proposals are sent to the respective Instructional Councils at the College level and then moved to the District Curriculum Office computer server for further processing for approval and placement on the District "Online Curriculum Processing Agenda." The voting members of the District Curriculum Committee (DCC) consist of the Dean of Instruction and the Instructional Design Facilitator from each college. These members vote approval as part of a consent agenda or request that an item be moved to the DCC meeting agenda for further consideration. Following approval at the District level, proposals are submitted for District Governing Board approval, and, where appropriate, processed for articulation with state colleges and universities. Additional information is available on the web at

<http://www.dist.maricopa.edu/eddev/curric>

Program Development Process

New instructional programs are developed at GCC following procedures outlined in the District Curriculum Handbook: recognition of a specific need for a program, data collection, curriculum development, solicitation of input from specialized business or industry representatives for that program of study and fiscal viability studies. Once developed, program curricula follow the previously described curriculum-development process. For new occupational programs, the MCCC Business and Workforce Development Department generates a New Occupational Program Alert to the Arizona State Board of Directors for Community Colleges. Once the State Board receives the Alert, it is placed on an Alert List announcing to other Arizona colleges the pending development of the occupational program. Barring any objections, the College proceeds to develop and finalize its program and to submit it for approval through the outlined curricular process.

Transfer Education (APASC) Process

Transfer education in Arizona is coordinated through the state-wide Academic Program Articulation Steering Committee (APASC). APASC is charged with implementing key transfer articulation activities, including the production of the Arizona Higher Education Course Equivalency Guide (CEG) and the activities of the discipline-specific Articulation Task Forces. APASC is comprised of the Chief Academic Officers (or designees) from representative college districts. Its membership includes four university and four community-college representatives. Additional information about APASC is available on the web at

http://www.abor.asu.edu/4_special_programs/atass/admin/APASCindex.html

Achievements since 1992

- Adopted the Arizona General Education Curriculum (AGEC)

- In tandem with the DCC, developed a general education philosophy statement now used to review current general education requirements
- In 2000-01 GCC created 49 new courses and modified 136 existing courses. Over the last 10 years, the number of two-year diplomas awarded increased by 152% and the number of certificates awarded increased by 615%
- Expanded offerings in 4 categories of two-year degrees and 19 Certificate of Completion programs
- Over the last several years, internal curriculum processing converted to an electronic format, simplifying the processing for both initiators and the Curriculum Department staff, with online approval at the District level

Team Analysis

Team 8 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included post-transfer degree completion similar to those of native university students, post-transfer GPA comparable to that at GCC at specific points in time, and post-transfer performance in majors comparable to native university majors. The team determined that high quality instruction is a strength, but the potential for low quality dual-enrollment courses poses a threat. The absence of “support” for adjunct faculty and AGE C changing the internal enrollment patterns were seen as weaknesses. GCC meets the current needs of the students enrolled in an increased number of degree and certificate programs. Although lengthy, the curriculum- and program-development processes are reasonably efficient and serve the needs of the College and the District. Articulation between the community colleges and state universities has impacted some departments and programs negatively as lower-division courses have been shifted to upper- division levels at the universities. Discussions continue in an effort to improve transferability.

Areas for Improvement

- Investigate flexible course and program offerings
- Review of programs more frequently to determine relevancy and viability
- Improve the physical resources that support occupational programs
- Increase efforts to communicate information about innovative courses and programs to the larger community
- Explore additional methods to discover community needs
- District and College curriculum processes do not address methods of delivery

Recommendations

- Continue to improve efficiency of curriculum-development process
- Continue to improve articulation with the state’s four-year institutions
- Review course/program offerings and scheduling

- Monitor dual-enrollment curriculum quality issues

Content Area Validation

The overall process for curriculum development works given the time-consuming approval processes that involve meetings at the College, District, and Governing Board levels. Limits are imposed by the need to synchronize all curriculum-development activities with catalog and schedule production, as well as advisement and other student services. All of these considerations result in an approximate four-month processing period for course modifications that involve changes, such as in credits, periods, and pre-requisites.

Educational Programs--General Education and Transfer Education

General Education

General education categories represent the knowledge, skills, and abilities the College expects students to acquire as a result of their general education learning experiences. General Education requirements are specified for each degree program. The core general education required areas include: First-Year Composition, Oral Communication, Critical Reading, and Mathematics. The General Studies Distribution Areas include Humanities and Fine Arts, Social and Behavioral Sciences, and Natural Sciences. Transfer degree programs also include courses that address Cultural Diversity in the United States, Global Awareness, and Historical Awareness. Courses with awareness designations are defined by ASU in conjunction with MCCC.

Arizona General Education Curriculum (AGEC)

AGEC is a 35-semester-credit block of lower-division general education courses designed for students planning to transfer to Arizona public universities. Certified completion of this block satisfies admission requirements to any Arizona public university and fulfills all lower-division general education requirements for the majors with which the block articulates. There are 3 AGEC blocks: AGEC-A, intended for liberal arts and other majors; AGEC-B, intended for business majors; and AGEC-S, intended for majors with more stringent mathematics and mathematics-based science requirements. Additional information on AGEC can be found on the web at

<http://www.dist.maricopa.edu/eddev/curric/ac/agecmatrix00.html>

Transfer Education

Finalization of most university articulation agreements is negotiated through MCCC's Articulation Office. Although individual colleges may initiate agreements with state universities and colleges, the Governing Board must approve all agreements. The District has general articulation agreements with ASU, ASU East, ASU West, NAU, and the UofA. Specific agreements exist

between MCCC, DeVry Institute of Technology, Grand Canyon University, University of Phoenix, Western International University, and United States Open University. The Associate in Transfer Partnership between ASU and MCCC specifies transfer courses in 6 majors. Students in Business, Psychology, Elementary Education, Social Work, and Exercise Science may receive first- and second-year credit and transfer to ASU to complete a Baccalaureate degree. Additional information about articulation agreements is located on the web at

<http://www.dist.maricopa.edu/eddev/artic/>

Reports that provided information about transfer students were discontinued while the ASSIST (Arizona State System for Information on Student Transfer) database was being implemented. Now that the ASISST database is available, GCC will no longer have to rely on District reports and will be able to develop processes that will track the progress of students transferring from GCC to the three state universities (ASU, NAU, UofA). Information about ASSIST is available on the web at

<http://www.asu.edu/assist/>

Achievements since 1992

- The transfer of GCC credits by 388 of 640 recipients of the Baccalaureate Degree at ASU West in 2000-01
- Development of a general education philosophy statement, which is being used to review the College's general education required areas, by the District Curriculum Committee's General Education Degree Subcommittee (GEDS) during Spring 2001
- Finalization of AGECE agreements with state universities

Congratulations!
388 GCC Transfer Students graduate from ASU West in May 2001

Team Analysis

Team 8 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included similar post-transfer degree completion, similar post-transfer GPA at specific points in time, and similar post-transfer performance in majors. The facts that GCC students continue to perform well when measured against state and national norms and scored in the top 24% of college sophomores at 157 institutions assessed by *The Academic Profile* during the 2000-01 assessment of general education outcomes were seen as strengths. The lack of availability of tracking information from other public and private universities within the state and changes in AGECE that impact enrollment negatively in some disciplines, particularly in sequential courses in social sciences and humanities, were considered weaknesses.

Areas for Improvement

- Reduce negative enrollment trends in the humanities and social sciences courses within AGECE

- Improve databases that allow analyses of student performance at the state's community colleges and four-year institutions

Recommendations

- Monitor transfer students to determine their level of preparedness and success at the state's four-year institutions

Content Area Validation

Maintaining the high quality of general education and curriculum development by fully certified faculty is a high priority at GCC. AGE C impact on enrollment trends for courses in the humanities and social sciences may be alleviated, occasioned by the District Curriculum Committee's review and change in its AGE C-prefix language, which now encourages students to choose coursework from more than one discipline, rather than require the students to take only one course per prefix. The change will be retroactive to Fall 1998. Faculty members and the Dean of Instruction will continue to address articulation issues.

Educational Programs--Occupational Programs

Occupational Education Programs include degree and certificate programs, student academic achievement, evaluations of student and community satisfaction, discipline-specific accreditation, program reviews, and alternative delivery approaches. Key indicators of a successful occupational education program include: quality of instruction, student goal attainment, student academic achievement, successful passing of certification and licensure exams, transfer success, stakeholder satisfaction, student evaluations, and mentoring programs. The College considers all of these key indicators in its review and assessment of its occupational programs.

The College offers a total of 31 Associate of Applied Science (AAS) degree programs and 49 Certificates of Completion. Most of these programs reside in the Business, Engineering/Technology, and Nursing Departments, and a fewer number of programs are offered in the Health/Physical Education/Recreation, Psychology, and Social Science Departments. Although AAS degrees typically provide skills for direct job entry, AAS degrees transfer as a "block" to Bachelor of Applied Science degrees at ASU East, ASU West, and NAU. A complete list of Occupational Programs and Specific Certificates by department, degree, and accrediting agency and agreement is found in the *General Catalog*, p. 7.

Occupational Alternative Delivery Approaches

Many occupational programs provide alternative delivery methods for teaching and learning. These include non-traditional scheduling options, such as courses offered at varying dates in a semester in various blocks of instruction anytime during the week; off-campus instruction; distance learning, such as web-based courses; self-paced learning, such as open-entry/open-exit courses that do not

adhere to semester or summer boundaries; work experience internships and career work experience; and, to a limited extent, credit-by-evaluation or examination.

Achievements since 1992

- Modified many degrees to allow students more flexibility to explore careers or to build towards specialization and transfer possibilities to university occupational or BAS programs
- Developed new programs and modified others, based on input from business and industry advisory committees, business and industry partnerships, and student interest to better serve our clientele, including courses modularized and those offered at non-traditional times and modes of delivery
- Increased numbers of full-time and adjunct faculty in many occupational areas, including those with greater ethnic diversity and backgrounds/experiences
- Successfully completed program accreditation visits and reviews of applicable programs
- Purchased specialized equipment as needed
- Increased involvement of residential and adjunct faculty in orientations and curriculum development to maintain program currency and foster faculty professional development

Team Analysis

Team 8 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included job placement, faculty remaining current with technology, and national and state measures of success, including exam results and accreditation. The team determined that the reputation of programs and high job placement rates were strengths and the possibility to expand partnerships was an opportunity. The expense of maintaining occupational programs was determined to be a weakness, while rapidly changing technology was seen as a threat.

Areas for Improvement

- Additional space needed for many occupational programs
- Need additional full-time faculty
- Better advertisement of programs
- Increased offerings and improvement of delivery modes
- Create new programs that encourage student completion
- Seek new areas for additional funding, especially for equipment
- Develop a pool of trained faculty applicants

Recommendations

- Review all occupational programs on a regular basis for currency, completion rate, need, modes of delivery, required course work, and space requirements
- Continue to promote and advertise occupational programs
- Continue to develop new partnerships in the community
- Develop faculty (and additional student) exchange programs
- Strengthen placement services for students in occupational programs
- Encourage all faculty in occupational programs to attend conferences, workshops, and training seminars to remain current
- Review occupational needs for GCC North
- Recruit employers of our occupational students as adjunct faculty
- Continue to develop assessment tools specific to occupational courses and programs
- Explore possibilities of “shared spaces” with partners
- Continue dialog with advisory committees
- Explore possibilities available to E-Commerce
- Seek continued accreditation of all occupational programs
- Implement Community Service Learning and mentoring into occupational programs

Content Area Validation

Job placement is facilitated in programs with internships and needs to be improved in others where students are not placed in a job upon completion of the program. The College, with input from our community advisory committees, should encourage faculty members to take advantage of training opportunities to stay abreast of the technology required in their area(s). This will help ensure that the programs maintain their currency and viability. New partnerships with business and industry should be created with the communities in the West Valley to develop quality workforce occupational programs.

Educational Programs--Developmental Education

Developmental education is a vital part of the educational opportunities offered to those who need to strengthen basic skills prior to succeeding in college-level courses. Over the last decade, increased enrollments in developmental education resulted in many departments on campus expanding the number of sections offered. Most developmental courses are offered in the English and Math Departments.

Testing and placement are an important aspect for all successful course work, but perhaps even more so in developmental education. The adopted ACT ASSET (Assessment of Skills for Successful Entry and Transfer) test provides

guidelines to aid in student placement. The CELSA (Combined English Language Skills Assessment) test provides information for correct initial placement and subsequent advancement for ESL students. Successful completion of course competencies is a prerequisite for course advancement.

In addition, the Deans of Instruction, with input from the District-wide Assessment Council and the Office of Student Development Service, recommended the following to the Chancellor's Executive Committee (Chancellor, Vice-Chancellors, and College Presidents):

1. All Maricopa colleges need to examine their waiver policies for greater consistency of practices.
2. Consistent multiple measures that will provide more reliable means of placement need to be adopted.
3. A system that allows for better tracking of the effects of waivers versus standard placement in terms of success in courses needs to be developed.
4. Instruments used for assessment and placement (ASSET/COMPASS) need to be re-examined.

The recommendations were approved, and various Spring 2002 dates designated. The expanded report is available in the Resource Room.

The English Department offers a comprehensive ESL program, with four levels of grammar, writing, and listening/speaking classes, as well as basic survival skills in English and literacy classes. Self-paced, one-credit modules in pronunciation, culture, and vocabulary are also available. Basic writing skills and fundamentals of writing are taught in three-unit courses, as well as self-paced, one-hour modules in specific areas such as report writing, grammar, and workplace English. The Math Department offers developmental courses ranging from basic arithmetic to intermediate algebra. The developmental sequences focus on basic arithmetic and basic algebra skills. Courses are delivered in traditional and flexible formats via multimedia instructional software with an Internet option.

GCC's services available to support students enrolled in developmental courses that provide academic assistance include: tutoring; alternate testing locations; and independent study materials, such as supplemental texts, cassettes, instructional videos, and computer tutorials. Students can find additional services in the Counseling Center, Center for Learning, Disability Services and Resources, Writing Center, and Math Solution. Services that provide non-academic support include Career and Adult Re-entry Services, Counseling, International Student Program, Financial Aid, Admissions and Records, the ERA Mentoring Program.

Achievements since 1992

- The English Department offered its first learning-community "linked" developmental courses in Fall 2001 (ENG071-Fundamentals of Writing and RDG091-College Reading Skills I)

- Increased number of sections of developmental education courses in the English and Math Departments to accommodate increasing enrollment
- The Math Department responded to student needs by introducing developmental courses taught via multimedia software with an Internet option and offered a course designed specifically for “at-risk” students that addresses math anxiety, study skills, and testing strategies, in addition to tutoring (MAT108-Tutored Mathematics)
- Upgraded computer hardware and software in Support Services, such as the Center for Learning
- Offered non-credit ESL courses and sponsored Readfest, the annual campus reading event for local schoolchildren

Team Analysis

Team 8 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included the inability to support the demand for ESL classes, an increased ability to meet tutoring demands in math, English, reading, and ESL, and the higher success rates of students enrolled in successive math, English, reading, and ESL courses. Although the College currently offers a wide variety of math, English, reading, and ESL developmental classes, the developmental education program’s lack of an adequate number of qualified faculty and staff, along with student advising and placement issues, including excessive course placement waivers, were seen as weaknesses. Non-traditional ESL delivery methods were determined to be a strength and additional community outreach an opportunity. GCC students have experienced higher success rates when enrolled in successive math, English, ESL, and reading courses.

Areas for Improvement

- Increased difficulty meeting student demands for developmental services
- Inability to support the demand for developmental classes, (i.e., more rooms, quality faculty, and non-traditional delivery)
- Inability to meet tutoring demands in math, English, reading, and ESL
- Success rates of students enrolled in successive math, English, reading, and ESL classes
- Advising and placing students in appropriate developmental classes
- Lack of pre-requisite ASSET scores for courses other than English, reading, and math

Recommendations

- Increase ability to meet tutoring demands in math, English, reading, and ESL
- Develop strategies that foster higher success rates of students enrolled in successive math, English, reading, and ESL classes
- Improve advising and placement to ensure students placed into appropriate developmental class(es)

Content Area Validation

The College needs to increase the collaborative advising that involves faculty, high-school counselors, and college advisors. Some members of the College-Wide Student Academic Achievement Committee (CWAAC) have recommended the establishment of a Developmental Education Committee to coordinate the needs of developmental students for the main campus as well as GCC North to assist in standardizing processes and with implementation of new procedures. More qualified full-time faculty and tutors need to be hired, along with increasing classrooms for ESL classes. The College should begin to embrace non-traditional delivery methods to alleviate the prime-time enrollment problems. The enrollment of community residents in ESL classes for college credit has grown dramatically over the past 5 years. The ESL program has the potential to grow even further if classroom space and faculty can be identified and allocated.

Educational Programs--Support for Special Populations

Achieving a College Education Plus (ACE Plus)

The ACE Plus program was implemented in 1991 to improve high-school retention and graduation rates of students in the middle 2 quartiles. 97% of the students in the ACE Plus Program graduate from high school compared to 52% of the mainstream population of the high schools served. 82% of ACE Plus students go on to college. The ACE Plus Program serves approximately 500 students annually from seven local high schools. The classes are taught on the GCC campus and include: sociology, psychology, English, reading, religion, literature, computers, sciences, and geography. Graduating high-school seniors have completed an average of 18 college credits with an average GPA of 3.2. Students take the ASSET Placement Test and take courses at GCC in the summer and on weekends, as appropriate to their skill level.

ACE Plus Program:

*First Place
Winner in the
2001 "Best of the
West" Education
Category for
empowering youth
and preparing
them for the
future*

Adult Re-Entry

This program supports new and continuing students who are returning to education after a period of time away from post-secondary classes. Services include, but are not limited to, assistance with admissions, advisement, enrollment, career information and referral services, and networking. Special orientations are held each semester and additional support is offered through club activities.

Arizona Teacher Excellence Coalition (AZTEC)

The College is in partnership with ASU West through a multi-year grant to develop teachers from under-represented populations to offset teacher shortages in the state. The administrative responsibility is through the Dean of Educational Services, with assistance from the Multicultural Affairs program.

Coalition partners include Phoenix College, South Mountain Community College, Estrella Mountain Community College, Chandler-Gilbert Community College, Pima Community College, the University of Arizona, Northern Arizona University, and ASU Main. The Program has 136 students presently identified as education majors. It is the goal of the AZTEC program to eventually have over 400 education majors. Students are provided a supportive network of services, ongoing orientations, one-on-one educational planning, access to financial resources, and targeted and focused classes to aid in their educational development.

Children's Center

The Center provides childcare to student parents of children 3 to 5 years of age while the parents attend classes to meet their educational goals. The program has a maximum capacity of 87 children and maintains a state license and national accreditation. The staff works well together and strengthens their knowledge and skills through workshops and conferences. The high quality program meets the diverse needs of student parents and their children. Student workers and interns maintain the staff-to-child ratio at the optimal level recommended by the National Academy of Early Childhood Programs.

Disability Services and Resources (DSR)

DSR is designed to meet mandated, non-discriminatory, and equal access requirements to college programs and services and to foster academic success. The resources and services allow approximately 450 students with disabilities to pursue their educational goals in the most integrated manner possible. A coordinator and 2 professional staff members help students develop independent behaviors, as well as develop the self-advocacy skills required to overcome functional limitations typically related to a disability.

Honors Program

This program provides specially designed honors sections that emphasize critical thinking, verbal skills, and creative problem-solving for students with high academic achievement. The Honors Coordinator, a faculty member in the English Department, meets regularly with the coordinators of other MCCCC College Honors Programs. The Presidents' Scholarship is awarded to the top 15% of students graduating from local high schools. In addition, an Honors Fee Waiver is available to students who have completed 12 hours and who maintain a grade point average of at least 3.25. Honors sections are typically limited to 17 students who work with select faculty in a seminar environment.

Earn-by-Reaching-to-Achieve (ERA Mentoring Program)

This program began in 1999 as a two-year pilot and was extended for an additional year. The program is task-based and matches faculty or staff with first-year, first-generation college students. Activities include regular meetings with mentors, workshops, and tasks to familiarize students with College services and expectations. The Mentoring Program will be managed by the Counseling Department beginning in 2002-03.

Multicultural Affairs

This service provides educational outreach to the multicultural and economically disadvantaged members of the surrounding community. Student development is an important component of the program and includes educational planning, assistance with financial aid applications, and proactive follow-up. Scholarship initiatives are developed as ongoing partnerships with colleges and universities.

Native American Program

The Native American Program provides academic advisement for Native/Tribal students. The Native American Student Association (NASA) brings cultural programs to the campus and encourages students to participate in activities on a District level. NASA students also attend conferences and leadership programs.

Veteran Affairs Department

The Veteran Affairs Department certifies veteran benefits and provides appropriate services. Personnel work closely with other service areas to support student success. Program staff includes a Veterans Technician and several veteran work-study students.

Achievements since 1992

- ACE Plus Program expanded partnerships from the original 4 high schools to 7, with a proportional increase in the number of participants; created a Math, Science, and Technology Academy (MSTA) in 1998; ACE Plus graduates participate in university bridge programs; a pre-ACE Plus summer bridge program began in 1999; implemented a case management approach for academic advisors; provided in-service training for ACE Plus instructors, on-site coordinators, and afternoon classes for students not able to attend Saturday classes; and required a thorough exit interview for ACE Plus graduates
- The Children's Center received national re-accreditation in 1994, 1997, and 2000; renovated the playground; inaugurated an annual children's art show celebrating the month of the young child; provided training and support to various K-12 school districts and local Head Start programs; and in partnership with the Counseling Department, provided workshops and counseling for student parents
- Offered improved adaptive computer technology for disabled students, with Technology Center staff coordinating equipment and interfaces among disabled students, classroom faculty, DSR staff, and third-party pay sponsors; and new staff hired
- Added evening and off-site (UCC at ASU West) Honors classes in mathematics and sciences; created a web page; established a three-year assessment schedule; implemented an orientation program for incoming Presidents' Scholars; increased the half-time secretary position to a three-quarter-time program assistant; and continued Student Honors Organization (SHO) community-service activities

- Improved recruitment, retention, cultural events, and scholarship funds for Native American students who participate in Native American Student Association
- ERA implemented a pilot orientation and training program for mentors and students that helps maintain a 95% retention rate for participants
- Multicultural enrollment proportional to the community and has grown, even when overall enrollment has declined; established close, continual linkages with community agencies and organizations that provide access to economic disadvantaged populations; half-time secretary position increased to full-time; and Academic Advisors of ethnic lineage help expand program capacity
- Hired a Coordinator of Career and Adult Re-Entry services in 1998; developed and offered each semester an orientation program with activities tied to classroom instruction; and created a club with scholarships awarded each semester

Team Analysis

Team 8 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included student satisfaction, academic success, and awareness of College programs and services. Quality staff and faculty were deemed important strengths. A lack of resource dollars, staff, and facilities, and the lack of understanding and awareness about our services among faculty, staff, and students are weaknesses that prevent reaching some students who might improve their chances to reach goals by connecting with the necessary services. Changing demographics in the West Valley may present an opportunity, but the fact that today's students have more serious problems and needs are a threat. Increasing awareness and understanding about Special Populations has to be a high priority of the College.

Areas for Improvement

- Challenges and opportunities to staff, train, and plan the move to a new student-centered services model (Enrollment Center)
- Although the Honors Program moved to larger quarters, limited space prevents establishing an Honors Center
- Continue and expand pre-ACE Plus summer programs for middle-school students
- Inadequate budget and personnel to support increasing student demands in all areas
- Difficulty providing a full range of services to the greater number of re-entry students
- Additional space needed and staff to meet student demands for care of their children in the childcare facility
- Childcare classroom teachers eventual need a bachelor's degree
- Continue to purchase adaptive computer equipment and expand hours of service at multiple-instructional sites for disabled students

- Maintain the quality, interest, and participation and increase the percentage of minority participants in the Honors Program when the student population is spread out at different sites (i.e., UCC, GCC, GCC North)
- Readjust the scope of services required to maintain realistic expectations among students served to minimize risks associated with inability to meet mandates
- Recruit teacher candidates from under-represented populations for the Arizona Teacher Excellence Coalition (AZTEC) Program

Recommendations

- Work with private sources to acquire additional funding for scholarships for ACE Plus students
- Collaborate on funding requests, including grant proposals
- Use advanced-language class students to translate
- Publish information in more native languages
- Include information about all special-services programs in EDU250 courses
- Feature services in *The Voice* (campus newspaper)
- Use referral packets to encourage faculty to refer students to services; include descriptions of each service and a supply of referral slips
- Develop online, ongoing data collection to recognize developing trends more quickly
- Follow-up on items a student checks on his or her information form
- Inform adjunct faculty of services
- Create a faculty web site that provides retention resources and ideas
- Increase interdepartmental collaboration
- Offer campus tours and/or virtual tours
- Enhance partnerships for high-school students, including CPD courses and programs
- Expand the Native American Program to include a counselor, advisor, and support staff
- Implement new methods of tracking transfer students and utilize Arizona Course Applicability System (AzCAS) to move students toward greater independence
- Continue involvement with community and the College initiatives involving multicultural students

Content Area Validation

Since the last accreditation visit, the educational programs that support special populations have moved forward. Additional programs such as the Mentoring and Native American services have been added. Other programs have improved services through new methodologies, like case management and user-friendly technology, which have improved retention for the students being served. A

plan is in place to make both employees and students more aware of the support services available to them. Finally, the realignment of services in the new and remodeled student-services buildings will further enhance the visibility of this support.



Assessment and Program Review

Assessment of Student Learning

Academic assessment is defined in terms of what students should “think, know, and do” upon completion of courses and programs. Assessment of student success occurs at three levels: College-wide academic achievement, program-level assessment, and course-level assessment. GCC faculty are responsible for developing assessment activities. The Dean of Instruction is responsible for the process and funding has been allocated to support assessment.

College-Wide Academic Achievement for General Education

The College-wide assessment initiative of general-education outcomes stems from a belief that assessment of student academic achievement plays a fundamental role in the improvement of student learning. GCC identified 6 outcomes for assessment. These outcomes were further subdivided into core and secondary outcomes. To date, the College has measured core outcomes.

GCC College-Wide General Education Student Learning Outcomes	
Core Outcomes	<ul style="list-style-type: none">▪ Writing – communicates thoughts, ideas, information, and messages▪ Critical Reading – interprets and synthesizes a variety of written information▪ Critical Reasoning – thinks creatively and critically; acquires and applies new knowledge and skills. Applies mathematical techniques to problem solving, analyses, and exposition
Secondary Outcomes	<ul style="list-style-type: none">▪ Speaking – organizes and communicates ideas and information, including listening▪ Information and Technology Literacy – uses a variety of resources to locate, evaluate, and use information to solve a problem or make decisions▪ Liberal studies – examines human knowledge, thought, and experience in the humanities, natural sciences, and social and behavioral sciences

Source: CWAAC Spring 2001 and GCC 2001-02 Catalog

Glendale’s College-Wide Academic Achievement Committee (CWAAC) chose *The Academic Profile*, a standardized test of general academic knowledge and skills produced and scored by the Educational Testing Service (ETS) as its mechanism for College-wide assessment. Each March since 1999, a random sample of students graduating with an Associate Degree is invited to take the test. The annual cohort sample size is sufficient to reflect cohort performance within a margin of error of +/- 8%. The committee produces an annual assessment report (“College-Wide Assessment Initiative: A Progress Report”). The District-wide Student Academic Achievement Committee facilitates a Governing Board Strategic Conversation during which all ten MCCC colleges report progress in measuring student academic achievement.

Academic Program-Level Assessment

Assessment plans examine what students should think, know, or do when they complete a program degree or certificate. Each spring, faculty update their “5-Column Model” assessment plans for transfer, occupational degrees and

certificates, and developmental education programs. Columns in the model address (1) program goals and objectives; (2) program outcomes; (3) assessment methods and criteria for success; (4) summary of data collected; and (5) use of results. Results are to be used to address curriculum modifications, i.e., course competencies to improve program-learning outcomes for students. Assessment plans are kept in binders in departments. Student support services and College-wide services also have assessment plans linked to the College mission and purposes.

Course-Level Assessment

Faculty liaisons in each department work with their peers to document how course competencies are assessed. Course-level assessment varies from department to department and even within departments. A full range of assessment tools is employed, ranging from pre- and post-tests to portfolios. Course-level assessment is tied to course competencies regardless of department or discipline. Liaisons meet periodically to share ideas about assessment techniques and interpretation of data. Course-level assessment plans are kept in binders in departments.

Program Review

Program review is a process very distinct from assessment. Where assessment focuses on what students should “think, know, and do” and how well that is accomplished, program review focuses on how relevant a program is and how valid the contents of the program are to students and the community today. Program review is conducted in both academic and service areas.

Academic Program Review

The College piloted a program review process with Computer Aided Drafting in 1998. After evaluating the process, a decision was made to create a template based on the District risk management model. The College is working with the District to provide feedback on the effectiveness of the program-review template. Each program review looks at enrollment trends, graduation statistics, advisory committee recommendations, and student feedback to determine whether a program should be expanded, modified, or placed on moratorium or eliminated. The review process represents a synthesis of information from many sources to ensure that programs are current and competitive. Approximately sixteen programs are scheduled for program review during 2001-02. The program review template and schedule are published on the IE web at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/AcademicPrograms/AcademicPrograms.html> (restricted access – username gccguest)

Student Services Program Review

Over the past 3 years, a select number of student service units have participated in program-review processes as defined by the Council for Advancement of Standards in Higher Education (CAS). After all student service units have participated in the review process, the Dean of Educational Services will evaluate the worth of continuing the use of the Course Applicability System (CAS). CAS

assessment results are available in departments and a few have been published on the IE web page at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/StudentServices/StudentServices.html> (restricted access – username gccguest)

Achievements since 1992

- Effective implementation of a College-wide assessment process for student academic achievement
- In Spring 2001, after several years of development, publication of results of the current general-education assessment test to the internal and external communities; GCC students exceeded all criteria for success set by CWAAC. On average, GCC students scored higher in all core outcome areas. This performance was recognized in the *Arizona Republic* and during the Fall convocation ceremony by Chancellor Gaskin who presented the College with a \$5,000 check to further its assessment program
- Implemented an Assessment Day each January when faculty are briefed on College-wide assessment activities and are provided opportunities to share program- and course-level assessment techniques
- Identified course-level assessment liaisons for all departments who maintain assessment matrices for their respective departments and assist faculty in developing course-level assessment programs
- Participation by all Student Service units in the Council for the Advancement of Standards in Higher Education Self-Study (CAS)
- Implementation of a program-review process in Fall 2001 to determine if all occupational programs meet the needs of students, employers, and business and industry

Team Analysis

Teams 8 and 12 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included 60% of students attain or exceed the highest level of performance on *The Academic Profile*, successful transfer of students to universities, and successful employment of students in their fields of study. GCC has both the human and financial resources, as well as the processes, to assess student learning. The current lack of data on transfer students from the state universities, seen as a weakness, has made the assessment of successful student transfers to universities difficult for the last few years.

Areas for Improvement

- Administering *The Academic Profile* to a larger cohort for College-wide assessment
- Developing assessment mechanisms and timelines for all secondary outcomes at the College-wide level

- Developing assessment plans for all programs and courses
- Linking course- and program-level assessment to College-wide outcomes and assessment
- Providing ongoing training in writing and implementing assessment plans

Recommendations

- Continue research on assessment programs at similar institutions
- Encourage participation in regional and national assessment conferences
- Develop a timeline to assess secondary student learning outcomes
- Solicit/encourage university assessment coordinator participation on CWAAC
- Host assessment conferences with ASU, ASU West, NAU, and UofA
- Develop a longitudinal study that tracks selected GCC students' performance over a longer period of time
- Refine the college-wide assessment of student academic achievement
- Develop additional incentives for students to do well on *The Academic Profile*, in addition to obtaining a representative sample each year
- Conduct training, workshops, and faculty-development activities to improve course-level learning outcomes and assessment for students
- Determine if CAS will continue to be used to evaluate student service units
- Collect data from assessments to provide high quality, quantitative data necessary to support planning and improve instruction
- Continue use of 5-column assessment model
- Inventory all assessment plans
- Find and showcase plans that are effective
- Encourage MCCCDC to review AGECC using on our 5-column model
- Continue an Annual Assessment Day and orient new faculty
- Evaluate the effectiveness of the district program-review template

Content Area Validation

GCC has come a long way since assessment planning began in 1994. At the College-wide level, it has identified a cohort, selected a nationally recognized instrument, and developed a process to administer tests annually. Progress also continues at the program and course levels as departments and faculty transition from traditional grading to assessment in their particular disciplines. CWAAC will focus on investigating ways to assess Information and Technology Literacy and to develop longitudinal studies to assess how assessment cohorts perform after they leave GCC and enter a four-year university and/or the work place. In addition, the state-wide student tracking data warehouse, ASSIST, will enable information about the number and performance of GCC transfer students to the state universities to be monitored on a regular basis. The College should showcase program-review plans that work effectively. Then, during regularly scheduled training sessions, other areas can build on work, processes, and

procedures that will eventually become institutionalized. Through the departments, the College should revisit and evaluate advisory committees' input routinely for possible implementation into the program. Before a template is adopted in a final form, the College needs to evaluate the Program Review Pilot Project.



Educational Support--Teaching Resources for Faculty

Many resources are available to support instruction by College faculty. Resources include offices or Virtual Offices for all residential and adjunct faculty; lecture, lab and special-use classrooms; presentation systems for classrooms; classrooms without walls; off-campus facilities and equipment; and training and employee development. Other resources, discussed elsewhere in this report, include the Library Media Center, Center for Learning, Instructional Palette, Innovation Center, and the College Assessment Center.

Offices and Virtual Offices

The College maintains 278 residential faculty and staff offices. Virtual Offices serve the remaining adjunct faculty population and provide voice mail, e-mail, access to the Instructional Palette (a package of software applications), ability to create and publish course web pages, syllabus templates, test databases and grades/student records maintenance. As well, many departments have created adjunct faculty work areas, complete with computer terminals, fax and copy service capability. Additional information is available on the web at

<http://gecko.gc.maricopa.edu/palette/voffice.htm>

Training and Employee Development (TED)

Current faculty resources available through Training and Employee Development (TED) are located in 2 areas. The first (located in HT2-139) contains a variety of networked Windows and Macintosh systems, 1 laser printer, 1 color ink-jet printer, 2 flatbed scanners, and a TV/VCR. The second location, HT2-149, is used as a training classroom and contains twenty PowerMac 8500/120-student computers and 1 PowerMac 8500/120-instructor station. Four of the student computers are connected to the academic network system, while the other stations, including the instructor's station, are connected to the administrative network. All of the equipment has full Internet access. A video projection system and networked laser printer have also been installed in this location. In addition, TED manages loaner equipment (laptops, digital cameras, and zip drives) and instructional media (CD's and Videos).

Each year TED also offers over 200 mini-classes for faculty and employees. Offerings range from management seminars to software application short courses and web design and development workshops. Web development is further encouraged by the College's Web Steering Committee and web masters assigned to each department. Currently, all departments have web pages and over 50 faculty have individual web pages. These pages are used to improve faculty-student communication, course advertisement and instruction.

Lecture, Lab, Special-Use Classrooms, and Presentation Systems

Of the 177 on-campus classrooms in use Fall 2001, 94 are listed as "lecture only," 71 as "lab only," and the remaining 12 as "lecture-lab combinations." While differing in configuration and use, these classrooms have several important features in common: a phone with on-campus and emergency 911 access, an overhead projector, access to other AV equipment, and permanent wiring to connect the instructor's area to the Internet. In 54 of the classroom spaces, projection systems are permanently mounted, usually in conjunction with an instructor's computer and full Internet access. Future plans include the addition of 12 new systems per year, to fulfill demands. The remaining classrooms are equipped with traditional VCRs and monitors. Eight mobile presentation systems are available upon request in support of these classrooms. Activation of the Internet connection is also available upon request.

Nineteen classrooms are designated for special-use as computer labs for Math, Business, Computer Aided Design, Foreign Languages/Communication, English, Music, Art, and the sciences. In most cases, one department uses these rooms exclusively because of the specialized nature of the instruction, room configuration, size and arrangement of specialized equipment or the great number of students enrolled in the department's courses. Trained lab technicians are employed because they are necessary in several of these areas.

Classrooms Without Walls

The High Tech Centers serve as an extension of the College's classrooms, supporting open-entry/open-exit (OE/OE) classes, which allow students to complete courses at their own pace and for faculty to reach audiences hundreds of miles beyond the main campus. GCC Health Care students, for example, complete the early part of their coursework on the Internet from home or work from the various networked labs available on campus. Students in CIS133 may complete all of their work on the Internet; students in 20 other courses complete part of their course in this manner. Assuming GCC students mirror those nationwide, the College expects a growing student demand for course delivery via the Internet. For that reason, GCC provides faculty with access to software for creating, delivering, and monitoring web-based courses.

Off-Campus Facilities and Loaner Equipment

Many programs utilize off-campus facilities or equipment for activities that require special needs. These are contracted with the appropriate business or agency. Examples include fire-arms ranges for Law Enforcement Program, hospitals for the Nursing Program's clinical programs, fire towers and fire engines for the Fire Science Program and bowling alleys for Health/PE/Recreation courses.

In response to the rapid growth of the Phoenix metropolitan area and classroom limitations at the main campus, GCC offers additional sections of many courses at off-campus sites. These include GCC North, the UCC at ASU West, and 16 local high schools; the high-school locations served 1,600 students in the College's Dual-Enrollment Program in 2000-2001.

Achievements since 1992

- Development/implementation of plan to place state-of-the-art presentation systems in classrooms, 12 per year
- Development of Training and Education Development program
- Development of Desktop Project and Virtual Offices for faculty and staff
- Acquisition (on loan from the town of Lavine) of a fire engine for Fire Science Program
- Additional classroom buildings

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included numbers and size of offices and meeting spaces. Limited adjunct-faculty office space and general meeting space were seen as weaknesses, but new buildings, a Virtual Office for adjuncts, and attractive outdoor spaces were determined to be strengths. Improvements have provided faculty the physical and instructional resources necessary to accomplish their tasks.

Areas for Improvement

- Additional office space and workspace for residential and adjunct faculty
- Alternative teaching methods to offset physical space/scheduling problems
- Consider video conferencing
- Increased training opportunities
- Flexible scheduling/coordination with curriculum development and classroom needs

Recommendations

- Continue to work on more efficient scheduling of physical resources
- In collaboration with MCCCCD, investigate distance-learning initiatives
- Plan for 2004 bond, specifically to expand GCC North and occupational program facilities
- Establish additional partnerships with business, government, and industry to provide additional faculty-training opportunities
- Continue presentation-system installation plan
- Support expanded book acquisition plan for Library Media Center

Content Area Validation

Teaching resources for faculty have improved considerably since the last NCA visit. The College has updated its Library Media Center, added additional real and Virtual Office space, and constructed/renovated classroom spaces. It also maintains a technological edge within MCCCCD and offers training and encouragement to faculty to maximize this resource. Scheduling of physical

spaces at prime times, however, remains both a limiting factor and the significant challenge in the foreseeable future. This challenge can only be met in 3 ways: additional funding, creative scheduling of existing facilities, and delivery of traditional course materials through non-traditional means (i.e., Internet, dual enrollment, or articulation). The existing video-conferencing system (VCN) has always been under-utilized and a new District-wide system may not be warranted or cost-effective.

Educational Support--Learning Resources for Students

The College provides many resources to serve the learning needs of students. These include the Library Media Center, the Center for Learning, Discipline-Based Learning Support, and the Instructional Palette.

Library Media Center (LMC)

The LMC provides a full range of services including reference, literacy, and bibliography instruction, inter-library loans, and access to library collections and proprietary electronic databases. The Library also provides study spaces that include open-area tables, carrels, enclosed small-group study rooms, and a small "computer commons" located in the center of the facility. The LMC provides a variety of instructional support services, including installation and maintenance of the College's basic technology and state of the art video-projection units, tape duplication, video recording of educational programs, maintenance of an extensive video collection, and video production.

The LMC re-opened in August of 2000. Renovation yielded an additional 19% of useable space, improved access through 2 main entrances, additional natural and artificial lighting, private and public study venues, improved computer services for online research and publishing activities, and a comfortable, pleasant learning atmosphere for students and employees. Recently, the LMC was honored by Phoenix's "Valley Forward," receiving a Crescordia Award for environmental and architectural excellence.

During the year the library was closed for remodeling, the College contracted with Glendale Public Library (\$79,000) to provide services to students. Modest services were available on campus through electronic resources and by librarians temporarily housed in HT2.

Center for Learning (CL)

The CL offers GCC credit students free tutoring in most academic subjects, assistance with study skills, media materials in English, reading, math, and a computer lab for students to improve their basic skills. The CL also provides adult community members with flexible educational services for a minimal fee. These services include mathematics, English grammar, speaking, listening, writing, spelling, vocabulary, and reading. Credit and non-credit ESL classes are

also offered. Comprehensive services for the improvement of basic skills are available throughout the year. The Center is open to anyone over the age of 16.

Discipline-Based Learning Support

Learning support is available in several academic departments across the campus. Three primary examples can be found in the Math, English, and Geology Departments.

Math Solution, located in the new Math building, is the hub where students engage in exploring and learning mathematics. Every semester, approximately 1,800 to 2,000 students use Math Solution to obtain tutoring, work on homework assignments, study for tests, and explore mathematical concepts. Math Solution houses a mathematics library, mathematics video collection, and computer stations and learning pods where supervisors facilitate collaborative study efforts. Additional information is available on the web at

<http://www.gc.maricopa.edu/math/>

In addition to Math Solution, the Math Department offers students a specific tutored course, MAT108. Students who do poorly in math classes may enroll in MAT108 concurrent with the math course(s) they are repeating. Faculty and tutor-led sessions help students focus on problem areas and skills acquisition. Statistics reveal that 76% of all repeaters earn a “grade of C or better” the second time around, due in part to the concurrent tutoring course. Enrollment in MAT108 averages 160 students per semester and contributes significantly to the College’s overall retention program.

Another opportunity for students is the Writing Center, located in HT2-113, where volunteers help support effective writing across the curriculum. Students schedule thirty-minute appointments and are asked to bring assignment requirements and a draft of the work in progress. Residential and adjunct faculty from the English Department staff the Writing Center, but the Center’s impact is felt campus wide. In addition, an electronic component begun as a pilot has since been expanded. Students can request help on-line and expect a response within 48 hours. Additional information can be found the web at

<http://glory.gc.maricopa.edu/~bhackett/wcenter/>

In the Applied Sciences Department, GeoAssist and GeoMap are 2 examples of learning-support programs. GeoAssist is a geology-specific tutoring program for students enrolled in GLG101, 102, 103, 104, 110, and 111. Faculty provide out-of-class assistance 5 days a week on the main campus, at the UCC (ASU West), and at GCC North. GeoMap is a hands-on, inquiry-based terrain model that simulates the geology and topography of some generic region in the American Southwest. The model allows students the opportunity to observe and to test some of the concepts introduced in their basic geology classes under near field-like conditions. Additional information on GeoMap is available in the northwest corner of the Physical Sciences building or on the web at

<http://www.gc.maricopa.edu/appliedscience/geoweb/gmapproj.html>

The Instructional Palette

Designed in 1996, the Instructional Palette is available free-of-charge to all credit students and employees. The Palette includes a suite of software programs that enable students and staff to complete their work, i.e., word processing, spreadsheet, database, presentational software, and a web browser. Additional information is available on the web at

<http://gecko.gc.maricopa.edu>

Achievements since 1992

- Renovation of the Library Media Center, adding 7,120 square feet, or 19% of useable space within the existing building footprint
- Added a mini “computer commons” as part of the Library Media Center upgrade
- More faculty involved in selecting library materials
- Merged the Learning Assistance Center and the Literacy Center into one Center for Learning (CL) resulted in better service to students
- Adding a full-time staff member to the CL to meet the needs of increasing numbers of students using the facility
- Created the CL web site to serve students more effectively
- Added ESL non-credit-Basic, Beginning, Intermediate, Advanced 1 and 2, and Conversational ESL by the Center for Learning
- Relocation of Math Solution to the new Math building
- Created MAT108-Tutored Mathematics
- Established a program to rent graphing calculators to math students
- Constructed a Physical Sciences building in 1999, housing Astronomy, Physics, Chemistry, Physical Science and Geology, as well as GeoMap
- Developed the Instructional Palette
- Since its inception in Spring 2000, the Electronic Writing Center has experienced continued expansion; at present, online assistance to evening and Saturday classes, GCC North, and other departments

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included appropriate spaces (labs and classrooms) and technology (computers, plug-ins, books, databases, media). Collaboration and cooperation among areas were seen as strengths, and the changing needs of the community an opportunity that reduces the negative impact of insufficient staffing and inadequate funding, which, although understood to be critical to the success of seamless student services, were seen as weaknesses.

Areas for Improvement

- Additional financial resources needed to update the library's collections
- Additional space needed for growing library collection
- Expanding the LMC's broad-band television network to all campus buildings to improve the dissemination of college information
- Additional space and staff for the CL
- Additional department resources for discipline-specific tutoring programs
- Updating Instructional Palette to keep pace with emerging software/hardware improvements
- Acquiring more electronic reference databases for the LMC
- Funding tutoring initiatives, including technology-based services

Recommendations

- Assess and improve services of the Library Media Center and offer more instructional media support; conduct more focus-group user surveys
- Redesign web pages to be more user-friendly
- Use the new collaborative classroom in the LMC to expand literacy offerings using multiple-delivery methods. The staff will revise and implement the current five-year plan to reflect the new environment
- Design virtual tours of programs and services
- Conduct more frequent in-class presentations to familiarize students and faculty with programs and services

Content Area Validation

Initiatives to support student academic learning outside the classroom have been developed and funded over the last 10 years. Two trends have surfaced that will likely become the direction for the coming decade. First, the decentralization of tutoring is a phenomenon that is gaining popularity and appears to be effective. Decentralization, however, presents the College with 3 concerns: space, personnel, and funds. Second, technology has become a required tool in almost every discipline. Though perhaps not as effective as "human" tutors or small-study groups, the use of technology must be explored to help offset limitations of space, of personnel, and of other costly areas associated with providing

expanded tutoring services, and to improve access to these services to all students.

Educational Support--Enrollment Services

With few exceptions, Student Services are open Monday through Friday from 8:00 a.m. to 7:30 p.m. Services more closely aligned to support instruction, like the Library Media Center, High Tech Center, and the Center for Learning, are available to students later in the evening and on weekends. Enrollment Services areas extend services to include Saturdays leading up to and during the first week of classes.

Student Services is divided into 2 major areas: Enrollment Services and Student Life. Each contributes to students' personal and educational needs. Enrollment Services primary focus is services/programs that recruit, enroll, and graduate students. Student Life focuses on services that support students while they are enrolled. Each of these divisions is lead by a Senior Associate Dean who in turn reports to the Dean of Educational Services. Cashier Services reports to the Dean of Administrative Services.

Admissions, Records and Registration

The Admissions, Records and Registration office provides services beginning with initial prospective student inquiries, through application, registration, graduation, and beyond. It is the repository of official student and faculty records and the certifying entity for athletics, veteran benefits, enrollment verifications, and enrollment reporting. Over 33,000 unduplicated students attend GCC each year. Additional information is available in many formats, including on the web at

<http://www.gc.maricopa.edu/kiosk/>

Academic Advisement

Academic advisors guide continuing and prospective students on a variety of degree programs offered at the College. The office is responsible for high school recruitment and community outreach. Services include advising, recruitment, university transfer, new student orientations, and distribution of information. Advisors visit area high schools on a monthly basis and participate in the West Valley Outreach Consortium. A series of GCC 101 new student orientation sessions are conducted fall and spring semesters. The University Transfer Center, coordinated by the Advisement Office, is staffed with university personnel who provide GCC students with current transfer information. In 2000, GCC implemented the Arizona Course Applicability System (AzCAS), which provides students the opportunity to monitor their progress toward a transfer degree or program. Additional information is available on the web at

<http://az.transfer.org/cas/>

Testing Center

The Testing Center administers a variety of assessment instruments, including computerized and paper/pencil tests. The American College Testing Assessment of Skills for Successful Entry and Transfer (ACT ASSET), a computerized version of ACT ASSET called COMPASS, and Combined English Language Skills Assessment (CELSA), are used for course placement. The Center administers the GED test, offers make-up exams, Automotive Service Excellence (ASE) certification examination, and student academic achievement examinations in support of instruction. The Center offers the Sylvan Prometrics test for Microsoft Certification and the General Motors Mark of Excellence Certification exam.

Cashiers Office

The Cashier's Office provides services that include the collection of student tuition, fees and fines; management of various tuition payment plans; and charging and monitoring third party tuition payments. The office also distributes financial aid monies, processes payroll documents, distributes paychecks, and conducts all cash business transactions.

Financial Aid

The Financial Aid Office assists students with applications for federal, state, and College financial aid programs. It monitors students' eligibility and maintains reporting data to help them achieve educational goals. The office also communicates and interacts with the local community through "College nights," scholarship donations, etc. Additional information is available on the web at

<http://www.gc.maricopa.edu/finaid>

Marketing

After several years of hiatus, the Marketing Department was re-established. Three years ago the College Marketing Committee was formed to provide college-wide input into marketing and advertising initiatives, from conception to placement. The Department develops and distributes event calendars, functional pieces, *The Gaucho Gazette*, and a College telephone directory to assist with internal communication. The marketing plan promotes courses and programs, supports recruitment activities, and is working to create a recognizable College identity. High school preview days were successfully re-initiated during Spring 2000. Beginning in January 2002, The Marketing Department has been incorporated into the Office of Community and Public Relations.

Achievements since 1992

- Expansion of the GCC web site now provides online access to many enrollment services after daily office hours, including financial aid applications, course and student schedules, transcripts, enrollment information, and grades
- Students receive personalized acceptance letters and ongoing correspondence

- A document-imaging storage system, which provides designated employees with access to transcripts and other relevant documents in its second year of implementation
- COMPASS testing added
- Testing, advisement, and registration are conducted at local high schools
- GCC 101, the new Student Orientation, and the University Transfer Center were instituted over the past 5 years
- The Arizona Course Applicability System (AzCAS), a web-based application, helps students facilitate transfer to a university
- The Advisement Process Tracking System (APT) was created to gather data relevant to time, staffing, and service demands to improve services to students
- The College is the largest GED test site and has the broadest special needs accommodations in Arizona. The Testing Center has been enlarged and staff increased to meet additional demand
- A tuition payment plan and short-term tuition loan program are available to assist students with short-term financial difficulties
- Registration operators now take check and credit card payments, helping to eliminate waiting lines for students
- Students Services technicians/specialists have been cross-trained in admissions, registration, records, financial aid, and fiscal functions
- Some departments developed their own brochures
- Advisement appointments were initiated Fall 2001
- A computer adaptive ASSET test (COMPASS) was implemented in 2000 in a limited way. As additional computers become available, computerized testing will expand
- The Enrollment Services Leadership Team composed of managers from Admissions/Record/Registration, Financial Aid, Advisement/Assessment, and Cashier. Multicultural Affairs, International Students Program, Marketing, and Public Relations meet twice a month to discuss issues and coordinate planning and improvement activities
- Established the Marketing Department with its own budget
- Marketing Committee established to provide forum to discuss marketing initiatives and communication with departments
- Testing Center acquired additional space

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to the measures of success, which included student satisfaction, compliance with federal, state, and local regulations, and enrollment reflects community. The College's knowledgeable staff was seen as a strength, but competition with an increasing number of institutions was determined to be a threat. While changing demographics in the West Valley may

present an opportunity, inadequate resources and a lack of up-to-date technology are both weaknesses.

Areas for Improvement

- Inadequate 19-year old District-wide Student Information System (SIS), incompatible with other computer systems and applications, and unable to provide district-wide student tracking
- Ongoing staffing, cross-training, and re-structuring for the new EC
- Outcomes of AzCAS have not met staff expectations
- Possible lack of space for additional staff and student help in new EC
- Potential limited student access to computers in new EC
- Increased cashier services personnel workloads due to additional responsibilities caused by District de-centralization
- Inflexible District-wide financial aid system requires duplication of effort and manual input
- Limited SIS programming support at College or District levels
- Insufficient number of experienced and trained staff to maintain quality services during peak periods

Recommendations

- Improve and increase training and staff development in Enrollment Services
- Adopt user-friendly technology
- Plan for new student information system (SIS) implementation at GCC
- Improve/enhance marketing efforts
- Implement innovative scheduling (web-based/class combo, more short term, less traditional models)
- Train and encourage students to use web services
- Increase staff diversity
- Increase use of computerized testing (COMPASS)

Content Area Validation

GCC participates in the District implementation of the PeopleSoft Student Information System, which is expected over the next 3 to 5 years. Additional staff has been hired and learner-centered cross-training is in progress for the opening of the new Enrollment Center in February 2002. MCCCCD take part in the improvements of the AzCAS statewide system. The Testing Center will gain 12 additional machines for COMPASS testing in its new facility. Although space for expansion in the new Enrollment Center may be an immediate concern, the College (like other institutions nationally) is uncertain about how electronic access will modify the traditional delivery of college services. Students will have access to web-based information and services through 6 self-directed computer stations in the new Enrollment Center. If demand exceeds capacity, additional machines can be requested through the computer allocation committee.

Educational Support--Student Life

Student life is an important aspect of the total College community, contributing to interests and goals that enhance students' academic and personal success. General information is available on the web at

<http://www.gc.maricopa.edu/studentlife/>

Athletics

The College has 15 intercollegiate athletic teams that participate in the Arizona Community College Athletic Conference (ACCAC) under the guidelines of the National Junior College Athletic Association (NJCAA). Athletes are recruited from local high schools. Athletes receive book scholarships and have an academic program advisor to help them meet the demands of their academic and sports schedules. Additional information is available on the web at

<http://www.gc.maricopa.edu/athletics>

Career Center

The Career Center provides information about career exploration, job searches and general career concerns. Discover, a computerized career exploration tool, helps students and community members select a career goal, identify information about other schools and financial aid. The Maricopa Recruiter is a web-based application that enables students to secure positions on and off campus. Other services include an annual Career Expo and Career Work Experience credit course. Additional information is available on the web at

<http://www.gc.maricopa.edu/career/>

Student Governments, Clubs, and Organizations

GCC historically has maintained 2 student governments. The Associated Student Government (ASG) represents day students and the Evening Students' Government (ESG) promotes activities for evening student life. Each has a constitution and by-laws and elections are conducted annually in the fall. The governments support club initiatives. In addition, ESG maintains and acquires art for the campus collection and schedules events in the Soleri Amphitheater.

Along with 2 honors fraternities, Psi Beta (Psychology) and Phi Theta Kappa (National Honors Society), more than 20 student clubs and organizations represent a wide variety of interests. Clubs provide student leadership activities, social and networking opportunities, intercultural awareness, and community service opportunities. Funds are obtained through fundraising projects and/or dues. Club may apply for additional fund through either of the Student

The GCC Gaucho Football team wins the Valley of the Sun Bowl and is the 2000 NJCAA Football Champion - The Number One Team in the country!

The Program had 14 NJCAA Academic All-American And 10 All-American in respective sports

Governments or Student Life Office. Additional information is available on the web at

<http://www.gc.maricopa.edu/studentlife/>

Counseling Services

The Counseling Center strives to meet students' needs as both an academic department and a student support service. Counselors teach credit CPD (Counseling/Personal Development) courses and provide individual career counseling, career-interest testing, goal setting, deciding on a major, and academic success strategy presentations, as well as offering personal and crisis counseling by appointment or on a walk-in basis. Counselors also provide various skill training classes, mental health screenings, community referrals, and act as student advocates. Services also are available to faculty and staff, and counselors frequently provide consultation services. Additional information is available on the web at

<http://www.gc.maricopa.edu/counseling/>

College Safety

The Safety Department provides law enforcement activities including investigations; escorts; room openings and closings; parking citations; and the reporting of safety concerns related to the College. Weekly and annual crime reports are distributed. This unit is also responsible for the Emergency Response, Chemical Hygiene, and Bloodborne Pathogens Plans, and the maintenance of records. By District policy, the 2 certified officers are unarmed. Additional information is available on the web at

<http://www.gc.maricopa.edu/safety/>

Bookstore and Food Services

Both of these services are contracted to private vendors. Aramark is the contractor for food services; Follett manages the bookstore. District Purchasing negotiates District-wide contracts, and the Dean of Administrative Services implements College contracts.

Achievements since 1992

- Athletic training facilities moved to larger quarters and purchased new equipment. Improvements and upgrades include a new gymnasium floor
- Career Services hired a Director in 1998
- Career Services added a computer lab, résumé and interview classes, and updated its library of materials
- GCC played an instrumental role in developing the Maricopa Recruiter, MCCC's Internet-based Job Service released in 2000
- A training program has been established for faculty club advisors and student officers related to policies, procedures and how to plan events. An annual ceremony is held to recognize students who demonstrate outstanding leadership and community service

- Aramark has added a contracted coffee cart in the dining room and a hot dog cart that serves the northern part of campus. Major accomplishments include a facelift for the food services area
- Relocation of the bookstore to a new building, closer to student parking provides convenient access for students. Waiting time during back to school periods has been reduced by 10%. A book voucher system is in place for students who have not received financial aid and do not have funds to purchase books
- GCC counselors are diverse in ethnicity and gender and two have specific skills in crisis counseling and working with mental illness. A series of free personal development workshops called Life101 is available for students experiencing stress, test anxiety, etc.
- Counseling service hours have been extended to include Saturday and 4 evenings. Approval was received for CPD160/Introduction to Multiculturalism to transfer to Arizona state universities as a cultural awareness course
- Evening Students' Government commissioned world-renowned architect Paolo Soleri to build an amphitheater that is used regularly for campus and community events
- Associated Student Government assisted in purchasing a handicapped accessible van. A district-wide student governance body has been formed to help student representatives from all Maricopa Colleges address issues of mutual concern
- The Safety Department made major improvements in the area of staffing and now has a full-time dispatcher, an administrative secretary, and a part-time administrative record keeping position for material safety data sheets. The Department has also evolved into a certified officer agency, with increased space and additional supervisor positions allocated
- Counseling and Career Services work together to clarify roles and responsibilities and collaborate to provide workshops and seminars
- A security camera system was installed in Spring 2001
- A program advisor now works with clubs and student governments
- Bulletin boards, sandwich boards, table tents in the cafeteria, e-mail, newsletters, web pages, web-based calendars and articles in student newspaper were created to inform students about activities
- GAUCHO TV came online Fall 2001
- Safety instituted a more complete record keeping system, adopted standardized report forms, installed surveillance cameras, and improved campus lighting
- A College-wide information campaign helped clarify the role of counselors and advisors; it included printed and personal communication
- The Counseling Center worked with the Student Success Council to plan directions for one-stop student services, often referred to as a student development model

- The Career Center implemented a customer service training program for student workers
- A leadership program was implemented in Fall 2001 for student clubs
- A job fair for companies and agencies hiring full-and part-time positions was initiated

Team Analysis

Team 9 conducted an analysis of the factors likely influencing the areas for improvement and their relationship to measures of success, which included student satisfaction, compliance with federal, state and local regulations, and participation in activities that reflect community demographics. A knowledgeable staff was seen as a strength, but lack of up-to-date technology inadequate resources were deemed weaknesses. While changing demographics present an opportunity, competition is always a threat to the College.

Areas for Improvement

- Funding, scholarship limitations, Title IX compliance, and academic progress of athletes
- Funding an adequate number of faculty club advisors
- Promoting participation in student governments
- Conducting a study of student governments' models to identify ways to meet the needs of an increasingly diverse student population
- Adequate suitable space dedicated to various student activities
- Insufficient number of certified peace officers in hiring pool
- Need for additional services and skilled personnel to address the increasing number of students with serious mental, emotional and learning problems
- Consequences of quality, consistency of services, and liability due to absence of campus and/or District mental health policies
- Card key access for all buildings
- Blue-light emergency telephones in the parking lot and throughout campus

Recommendations

- Use technology for better tracking of student participation in student activities
- Create job exchange programs to renew/cross train staff
- Continue enhancement of web resources for students
- Improve student spaces-outdoor tables/chairs, remodeled rooms, more meeting and recreational space
- Request new staff where needed through budget process
- Compensate (money or release time) club advisors
- Add better signage (marquees)

- Use e-mail list to send information to all students with accounts (this will require a means to set up distribution list)
- Install announcement panels in restrooms
- Expand size/breadth/frequency of student newsletter
- Assist students with goal development
- Offer ongoing diversity training to student services staff
- Continue to host a job fair to companies and agencies hiring full and part-time positions
- Continue to implement learner-centered processes in student services areas
- Use GCC logo vehicle sunscreens to sell or give as incentives

Content Area Validation

Career Services and Career Counseling are scheduled to move into a remodeled facility in the center of campus, which will provide improved resources and visibility. Clubs, governments, and organizations continue to attract students and support their continued enrollment. The new student leadership program further enhances student development. Student athletic program enjoys national recognition and high levels of transfer and scholarship opportunities. The new courtyard between new Enrollment Center and Student Union will provide additional social space for students. A series of student focus groups have helped to identify how students would like campus space to be used. One of the goals of the next bond will be remodeled and new space for students that will include places to relax and study. Joint activities are provided for the organizations at GCC and ASU West. Students may apply for Maricopa internships, a new program initiative by GCC.



Additional Programs--Collaborative Initiatives

Student Success Council

The Student Success Council was originally formed to improve communication among the student services managers who reported to different deans. Currently, the Council is co-chaired by the Senior Associate Deans of Enrollment Services and Student Life. Its purpose is to promote collaborative partnerships between instruction and services that will improve retention.

College Technology Committee/Student Services Administrative Subcommittee (CTC/SSAS)

In Spring 2000, a subcommittee of the College Technology Committee (CTC) the Student Services Administrative Subcommittee (SSAS) was formed to examine the technology needs of student and administrative services and to define ways to use technology to improve services to students.

Multiple Intelligences/Learning for Understanding

The Multiple Intelligence Learning for Understanding Project (MI/LFU Project) allows and encourages students who enroll in MI/LFU course sections to explore different approaches to learning academic material in a variety of disciplines. Through “performances of understanding” called “Learning Options” (which use one or more of the intelligences identified by its developer Dr. Howard Gardner), students are encouraged to become accountable for their own learning and behavior.

Learning Communities

Learning-community classes offer a holistic approach to education in which curriculum and pedagogy are restructured by intentionally linking together courses and course work to provide greater curriculum coherence and opportunities for increased interaction between students and faculty. Learning communities restructure the curriculum, address pedagogical issues, and foster collaboration and community. In traditional classrooms, faculty teach individual courses to separate sets of students, and students experience these courses in unrelated fragments. By pairing or clustering courses, both faculty and students experience a more coherent and enriched teaching and learning environment.

Career Development Enrollment Process Team

Representatives from Career Services, Career Counseling, Academic Advisement, and Enrollment Services began meeting in Spring 2000 to design ways to engage undecided students in activities that lead to career choices and better retention.

Go-No-Go Committee

Representatives from Department Chair Council, Dean of Instruction, and Enrollment Services began meeting Spring 2000 to recommend processes that

would lead to reducing the number of cancelled classes, early and better schedule building, and improved student retention.

Retention Subcommittee

The Retention Subcommittee (part of the Student Success Council) was charged with developing a College-wide plan to improve student retention. The Committee began meeting in Fall 1999 and developed a three-year plan.

Enrollment Services Leadership Team

Representatives from enrollment-related services including Testing Services, Admission, Records and Registration, Academic Advisement, Cashier, Financial Aid, Multicultural Affairs, Marketing, and International Students Program meet bi-weekly to evaluate process and discuss ways to improve services to students. Joint staff meetings, cross-training and team-building sessions, and improved processes across departments are outcomes of collaborative efforts.

Educational Services Management Team

The Educational Services Team, led by the Dean of Educational Services, meets monthly to evaluate processes and to discuss ways to improve services to students. The Team consists of the managers of various student services areas.

Marketing Committee

Representatives from instructional and service departments advise on marketing strategies and initiatives.

Achievements since 1992

- A Student Services Model that includes cross-functional teams and services was used as a basis for planning and designing the Student Services remodeling and building project
- Successful budget requests for document imaging, mentoring program, and supplemental instruction submitted by the Student Success Council
- College-wide student satisfaction and institutional priorities surveys, retention study, and a student-services subcommittee of the College Technology Committee (CTC/SSAS), which has facilitated communication among Instructional Technology and student service areas
- Go-No-Go Committee recommendations for timelines and planning reports to assist department chairs in monitoring enrollment in classes and making earlier cancellation decisions, which helps them plan more effective course schedules
- Development of a College Retention Plan by the Student Success Council (based on a Noel-Levitz campus survey)
- Established Learning Community and Multiple Intelligences teaching and learning opportunities
- A "Choosing A Career" brochure and training module developed through collaboration of the Career Services, Counseling Services, Enrollment Services, and Academic Advisement areas

- Hiring and functional cross-training conducted by the Enrollment Services Team for staff from Admissions, Records and Registration, Academic Advisement, Cashier, Financial Aid, Multicultural Affairs, International Students Program, and Testing Services for implementation of one-stop services (EC)

Team Analysis

Team 9 conducted an initial analysis of factors likely influencing areas of improvement and their relationship to the measures of success, which included cost effectiveness, increased retention, and increased student satisfaction with services. Institutional support of collaborative initiatives, opportunities to work with employees across the campus, and reduction of “turf issues” were seen as strengths, but the limited awareness of collaborative initiatives and a lack of money, time, and space were seen as weaknesses. Collaboration does provide an opportunity to optimize the College’s use of human, financial, and physical resources.

Areas for Improvement

- Need for change-management support to help employees adjust to new/changed responsibilities related to the Student Services Model
- Need to expand technological support to implement initiatives in a timely and comprehensive manner
- Increased staff and budgets to carry out initiatives

Recommendations

- Strengthen collaboration between instruction and student services
- Improve retention support systems
- Continue encouraging technology use as a tool to enable students to be self-directed and to take responsibility for their decisions
- Continue to implement the student-development and one-stop services model
- Use brochures to promote services that assist students in defining and selecting a career
- Increase awareness and participation through improved communication
- Allocate additional fiscal resources
- Research examples of collaboration at other colleges and emphasize benefits
- Increase amount of public spaces
- Evaluate/assess collaborative efforts
- Fund pilot collaborative initiatives

Content Area Validation

Collaboration across departments is increasing and necessary as services become more integrated in support of the one-stop learner-centered seamless services.

Although time consuming, services to students improve through collaboration. Collaborative instructional initiatives have provided faculty and students with enhanced learning opportunities.

Additional Programs--Community Partnerships

Educational Partnerships

Overall, partnerships demonstrate the College's commitment to meet education needs. Partnership efforts are created in response to a need or interest expressed by members of the local community. Partnerships and academic or economic development initiatives are associated with an academic department, which in turn is administered by the Dean of Instruction, or, in some cases, the Dean of Educational Services.

Several programs have been initiated to encourage high-school students not only to stay in school, but also to consider and work toward a college degree while still in high school. Among these programs are ACE Plus (Achieving a College Education Plus) and the Dysart Project. ACE Plus has been discussed earlier in this report.

Two off-campus sites offer ESL and/or developmental classes. The Dysart Project has provided ESL classes for parents of elementary school children since January 1995. GCC North offers ENG071 and RDG091. The English/Reading faculty at GCC oversees the curriculum and Dysart School District provides classroom space. An even larger group of students has been reached through an online ENG071 initiated in Fall 2001.

GCC's partnership with ASU West established the UCC in 1997-98. The Center offers lower-division GCC credit courses, mainly those that are a part of the Arizona General Education Core. For 2000-01, the UCC had course enrollments of 2,672 and a headcount of 1,786 students.

GCC, ASU West, and DVUSD # 97 cooperated to create GCC North, which opened in Fall 2000, with more than 900 students. DVUSD # 97 operates the Northwest Education Center at GCC North, a junior- and senior-level high school for 150 students who take a regular high-school curriculum, as well as dual-enrollment courses. For 2000-01, the enrollment at GCC North was 2,833 with a headcount of 2,007 students.

GCC has dual-enrollment partnerships with 17 local high schools. The dual-enrollment program, begun in 1998-99, now involves 50 high-school teachers teaching 200 college-level courses to about 1,500 high school students. For 2000-01, the dual enrollment numbers were 4,778 with a headcount of 1,500.

Business Partnerships

GCC regularly partners with a variety of businesses. The Institute for Business, Industry, and Technology (*The Institute*) is a GCC Department that provides businesses, industry, and government agencies, such as GM, A/C Delco and Ford with quality customized, flexible, and affordable technician-training programs. Until recently, Choice Hotels and the College partnered to offer business and training opportunities for employees, while offering student employment. The Choice partnership is being replaced by a new partnership with Best Western. John Deere also has a training facility at GCC. *The Institute* offers both credit and non-credit classes focusing on technical, as well as communication and management skills. From July 1, 1999 to June 30, 2000, *The Institute* conducted 13 programs and served 2,700 students.

Achievements since 1992

- Automotive partnerships increased student enrollment, updated equipment, and added the Chrysler (CAP) Program to complement the existing GM (ASEP) and Ford (ASSET) automotive technician AAS degree programs
- The Semiconductor Industry/Education Partnership was developed to work toward increasing the awareness of career opportunities in the Semiconductor Industry. This multimember partnership involves companies such as Intel, Motorola, Sitix, Medtronics, and others in cooperation with the Technology Systems Department
- Microsoft and GCC jointly offer "Microsoft Certified Professional" certificates to their employees. The company provides training materials, and the College provides the facilities and faculty for more than 170 students
- The CISCO and Oracle certified programs incorporate CISCO- and Oracle-approved coursework and training materials for GCC students and faculty. These graduates are certified to provide service to Internet industry customers
- The expansion of Business/Technology Partnerships to include Microsoft, Oracle, and CISCO has updated the curriculum, expanded student and faculty numbers, and allowed replacement of outdated equipment
- John Deere and Company partners with GCC to train their regional managers who then train the rest of the company's workforce. Two buildings, each housing 4 classrooms, have been constructed on GCC property for Deere's use. About 300 hundred students are served annually from January to May during John Deere's cycle. The College uses the classrooms during the remainder of the year. John Deere and Company built a second four-classroom building for our combined operations; outdoor covered teaching areas have been added to the Deere complex. GCC's agribusiness and horticulture classes are allowed to use these facilities when not in use by John Deere
- The Police Academy Partnership is supported by local and state law-enforcement agencies. The program has been expanded to include open-

enrollment students who pass the screening requirements. Its primary goal is to provide training for reserve police officers; nearly 70 % of GCC graduates have been hired as full-time peace officers. The towns of Buckeye, Glendale, Peoria, and El Mirage, as well as the Maricopa Sheriff's Office and the Arizona Department of Corrections, are actively involved in this program with 26 students currently enrolled

- The Fire Academy Partnership, created to prepare entry-level and advanced-level preparation for required examinations, is supported by an even greater number of communities and has doubled in size over the past 10 years. This partnership permits the towns of Avondale, El Mirage, Phoenix, Sun City, and others to send their department personnel to GCC's Fire Academy for up-to-date training. Palo Verde Nuclear Power Plant, Rural-Metro, and Luke Air Force Base also participate. More than 260 students are currently enrolled
- Completion of the new GCC/City of Glendale Fire Station provided access to new equipment and classrooms for GCC fire science and emergency technology students
- The Paramedic Program is certified by the Arizona Department of Health Services Bureau of Emergency Medical Services and averages 120 students per year. Partnership expansion in the Paramedic Program has resulted in more class offerings for working students, development of a certification and an AAS Degree program, and continuing education and re-certification classes
- The Paramedic Program Partnership involves large government-based operations, such as the Phoenix Police Department and the Maricopa County Sheriff's Office. Smaller civil and private departments, such as those from Prescott and Wickenburg, and Professional Medical Transport take advantage of training partnerships
- ACE Plus has a long list of accomplishments. The student headcount has doubled, the list of feeder schools nearly doubled, and over 97% of ACE Plus students graduate from high school. Their average grade point is 3.2 at GCC when they complete the ACE Plus program
- The Dysart Project is now funded through the Opportunity Scholarship Fund, District monies established for at-risk and non-traditional students
- The UCC was established in 1997-98 to provide GCC classes at ASU West; currently, 90 sections represent 20 prefixes and 16 disciplines
- GCC North began offering classes in August 2000 with an enrollment of more than 900 students and more than 30 subject offerings, which will grow as demand increases owing to the extensive growth in that area
- Dual enrollment in 17 local area high schools presently offers 200 sections to 1,500 students taught by 50 high school teachers
- *The Institute* has added classes on Motorcycle Safety, Successful Money Management, and Commercial Tractor/Trailer Driving, as well as classes for individuals re-entering the workforce and those who need to update business, office, and computer skills; some can be taken for credit or non-credit

- Created the early childhood education Head Start, and *La Petite Academy* childcare organization partnership to provide on-site GCC classes for childcare providers

Team Analysis

Team 11 conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to the measures of success, which included reviewing, evaluating, and updating partnerships on an annual basis; cost-effectiveness; and student recruitment. While competition from partnerships at other institutions, e.g., other MCCCCD colleges and ASU West, may pose a threat to enrollment, partnerships do allow the College to stay abreast of changing technologies and provide an opportunity to offer students current information.

Areas for Improvement

- Lack of an adequate number of classrooms at certain times
- Recruitment of qualified adjunct faculty
- Money for program development
- ASU West expanding to a four-year institution in Fall 2001 may have a significant impact on GCC's student population
- Finding land for a practice shooting range within a reasonable distance for the Police Academy in a growing community

Recommendations

- An educational partnership with United States Automobile Association (USAA) is being planned and involves providing general-education coursework to USAA employees
- Expand partnerships to include other educational institutions
- Create promotional materials to be distributed to new businesses, perhaps through the "Welcome Wagon" format
- Offer Staff/Faculty incentives to create/maintain partnerships
- Encourage alumni to develop partnerships
- Foster community awareness of existing partnerships
- Create continuing-education partnerships

Content Area Validation

Providing effective delivery of education to our community is an important element of our College mission. It is anticipated that enhancement of community partnerships, especially with other educational institutions and business and industry in our area, will continue. Of particular importance are relationships with USAA, ASU West, and local high schools.

Additional Programs--Non-credit Offerings

GCC offers many opportunities for personal growth, including non-credit classes offered to the general public as “leisure-learning” classes. Diverse Special Interest classes are designed for personal development, enrichment, and interest, with subjects ranging from Arts and Crafts to Business and Finance to Health and Fitness. The classes, which involved 13,778 students in 2000-01, are proposed and taught by people who have expertise in a particular subject unavailable in academic programs. Some, such as aerobics, have generated so much interest that when the content is appropriate, these classes have been added to the MCCCCD coursebank. More than 100 classes per semester are offered in the current Special Interest Program Catalog, published each semester. Classes such as Bass Fishing in Arizona, Origami, Dog Obedience Training, and Country Swing Dance contribute to this diverse curriculum. The Program has been self-supporting for 15 years.

Achievements since 1992

- The summer “Reading Clinic” is available for children and adults
- “Masterminds,” a program for gifted children, is the only one of its kind offered in the West Valley

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to the measures of success, which included student satisfaction with courses, repeat enrollment, and unsolicited positive feedback. Flexibility in scheduling non-credit classes and availability of endless resources (people/curriculum) were deemed strengths, but increasing competition was determined a threat. While a broad availability of teachers for non-credit topics and population growth were seen as opportunities and suggest long-term viability, due to the 100% self-supporting nature of non-credit programs, adequate financial resources remain a continual problem and was determined a weakness. Due to flexible scheduling, a wide variety of curricula, and a tremendous pool of highly qualified instructors, student satisfaction remains high. The main issue is the proliferation of highly marketed and/or lower-cost non-GCC non-credit courses. Unless addressed, possibly with additional personnel and/or additional funding, non-credit programs are at risk in today's abundant community education market.

Areas for Improvement

- Not funded by the College, non-credit offerings should be included in the normal budget request process
- Adequate classroom space

Recommendations

- Continue to seek ways to utilize facilities during campus off-hours/days

- Pursue opportunities to share resources and facilities
- Improve efforts to publicize non-credit programs to expanding service areas
- Explore opportunities to develop niche markets based on hiring staff with specific expertise
- Consider expanding the Special Interest Class Program into other locations where a greater population could benefit
- Continue to define a process and product for Strategic Planning

Content Area Validation

The non-credit programs were originally created as self-supporting classes and that is still the expectation. The fact is that a number of other government and private organizations have begun to offer an increasing number of non-credit course that compete directly with many GCC non-credit classes. The Special Interest Class Program needs to request and justify the need for College operational funding through the College budget development process.



CHAPTER EIGHT

CRITERION FOUR

The institution can continue to accomplish its purposes and strengthen its educational effectiveness

Glendale Community College fulfills Criterion Four. This section describes the Institutional Planning, Research, Performance, and Process Review which all play major roles in assessing and improving our effectiveness. The College's institutional planning processes focus on various factors that may affect the College's future. Given the many technological and demographic changes over the past decade and in anticipation of continued growth in these areas, careful attention is paid to student and community needs. Educational effectiveness springs from organizational processes that have been developed in a logical and integrated manner, intended to be comprehensive, strategic, dynamic, and able to respond to future needs.

Organizational Effectiveness--Institutional Planning

Strategic Planning

The Interim Advisory Council and the Strategic Planning Committee developed our current strategic plan in 1996. The plan has been implemented over the past 5 years under the direction of the Operational Planning Team, comprised of College representatives and 3 community members. The Team met for 2 years (1998 and 1999) to help focus and direct annual planning efforts in support of the broad strategic issues and goals identified.

In Spring 1997, department chairs, faculty representatives from specific disciplines within divisions, service-area managers, administrators, Fund 2 managers, and budget committee members participated in a comprehensive effort to study all organizational aspects related to planning and budgeting. The study examined the importance of incorporating the results of student academic achievement and institutional effectiveness, along with the goals, objectives, and strategies developed and affirmed by our strategic plan. These findings helped the College understand the importance of achieving goals through the implementation of an effective planning and budgeting process.

Based on these findings, strategic and operational planning processes have been the focus of continuous improvement efforts. The study is available at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/PlanBudget.html> (restricted access - username gccguest)

In Fall 2001, an *ad hoc* workgroup of faculty and staff explored how to improve upon the previous strategic-planning process used in 1996. This revised process can be described as an “outside-in” approach and includes the steps of listening to a variety of stakeholders, examining the gap between the stakeholders’ expectations and the College’s current capabilities, identifying strategic choices, exploring the implications of responding to “gaps” identified, selecting strategic goals, and finally creating action plans that align internal processes, resources, employees, and information systems in support of strategic goals. College strategic planning is being linked to District-wide strategic planning described at

<http://www.maricopa.edu/stratplan/>

Annual Planning

GCC’s annual planning and budgeting process revolves around strategic issues and goals, the College Mission, and MCCCCD Governing Board’s Goals. Department Chairs and managers are encouraged to include members of their departments in the planning process. Planners are asked to report outcomes from the previous year, objectives of the current year, and objectives for the next year. The end result of each department’s planning is a list of objectives that are linked to a prioritized list of budget requests for faculty, staff, computing equipment, capital, supplies, and facilities needed for the upcoming fiscal year.

Determining the allocation of resources to requests is equally participatory. Three budget subcommittees, Instruction, Student Services, and College-wide Services, review and prioritize budget requests and forward recommendations to the Budget Development Committee (BDC), which reviews all requests and makes final recommendations to the President. The Faculty Staffing Advisory Committee forwards a prioritized list of faculty staffing recommendations to the President, computing technology requests are sent to the Computer Resource Committee, and facilities requests are sent to the Facilities Committee. The annual planning and budgeting process is documented each year on the IE web site at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/BudgetingProcess/BudgetingProcess.html> (restricted access - username gccguest)

Achievements since 1992

- Developed a planning and budgeting database that is continually improved
- More faculty and staff participate in the planning process
- Improved quality of planning documents submitted by departments and managers

Team Analysis

Team 12 conducted an initial analysis of factors likely influencing the areas of improvement and determined that successful institutional planning includes department chairs and administrators who understand the processes; levels of

planning; plans and processes are in place to address the College's short-, mid-, and long-term needs; and the planning and budgeting process is reviewed annually to identify areas needing improvement. The facts that the current budget process is annual/ short-term and only considers the next fiscal year and the planning and budgeting processes are not universally understood, and is viewed as too complex and cumbersome were seen as weaknesses. While the College faces a threat in the rapidly changing environment (social, technical, economic, political trends), the opportunity for future growth will depend on a successful 2004 bond initiative.

Areas for Improvement

- Creating a broader understanding of planning processes
- Strengthening ties to College and District strategic-planning goals

Recommendations

- Expand the multi-year planning process
- Simplify budget process forms to help managers develop objectives
- Strengthen the feedback process to make planning processes more meaningful
- Link strategic planning to bond planning

Content Area Validation

A greater number of faculty and staff have been involved in the planning and budgeting process over the past 5 years. Although some view the process as time consuming and complex, the current process has addressed a number of issues identified by the 1997 planning and budget study, such as including new people on budget committees, providing a more open process to eliminate the feeling of secrecy, and improving communication and dialog among department members when writing objectives and budget proposals.

Organizational Effectiveness--Institutional Research

The Office of Institutional Effectiveness (IE) has the primary responsibility for conducting research and providing data for decision support, planning, and assessment processes. Staff members of the IE Office handle both *ad hoc* and recurring requests for data primarily from department chairs, committees, deans and managers. All requests are tracked in a database so that recurring requests can be scheduled each semester, and common *ad hoc* requests can be identified and published on the IE intranet web site. Faculty and staff can access a wide range of enrollment, student demographic, retention, facilities, and staffing data on the IE web site located at

<http://www.gc.maricopa.edu:2049/ie> (restricted access - username gccguest)

Data Warehouses

Two data warehouses provide the ability to publish trend data on the intranet web site and enable a wide variety of research questions to be answered about student performance and College effectiveness. One warehouse, IRDW, maintained by the District, has more than 10 years of "detail level" data about students, enrollments, and completers. The other warehouse, ASSIST, maintained at ASU, provides the ability to track transfer students to the state universities and other community colleges in Arizona. The office also maintains a library of books, articles, journals, and publications on institutional research topics such as assessment and institutional effectiveness. The library is available to all faculty and staff.

Support for assessment processes includes conducting cohort studies on new students, students in special programs such as dual enrollment and ACE Plus, graduates/completers, and university transfers. The office also develops specialized tracking databases at the request of programs and departments to meet their unique needs. Support provided to faculty and staff who want to conduct surveys includes planning the survey, formulating questions, selecting random survey samples, automating the processing of survey results, and analyzing survey data.

Achievements since 1992

- Enabled easier and wider access to data through the IE intranet web
- Increased availability of data led to increased use of data for College decision-making, planning, and budgeting
- Implemented District data warehouses

Team Analysis

Team 12 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included using data consistently and appropriately for staffing, budgeting, and other decision-making issues; and that accurate, relevant, and timely data are available in useable forms. A strength is that institutional research is viewed as facilitating the use of data for decision-making by faculty and staff. A lack of clarity in knowing who does what and where employees should get needed information, along with the difficulty of linking outcomes to the Strategic Plan were seen as weaknesses. Opportunities include working with GCC's feeder schools' research and planning offices to share data and integrate College research with District initiatives.

Areas for Improvement

- IE Office unable to handle all programming support requests in a timely manner
- Creating awareness of available online research information

Recommendations

- Schedule ongoing data workshops during week of accountability for faculty and staff
- Initiate West Valley researchers' consortium
- Continue to implement and improve the College IE plan

Content Area Validation

The use of quantitative and qualitative data has become a standard and expected practice at GCC. Although there has been more emphasis and evidence that the College is using data to make decisions and for planning purposes, the IE Office needs to provide additional opportunities for faculty and staff to learn about data and resources available to them on an ongoing basis.

Organizational Effectiveness--Institutional Performance

The IE Plan was approved by NCA in 1993. Since the plan's initial approval, it has continued to be refined by adding, deleting, and modifying performance measures based on their usefulness or ability to be implemented. The framework of the plan includes monitoring performance in 2 major areas: Student Achievement and Organizational Achievement.

Student Achievement

- Academic Success--assesses what students should "think, know, and do" upon completion of courses and/or programs
- Student Development--assesses the effectiveness and efficiency of the support of student learning outside of formal instruction

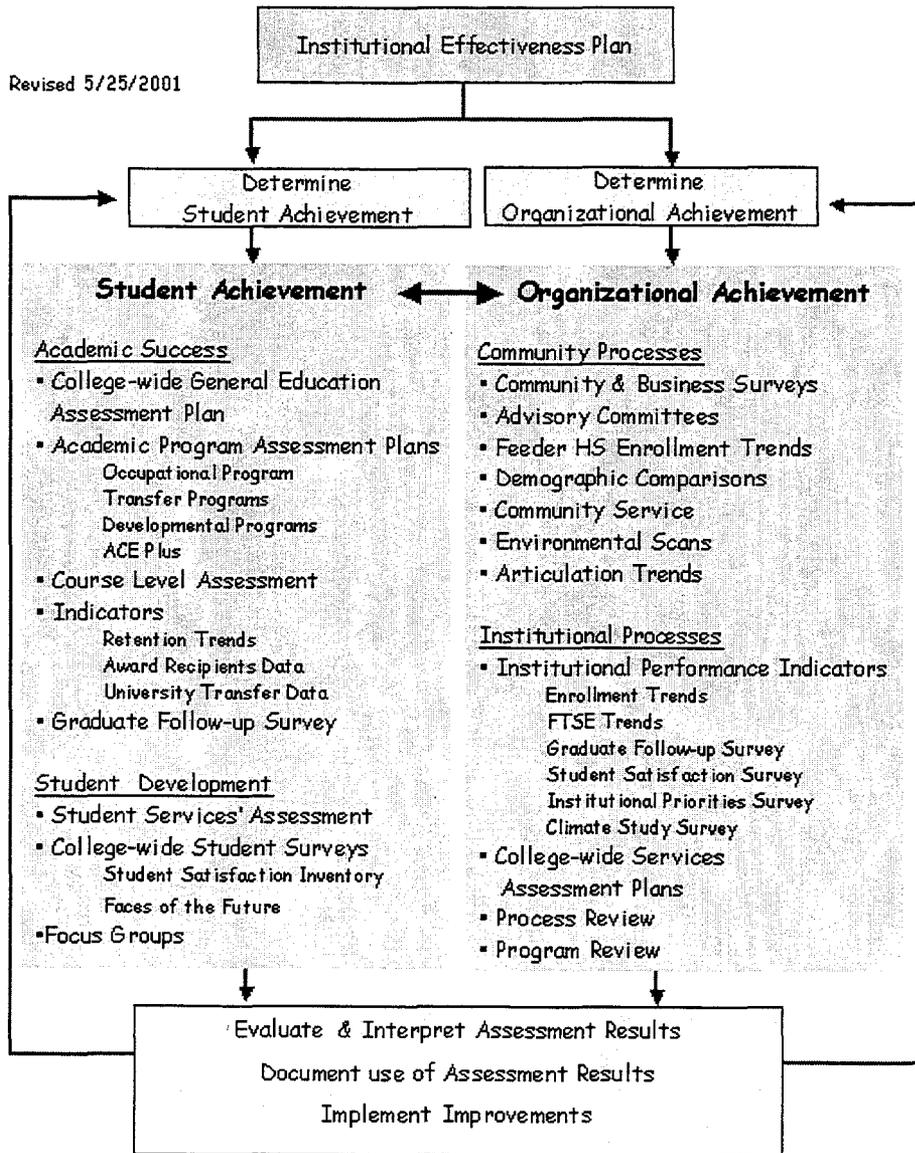
Organizational Achievement

- Community Processes--assesses the efficiency, effectiveness, responsiveness, and satisfaction of identifying and customizing training to meet the needs of local businesses and residents, communicating offerings to service-area residents, involving community members in advisory committees, and all other outreach activities conducted by the College, faculty, and/or staff
- Institutional Processes--assesses the effectiveness, efficiency, satisfaction, and continuous improvement of all internal, non-instructional units, operations, and processes of the College. A summary of the performance measures can be found at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/IEPlan/IEPlan.html>
(restricted access - username gccguest)

Glendale Community College

Revised 5/25/2001



Source: GCC IE Office

Assessment Philosophy

At GCC, assessment provides the means for the College to evaluate the effectiveness of the institution, especially student-academic achievement. Through the process of assessment, we ask questions such as “What should students think, know, and do upon completing a course, academic program, or general education curriculum?” “Are we meeting student expectations?” and “What can we do better?” Assessment is the step in the College’s plan-do-check-improve cycle and provides the data that is the basis for decision-making and continuous improvement.

Administration of IE Plan

The Institutional Effectiveness Office has the primary responsibility for directing the implementation of the plan. The Dean of Instruction oversees the assessment of Academic Success. The Dean of Educational Services oversees the assessment of Student Development. The President, Deans, and the IE Office share responsibilities for the oversight for the assessment of community and institutional processes. In addition, the following groups have specific responsibilities:

- CWAAC has responsibility for the annual review and update of the College-wide general education assessment plan
- Within their respective departments, faculty have responsibility for the annual review and update of academic program assessment plans
- Faculty Assessment Liaisons are responsible for working with faculty in their departments to document course-level assessment
- Managers of student services, College-wide services, and key committees have responsibility for the annual review and update of their assessment plans
- The IE Office makes recommendations to the Administrative Team regarding the administration of College-wide surveys

Evaluation of the Assessment Process and Measures

Since the IE Plan’s inception in 1993, CWAAC, the Student Success and Deans’ Councils, and Administrative Team have reviewed the assessment process and measures periodically for the purpose of updating the IE Plan. The self-study process recommended annual reviews of all key processes. Based on this recommendation, the assessment process and IE Plan will be reviewed by CWAAC, Student Success Council, and Administrative Team annually, and the plan will be updated as needed. The IE Office will be responsible for initiating the review process and for updating the IE Plan.

Relationships between Planning, Budgeting, and Assessing

Since 1997, the planning and budgeting process has considered assessment results when allocating and reallocating resources. Planning areas are encouraged to include data and assessment results to substantiate the need for new or additional resources. Although it is expected that departments will implement

assessment plans without additional resources, assessment results can and should be used as evidence that resources are needed to make improvements in programs and services. Assessment results are also used to anticipate the need to change curriculum, organizational structure, administrative procedures, and relationships to external agencies and the public. Results can also identify faculty and staff professional growth and development needs.

Overall Indicators of Student Satisfaction

In Spring 1999, the College conducted the Noel-Levitz Student Satisfaction Inventory to measure overall student satisfaction with a wide range of college experiences. The companion Institutional Priorities Survey for faculty and staff was also administered at the same time. A Noel-Levitz consultant assisted the College in analyzing the findings.

Students were *most satisfied* with the following areas:

- Nearly all of the faculty are knowledgeable in their fields, faculty are fair and unbiased toward individual students, and faculty are usually available after class and during office hours
- Students are able to experience intellectual growth at GCC
- Library resources and services are adequate, computer labs are adequate and accessible, and equipment in the lab facilities is kept up-to-date
- Policies/procedures regarding registration and course selection are clear and well-publicized and students seldom get the "run-around" when seeking information
- There are convenient ways to pay school tuition and fees, and billing policies are reasonable
- The College provides a variety of courses

Students were *least satisfied* with the following areas:

- Academic advisors are knowledgeable about students' program requirements
- Academic advisors are knowledgeable about transfer requirements to other schools

The Student Success Council has primary responsibility for addressing these areas of concern.

Achievements since 1992

- An IE plan was written and approved by NCA and implemented
- Assessment results have been used for planning and making budget decisions
- Institutional performance data are available from the IE Office and CWAAC on the IE web page at

<http://www.gc.maricopa.edu:2049/ie/> (restricted access - username gccguest)

- Noel-Levitz Student Satisfaction Instrument was administered in Spring 1999; simultaneously, the Noel-Levitz Institutional Profile Survey was administered to employees; an outside consultant conducted focus group surveys concerning the quality of Support Services
- Support Services participated in a District survey conducted by O'Neil Associates regarding the "Attitudes of Students Toward Maricopa County Community College Services"
- Support Services were the subject of focus-group surveys targeting student perception
- The Student Success Council developed a retention plan based on findings of the Student Satisfaction Survey

Team Analysis

Team 7 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included students' accomplishment of goals (whether employment, transfer, or personal development), the College-wide assessment of general education, and student retention rates. Currently, it is difficult to link our institutional effectiveness outcomes to our Strategic Plan. In addition, incoming students often lack college readiness skills and information, affecting attrition rates. Strengths include instructional support programs available for students and the variety of courses and degrees offered to students. A threat is that at times the District is seen as out of touch and out of sync with College institutional effectiveness (including assessment) and performance measures, potentially complicating the monitoring of institutional effectiveness.

Areas for Improvement

- Although a number of measures related to academic success, student development, and community and organizational processes have been implemented, a select group of high-level indicators identified should be reported to the community
- A more formal process for the review and update of the IE Plan is needed

Recommendations

- Develop additional measures to assess effectiveness of institutional processes
- Conduct Town Halls with District Office personnel/Chancellor on common areas of interest and concerns regarding institutional performance and accountability
- Consider mandatory advisement, placement, and orientation for incoming students
- Monitor changes in community systematically
- Expand cohort for College-wide general education assessment
- Assess student goal completion
- Develop mechanisms to ensure use of outcomes data in future planning

Content Area Validation

Institutional performance and strategic planning will most likely be more closely aligned in the near future. The IE Plan still has an extremely large number of measures that potentially could be honed down into a more manageable number, allowing a more directed effort that would enable the College to quantify its overall performance more simply. The majority of recommendations have already been considered or acted upon by the College and/or District.

Organizational Effectiveness--Process Review

Process reviews are a component of the College's IE Plan and are conducted for the purposes of improving key processes, including strategic planning, annual planning and budgeting, and institutional effectiveness and assessment. Each process is well defined, with many having flow charts that identify each step in the process.

The annual planning and budgeting process has a formal review mechanism that was initially conducted by the Budget Process Review Team (BPRT). Using 1997 study findings related to planning and budgeting, the team made recommendations for improving the process. Currently, each spring the BDC and its related subcommittees evaluate the planning and budgeting process and make recommendations for improvements for the next academic year.

This past fall, an *ad hoc* work group comprised of faculty and staff with strategic-planning experience or interest in this area recommended a revised five-year strategic-planning process cycle that links self-study results to strategic planning. The strategic-planning process will be re-evaluated after a new plan is written in Spring 2002 and again in Fall 2006, before the next strategic-planning cycle. The absence of a formal review mechanism for the IE Plan should not be construed as a complete absence of review.

Achievements since 1992

- In Spring 1997, conducted a study of planning and budgeting processes to determine needed improvements
- As a result of process reviews, planning and budgeting training and work sessions are scheduled each year, forms are now available through a planning and budgeting database, a planning and budgeting timeline is published each spring, communication of budget decisions are distributed earlier and made available to everyone, and more people are now involved in making budget recommendations
- Annual review of planning and budgeting processes
- Evaluation and revision of the strategic-planning process

Team Analysis

Team 12 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success. That all key processes, including strategic planning, institutional effectiveness, planning and budgeting have process review mechanisms, that College processes mesh with District processes, and that a plan-do-check-act methodology is used as a means to incorporate process review into key processes were seen as strengths. The process review used for planning and budgeting is viewed as a model for conducting reviews of other key processes. A weakness is that conducting process reviews increases faculty and staff workloads, but the opportunity gained is that an honest and reflective review of College processes provides accountability to the public and increases trust and support.

Areas for Improvement

- Need a more formal process for the review and update of the IE plan
- Mechanisms to assess all College processes should be developed

Recommendations

- Publish the results of process reviews
- Establish process reviews for all key processes, including strategic planning, mission review, and institutional effectiveness

Content Area Validation

The Office of Institutional Effectiveness is working with the Executive Team on developing an annual process review related to assessment. Although process reviews and other continuous improvement strategies do increase our workload, they also assure we are busy doing the “right” things in the most effective way.





CHAPTER NINE

CRITERION FIVE

The institution demonstrates integrity in its practices and relationships

Glendale Community College fulfills Criterion Five. The College demonstrates its commitment to Diversity and Integrity, along with ethical behavior, in all of the relationships, policies, procedures, and practices communicated to the entire College community. College programs and services are portrayed accurately with responsible accountability to students and the community. Employees understand the importance of adhering to legal, District, and College regulations.

Commitment--Diversity

Efforts toward diversity at the College and District are extensive. As a community college, GCC attempts to reflect the rich diversity of the community it serves. That diversity of students, faculty, and staff should reflect service areas remains a priority for the College and District. Within the College mission and purposes statement, emphasis is placed on preparing students to "participate in a culturally diverse, technological, and global society."

Increased emphasis on ensuring diversity for our students has produced the International Students Program, strengthened the Multicultural Services, and Disability Services and Resources Programs, ESL offerings, and broadened international education choices within the curriculum.

Anticipating an increasing number of retirements, the College has placed particular emphasis on affirmative action and affirmative recruitment efforts. All College and District publications attempt to reflect the diversity of our students and the community. Selected GCC efforts are highlighted in several ways and available on the web at

<http://maverick.gc.maricopa.edu/Diversity/>

Employee organizations reflecting diversity include Maricopa Council on Black American Affairs, Gay/Lesbian HRA, Asian and Pacific Islanders, AACHE, and Women's Leadership Group. Student groups also reflect diversity of backgrounds and interests. A partial list includes: Lesbian Gay Bisexual Academic Union, MEChA (Hispanic Student Union), Stars II-Black Student Union, *Le Coin Français*, International Students Association, Latter-Day Saints Students Association, Matrix Ministries (Christian, non-denominational), Native

American Students Association, Newman Club (Catholic), Student Support Services Club (disabled students), Vietnamese Student Association, Religious Studies Club, Russian Club, and Yoga Club. As well, students and employees with disabilities can find information on rights and opportunities on the web at

<http://www.maricopa.edu/disab/>

Commitment--Integrity

Integrity in practices and relationships is reflected in District and College policies and procedures that range from personnel policies to purchasing practices, and from articulation agreements to vendor contract negotiations. Other actions are demonstrated in the manner in which the College interacts with its community and representatives, recruits and serves students, and works with its educational and business partners. Sound business practices are used with vendors and partners, as well as with implementation of contracts or agreements with other educational institutions and business and industry. College and District documents may list values or beliefs, but actions, often not documented, and at times more personal than institutional, sustain a college's integrity.

Integrity in Educational and Governmental Agreements

GCC has developed numerous formal and informal agreements with other institutions. Participation in the various state Articulation Task Forces has produced agreements that benefit faculty and students. Additional information is available on the web at

<http://www.dist.maricopa.edu/eddev/students/genpolicies/articula.htm>

These agreements represent negotiated arrangements and reflect the trust and understanding of the parties. Agreements with universities are many. In addition, GCC has a strong and viable agreement for the operation of the University-College Center on the ASU West campus.

GCC has agreements with surrounding high schools for dual enrollment and for operation of the GCC North site with the DVUSD # 97. Other agreements may require Governing Board approval under the requirements of Intergovernmental Agreements (IGAs). These also include agreements with surrounding city governments and their agencies, i.e., Fire Departments, Police Departments, and health agencies. IGAs are handled well, and GCC can be proud of its strong record.

The Dean of Administrative Services and the College Business Manager provide oversight of business agreements, while oversight of the educational and agency agreements are handled by the appropriate Dean or Associate Dean. The District's Legal Office and Purchasing Office may be involved as well.

Integrity in Vision, Mission and Purposes

GCC and MCCCCD have adopted vision and mission and purposes statements and identified their values, which are published in its *General Catalog 2001- 2002*, pp. 4-5. In addition, GCC has adopted its own Code of Ethics and Code of Conduct. These shared values are used in the development of policies and procedures and guide planning, practices, and relationships. The information is available on the web at

<http://www.gc.maricopa.edu/htc/ia/ethics.htm>

Integrity in Personnel Policies and Procedures

Although employee groups' contracts are administered at the District, the implementation of many aspects of the policy agreements is handled at the college level. GCC exhibits care in following the various working conditions and grievance procedures outlined in the policies, available on the web at

<http://www.dist.maricopa.edu/hrweb/policy.html>

In addition, each year employees receive the *Faculty and Staff Handbook*, available soon on the web.

Integrity in Student Records and Processes

As demonstrated by policies and procedures in the Admissions and Records Office, as well as that unit's adherence to professional and District standards of operation, student records are guaranteed to reflect student work and protect student privacy. All the requisite safeguards and protections are in place to ensure the integrity of student records. Policies defining protection of student records are available on the web at

<http://www.dist.maricopa.edu/eddev/students/genpolicies/records.htm>

Legal requirements on the provision of transcripts are available at

<http://www.dist.maricopa.edu/eddev/students/genpolicies/transcript.htm>

An overview of student policies is available at

<http://www.dist.maricopa.edu/eddev/students/genpolicies/outline.htm>

Integrity in Business Operations

The College complies with all District business regulations, as well as those required by the state. Overviews of District business regulations are available on the web at

<http://www.dist.maricopa.edu/business/>

*The 2000 Traveler
wins acclamation:
The Columbia
Scholastic Press
Association critiqued
GCC's creative arts
magazine and
awarded it their
highest ranking—the
Gold Award!*

Integrity in Publications

All College and District publications seek to reflect the diverse community served and to portray College programs and services accurately.

Integrity in Interpersonal Relationships

While professional integrity is acknowledged as integral to the fabric of the College, the NCA Advisory Team recommended suggestions for improvement during its May 2000 visit. As a result, the College created a voluntary mechanism to address disagreements before moving a misunderstanding into a formal phase. These new procedures were recently recommended by the President's Advisory Committee and accepted by the President.

While there have been strained relationships between and among some College employees, these are not unusual in an institution as large as GCC and an organization as large as MCCCCD. To the College's and the District's credit, new processes should slow the acceleration of disagreements before they reach a higher level.

Integrity in Access to Technology Resources

Although not often thought of an integrity issue, the manner in which students and staff have access to resources, including technology access, is a reflection of College beliefs and values. So that GCC would not be an unwitting partner in sustaining the "digital divide," the College allocated human and fiscal resources to ensure that all credit-students would have a software suite of tools, e-mail, access to the Internet, and storage on the servers. The Palette has had a tremendous impact. Additional information is available on the web at

<http://gecko.gc.maricopa.edu/Palette/update.htm>

Team Analysis

Team 15 conducted an initial analysis of factors likely influencing the areas of improvement and their relationship to the measures of success, which included the equity of the application of policies and procedures, a good-faith effort to make policies and procedures widely available, and the accurate and consistent information on policies and procedures regardless of the medium. Given that the perpetuation of College "issues" and a climate of ill will, fear, and suspicion among groups are products of the ineffectiveness of a mechanism to resolve internal disputes, the team identified the lack of a mechanism for conflict resolution as a weakness; another weakness is the lack of trust in the planning and budgeting process. Despite the fact that the budgeting process ensures that funding priorities of the departments are consistent with College goals and objectives, there is a sense that funding is subsequently manipulated or redirected. A third weakness is in assessment. Core indicators that demonstrate a student-centered philosophy need to be identified and communicated. One threat is in the area of funding where the need to generate FTSE in order to

obtain sufficient dollars may result in an excessive emphasis on quantity without equal consideration of the quality of instruction and services provided. Moreover, the changing environment of higher education poses another threat. Non-traditional academic opportunities, such as web-based courses and short-term, focused courses offered by institutions such as the University of Phoenix and distance-learning providers, offer options to students who require flexibility in their educational plans. In addition, changes in academic programs at traditional colleges, notably ASU West, may attract those who formerly relied on GCC for the first 2 years of their college education.

Areas for Improvement

- Review planning processes and the Strategic Plan
- Coordinate College strategic planning with that at the District
- Update the Institutional Effectiveness Plan
- Foster responsible e-mail communication
- Further refine committees' compositions to ensure proper representation
- Re-establish trust among all levels and groups
- Reduce territoriality by convincing employees that being more inclusive in processes does not necessarily mean a loss of power
- Initiatives to improve services and inter-relationships need consistent levels of commitment across all employee groups
- Current practices sometimes create the perception that the Administration arbitrarily makes decisions, uses poor judgment, acts irresponsibly, and occasionally abuses power
- No clear oversight processes exist for monitoring College practices, in particular those associated with external relationships
- Foster internal and external ethical and responsible communication
- Dispel the feelings of fear, suspicion, and mean-spiritedness
- Possible conflicts of interest exist regarding Governing Board members' involvement
- Complaints voiced regarding employee reclassification process(es)
- Need for clearly identified and well-communicated information in College publications about relationships with organizations that provide on-campus services, such as the College Bookstore, Food Services, Choice Hotels, and *The Institute*
- Need clearer definitions or criteria that demonstrate why and how external relationships are formed and maintained, especially those with business and industry

Recommendations

- Improve and expand new employee orientations to include review of College and District statements on mission, purposes, values, and ethics
- Monitor compliance with publication standards and diversity expectations

- Ensure continued standards and compliance with established District and College business practices
- Monitor agreements and collaborations with high schools, universities, community agencies, and governmental entities
- Improve diversity efforts and affirmative-action commitments for students and staff

Content Area Validation

MCCCD and GCC both strive to ensure that all publications convey the honest, accurate, and timely dissemination of information that students, employees, and the external community need to be able to access the educational and other services they need and want. All budget decisions are now shared College-wide. The lack of a College code of conduct and/or code of ethics has been rectified.



Integrity--District And College Publications

Integrity--MCCCD

Policies and procedures regarding nondiscrimination, affirmative action, and equity are created by MCCCD, rather than by each college. Many College publications, including the *Faculty and Staff Handbook*, contain District policies.

Integrity--GCC

Policies and procedures guiding production of the College's print and electronic publications are grounded in a commitment to disseminate accurate, clear, and comprehensive information to the internal and external communities.

Continual efforts are made to monitor, safeguard, and improve the quality of all publications. The following publications have procedures to ensure honest, accurate, and consistent information:

General Catalog

The GCC *General Catalog* is produced by Enrollment Services. It combines common pages from the District with College-specific information. Common policies and procedures, to which all MCCCD colleges must adhere, are the foundation of the catalog. These common pages are combined with other student-specific regulations, plus degree and certificate requirements and course descriptions.

In an annual review process, each department updates and proofs its programs. The District Curriculum Committee also sends updates as they make adjustments to District-wide programs. Necessary changes are made before final printing. Marketing Department personnel assist with the front cover design and introductory pages.

Class Schedules

Class Schedules are produced by Enrollment Services. Each combines specific registration regulations and procedures, along with the classes offered each semester. Updating information as needed, the regulation portion of the schedule is reviewed for each publication with course information downloaded from the Student Information System to ensure accuracy. Marketing Department personnel assist with the front cover design, student testimonials, and advertising centerpieces.

Student Handbook

The GCC *Student Handbook* is produced by Student Life and consists of common policies and procedures from the District, as well as pertinent policies and procedures for student governance. Each department and club mentioned in the *GCC Student Handbook* is reviewed annually for needed additions and corrections.

Faculty/Staff Handbook

The *Faculty/Staff Handbook* is produced by Enrollment Services. This resource manual includes policies, District regulations, committees, and sample institutional forms. An annual review process allows for additions and corrections.

GCC Annual Report

The *GCC Annual Report* is produced by the Office of Community and Public relations and distributed to GCC constituents throughout the community; it includes an address by the President and the prior year's accomplishments.

Recruitment Pieces

Student recruitment pieces are developed and produced by the Marketing Department in conjunction with instructional and student-services departments.

Advertisements

The Community and Public Relations Department creates mass media advertisements with the assistance of an advertising agency. The College Marketing Committee reviews and advises on messages and themes.

The Voice

The Voice is the student newspaper produced by students in a journalism lab. Student editors create their own news assignments and editorials. After publication, the faculty advisor critiques each issue.

The Traveler

The Traveler is a student creative arts and literature magazine produced annually by the English and Art Departments.

GCC Web Site

A College web master designs and oversees content of the first layer and several pages within the site. Other pages have content determined by departments or individuals. The Web Committee is in the process of developing templates to create consistent look and content. The official web site of the College is

<http://www.gc.maricopa.edu/>

Achievements since 1992

- The Desktop Project, which provides each employee with a desktop computer, improved publishing methods; utilizing templates makes it easier to ensure accuracy and timely modifications
- Formal communication publications have been initiated--GCC now compiles and distributes the *Annual Report* throughout the College and community; and *The Gaucho Gazette* is an internal newsletter distributed quarterly
- The GCC web site and e-mail are technological additions to the College's communications systems for electronic communication and information among College and District employees

- Student communications have also been improved--each student has an Instructional Palette Account (access to a computer, Internet connection, e-mail, and an office suite of programs) and instructors or clubs can establish e-mail distribution lists
- Publication guidelines for *The Traveler* were developed and approved in November 2001
- Brochures have been developed for several departments--remaining departments are part of a three-year plan

Team Analysis

Team 14 conducted an initial analysis likely influencing the areas of improvement and their relationship to the measures of success, which included adherence to professional publishing standards, standardization among College publications (cross validations), and validation from appropriate sources. Consistency of College information and universal access to computer networks were seen as strengths, but poor interdepartmental communication, a lack of resources and the lack of policies and procedures to support publication standards were identified as weaknesses.

Areas for Improvement

- Share event information more effectively with internal and external communities
- Web pages need additional regulations and disclaimers
- Departments and student clubs need a publicity mechanism
- Establish publication standards, including Standard English grammar, conciseness, physical appearance, and content quality
- Communicate publication standards to GCC community

Team Recommendations

- Adopt a "Press Release Template" for College-wide use
- The Web Committee is discussing templates for departmental pages
- Provide College-wide access to templates
- Increase department web development
- Maintain same level of access to computer networks
- Reduce web duplication

Content Area Validation

Most departments and services have developed or are in the process of developing web pages. Redundancy still exists and information maintenance is an ongoing challenge. Various templates are available and training on how to use them is provided through TED. *The Voice* and Marketing use the new "News Release Template." *The Gaucho Gazette* converted to an electronic publication format in Fall 2001 and uses a new template designed for online newsletters.

Integrity--Academic Standards

The *General Catalog* and *GCC Student Handbook* define policies on academic standards developed through District committees, with faculty and Student Services personnel representation. These are then approved by the Governing Board and common to all colleges in the District. Topics include Absence Policy (including religious holidays), Withdrawal Procedures, Grading, Student Grievance for Academic Process, Scholastic Standards, Academic Misconduct, and Educational Records. Policies are available on the web at

<http://www.dist.maricopa.edu/eddev/students/genpolicies/outline.htm>

Achievements since 1992

- While policies on academic standards remain relatively unchanged since 1992, distribution to students has improved
- GCC 101, "New Student Orientation," includes a section on policies for academic standards; however, the orientation is not mandatory, thereby limiting the number of students who benefit

Team Analysis

Team 3 conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to measures of success, which included success of our transfer students, the results of macro testing of student outcomes, program review, and certification. Poor adjunct faculty salaries and resources, state under-funding for K-16, and under-prepared students entering GCC were seen as threats. The team also concluded that the faculty-driven comprehensive assessment program is a significant strength. A strong Articulation Task Force system (linking the District's curriculum to that of the state universities) presents an opportunity.

Areas for Improvement

- Course placement and waiver policy
- Adjunct faculty salaries

Team Recommendations

- Raise adjunct faculty salaries and offer individual (not family) benefits
- Lobby new governor/state legislators
- Ensure 90:10 ratio across the board (evening, day, all departments)
- Establish closer K-12 partnerships and articulation
- Encourage mandatory placement/testing
- Clearly define and communicate to students assessment recommendations for course placement

Content Area Validation

The College attempts to maintain the highest level of integrity. Adjunct faculty salaries were increased for the 2001-02 academic year. Each year more academic departments hire residential faculty with the understanding that they will teach evening classes. The District Mathematics and English Instructional Councils have developed Mandatory Assessment and Placement proposals for implementation during the 2002-03 academic year.



NCA/HLC Third-Party Comment

Seeking Third-Party Comment for Continued Accreditation

The College complied with the Higher Learning Commission's third-party comment requirement by identifying its public constituencies, developing a process, and determining timelines for seeking responses. Participants included the NCA Steering Team, the Office of Institutional Effectiveness, the College Administration, and the Director of Community and Public Relations.

Purpose

The purpose of GCC's plan to seek third-party comment is to reach as broadly as possible the various public constituencies important to our College and to actively solicit their input as part of the accreditation process.

GCC's Public

Public constituencies fall broadly into the following categories defined in the planning process:

- Students
- Faculty and Staff
- General Community and Taxpayers
- Local Government and Civic Groups
- State-level Government
- Community Partners

Type	Where	Primary Audiences	Timing
Press Release	<i>Arizona Republic, Glendale Star, Peoria Times, Tallyho, The Arrowhead Ranch Independent, Sun City Independent, Surprise Independent</i>	General Community	December 2001
Press Release	<i>Arizona Capitol Times and The Business Journal</i>	State Government	December 2001
Press Release	<i>Glendale Chamber of Commerce Newsletter</i>	Business Leaders	December 2001
Press Release	<i>Edeetera</i>	MCCCD	December 2001
Press Release	<i>The Voice</i>	GCC Students	December 2001
Article	<i>The Gaucho Gazette</i>	GCC Faculty and Staff	December 2001
Letter	Local and County municipal entities, Service Area State Representatives, GCC Community Partners	Specifically: Mayor and Council Members for Glendale, Peoria, Surprise, Litchfield Park, Goodyear, Avondale, Tolleson, and Phoenix; Maricopa County Board of Supervisors	December 2001
Web Site	GCC Home Page	General Community, prospective students	December 2001

Public Notice: Sample Releases

Press Release

Glendale Community College (GCC) will undergo a comprehensive evaluation visit March 4-6, 2002, by a team representing the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. GCC has been accredited by the Commission since 1967.

The Commission on Institutions of Higher Education is 1 of 6 accrediting agencies in the United States that provide institutional accreditation on a regional basis. Institutional accreditation evaluates an entire institution and accredits it as a whole. Other agencies provide accreditation for specific programs. Accreditation is voluntary. The Commission accredits approximately 950 institutions of higher education in a 19-state region. The Commission is recognized by the U.S. Department of Education.

For the past year and a half, GCC has been engaged in a self-study process, addressing the Commission's General Institutional Requirements and Criteria for Accreditation. The evaluation team will visit GCC to gather evidence that the self-study is thorough and accurate. The team will recommend to the Commission a continuing status for the College. Following a review process, the Commission itself will take the final action.

The public is invited to submit comments regarding the College to:

Public Comment on Glendale Community College
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the College or its academic programs. Written, signed comments must be received by February 6, 2002. The Commission cannot guarantee that comments received after the due date will be considered. Comments should include the name, address, and telephone number of the person providing the comments. Comments will not be treated as confidential.

Short Announcement and Letter

Glendale Community College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit March 4-6, 2002, by a team representing the Commission on Institutions of Higher Education of the North Central Associations of Colleges and Schools. Glendale Community College has been accredited by the Commission since 1967. The team will review the College's ongoing ability to meet the Commission's Criteria for Accreditation and General Institutional Requirements. The public is invited to submit comments regarding the College to:

Public Comment on Glendale Community College
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the College or its academic programs. Comments must be in writing and signed and cannot be treated as confidential. All comments must be received by February 6, 2002.

CHAPTER TEN

CONCLUSION

Fully mindful of the new century's challenges, Glendale Community College recognizes the need to acknowledge its history, identify obstacles to improvement, and make the wise decisions necessary for continuing success. Assessment activities will provide additional opportunities for continuous improvements in all of our educational and service endeavors. Considering its longstanding reputation for high academic accomplishments and taking humble satisfaction in past achievements, the faculty, staff, and students look forward to forging an equally acclaimed future, taking special note of the College's Elements of Excellence:

- Academic Distinction
- Business Partnerships
- Community Outreach
- Student Services
- Technology Leadership

Based upon compliance with the Higher Learning Commission of the North Central Association's requirements as demonstrated in the Self-Study Report and through the Team visit, Glendale Community College respectfully requests a recommendation for continued accreditation and that its next comprehensive visit be scheduled for 2011-12.

The 2002 Team will have the opportunity to validate what has been said in this document and provide guidance for future growth.

- The College has an adopted mission and purposes that is understood by the College, its students, and its community
- The College offers a constantly changing curriculum responsive to changing community needs, is fiscally sound, is staffed by capable faculty, administrators and staff, and is organized to address its mission
- The College has developed planning processes that address linking resource allocations to its mission and goals, focusing on the changing needs of students and community and holding units accountable for positive change
- The College is assessing its effectiveness and is assessing student learning and growth
- The College operates with integrity and is sensitive to the often-difficult challenges that accompany change

Glendale Community College has documented that it continues to meet the General Institutional Requirements and the Criteria for Accreditation. It has responded to each of the concerns expressed by the 1992 Team and to each of the recommendations made by the Advisory Team that visited in May 2000. By responding, the College has changed and grown accordingly.

The Self-Study represents a complete analysis of the institution. It was prepared by a large number of people for whom the process of learning about their college was, perhaps, the most valuable outcome.

With this Self-Study Report and additional materials, GCC presents:

- Responses to the 1992 Team Report
- Responses to the May 2000 Advisory Visit
- Confirmation that the College meets the General Institutional Requirements
- Evidence that the College adheres to the five criteria, as outlined in the NCA Accreditation Handbook

The self-study process offered Glendale Community College the opportunity to examine the policies and procedures, campus resources, and planning processes necessary for continued success, providing an occasion for employees to look at College strengths, weaknesses, opportunities, and threats, all of which will play important roles in defining and implementing the strategic- and operational-planning activities necessary to meet educational and service needs for students and the community in the twenty-first century. The photo at the end of this report, taken in 2000, presents a visual depiction of GCC's 35 years of growth and success, inspiring the College to build on its fine record as we move forward and examine ways to improve over the next decades.

Voices of the Future

Recently hired faculty/employees comment on GCC

Rachelle Hall— Business and Information Technology Faculty

“Working at GCC is a wonderful opportunity. I really enjoy it. There's a lot of diversity in students. I like that. Some students are already working in the technology industry, while others are trying to get there. The diversity works to the advantage of the students because if both types of students are in the same class, they learn from each other. Students new to the industry learn from the students already working in the industry -- students working in the industry learn new technologies. This works for a very well-rounded learning environment.”

Don McCarthy--Math Faculty

“The College is supportive of innovative ideas to meet the needs of our diverse population. The College community is open to providing the faculty with the time and resources to explore and implement these ideas.”

Sue Olson--Coordinator of Enrollment and Academic Advisement

“I am very appreciative of all the support given to employees by the College and District for personal and professional development. I have a sense in general that the entire campus is understaffed; consequently, there is an accepted attitude of cooperation to ‘get the job done.’”

Clark Shipley— Business and Information Technology Faculty

“I like working here. The Business and Information Technology Department is amazing. We have a great collection of faculty. The staff could make a lot more money in industry, but they are here. As for faculty members, we have a lot of leeway -- there don't seem to be many constraints. The Deans and Department Chair tell us to 'go for it,' allowing for innovation and new ideas.”



*Digital Aerial Photo of Glendale Community College January 7, 2000
From the South looking Northward (Photo by Scott Kozakiewicz)*

CHAPTER ELEVEN

RESOURCE ROOM

Materials in the Resource Room are stored in hanging folders in bins, in binders on bookshelves, or electronically as URL's. The indexes for the Resource Room materials are provided as separate documents.

The Resource Room index is available in the following formats:

- Chapter Index
- Alphabetical Cross-Reference
- CDROM with web site URL's

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
	1999	2000	2001
UNDERGRADUATE			
Freshman - Degree oriented (Definition 1-A&B)	3,094	2,933	2,980
Freshman - Occupationally oriented (Definition I-C)	354	348	464
Freshman - Undeclared (Definition I-D)	1,044	1,284	1,501
Sophomore - Degree oriented (Definition I-A & B)	237	193	127
Sophomore - Occupationally oriented (Definition I-C)	59	42	34
Sophomore - Undeclared (Definition I-D)	45	71	45
Junior	n/a	n/a	n/a
Senior	n/a	n/a	n/a
TOTAL UNDERGRADUATE	4,833	4,871	5,151
GRADUATE			
Master's	n/a	n/a	n/a
Specialist	n/a	n/a	n/a
Doctoral	n/a	n/a	n/a
TOTAL GRADUATE	n/a	n/a	n/a
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL	n/a	n/a	n/a
TOTAL ALL LEVELS	4,833	4,871	5,151
OTHER	n/a	n/a	n/a

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
	1999	2000	2001
UNDERGRADUATE			
Freshman - Degree oriented (Definition 1-A&B)	4,393	4,052	3,884
Freshman - Occupationally oriented (Definition I-C)	852	861	958
Freshman - Undeclared (Definition I-D)	7,929	8,560	8,613
Sophomore - Degree oriented (Definition I-A & B)	492	403	200
Sophomore - Occupationally oriented (Definition I-C)	145	138	105
Sophomore - Undeclared (Definition I-D)	1,237	1,206	864
Junior	n/a	n/a	n/a
Senior	n/a	n/a	n/a
TOTAL UNDERGRADUATE	15,048	15,220	14,624
GRADUATE			
Master's	n/a	n/a	n/a
Specialist	n/a	n/a	n/a
Doctoral	n/a	n/a	n/a
TOTAL GRADUATE	n/a	n/a	n/a
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL	n/a	n/a	n/a
TOTAL ALL LEVELS	15,048	15,220	14,624
OTHER	n/a	n/a	n/a

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**Basic Institutional Data Form A
PART 3 - FULL-TIME EQUIVALENT ENROLLMENT**

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years
Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
	1999 - 2000	2000 - 2001	2001 - 2002
UNDERGRADUATE - (see definitions I.A thru D)	8,282	8,480	8,594
GRADUATE - (see definition II)	n/a	n/a	n/a
PROFESSIONAL - (see definition III)	n/a	n/a	n/a
UNCLASSIFIED - (see definition VI)	n/a	n/a	n/a
TOTAL	8,282	8,480	8,594

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer headcount, non-credit continuing education headcount, non-credit remedial and developmental headcount.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 - 2001
TOTAL UNDERGRADUATE (summer headcount)	8,345	8,090	8,363
TOTAL GRADUATE	n/a	n/a	n/a
TOTAL PROFESSIONAL	n/a	n/a	n/a
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	6,976	5,926	5,939
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (headcount)	2,982	3,203	1,458
TOTAL OTHER	n/a	n/a	n/a
TOTAL	18,303	17,219	15,760

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	19 -	19 -	19 -
Number of applicants with complete credentials for admission to the freshman class	n/a	n/a	n/a
Number of applicants accepted	n/a	n/a	n/a
Number of freshman applicants actually enrolled	n/a	n/a	n/a
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	n/a	n/a	n/a
Number of advanced-standing undergraduate applicants accepted	n/a	n/a	n/a
Number of advanced-standing undergraduate applicants actually enrolled	n/a	n/a	n/a
MASTER'S			
Number of applicants with complete credentials for admission to master's programs	n/a	n/a	n/a
Number of applicants accepted for master's programs	n/a	n/a	n/a
Number of applicants actually enrolled in master's programs	n/a	n/a	n/a
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs	n/a	n/a	n/a
Number of applicants accepted for specialist programs	n/a	n/a	n/a
Number of applicants actually enrolled in specialist programs	n/a	n/a	n/a

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: Glendale Community College

		Two Years Prior	One Year Prior	Current Year
DOCTORAL		19____ - ____	19____ - ____	19____ - ____
Number of applicants with complete credentials for admission to doctoral programs		n/a	n/a	n/a
Number of applicants accepted for doctoral programs		n/a	n/a	n/a
Number of applicants actually enrolled in doctoral programs		n/a	n/a	n/a
		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL Report by degrees		19____ - ____	19____ - ____	19____ - ____
Number of applicants with complete credentials for admission to professional programs		n/a	n/a	n/a
Number of applicants accepted for professional programs		n/a	n/a	n/a
Number of applicants actually enrolled in professional programs		n/a	n/a	n/a

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN**

Name of institution/campus reported: Glendale Community College

Specify quarter/semester reported:

Are scores used or routinely collected? No

A. Class ranking of entering freshman			B. SAT scores for entering freshman	Verbal	Math
Percent in top 10% of high school class	n/a	n/a	Class average SAT score	n/a	n/a
Percent in top 25% of high school class	n/a	n/a	Percent scoring above 500	n/a	n/a
Percent in top 50% of high school class	n/a	n/a	Percent scoring above 600	n/a	n/a
Percent in top 75% of high school class	n/a	n/a	Percent scoring above 700	n/a	n/a

C. Mean ACT scores for entering freshman			D. Other tests used for admission or placement		
Composite	n/a	n/a	Test name	n/a	n/a
Mathematics	n/a	n/a	Mean or Composite	n/a	n/a
English	n/a	n/a	Range	n/a	n/a
Natural Sciences	n/a	n/a			
Social Studies	n/a	n/a			

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year) – n/a

- A Graduate Record Examination** **Range** High Low
(for total Graduate School excluding professional schools)
- B Miller Analogies Test** **Range** High Low
(for total Graduate School excluding professional schools)
- C On a separate sheet, indicate other test data used for admission to professional programs.**

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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**Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID**
(Report for last full fiscal year)

Name of institution/campus reported: Glendale Community College

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	\$5,326,945	3,014
	Loans	\$4,622,230	1,897
	Employment	\$507,359	276
STATE	Grants and Scholarships	\$149,960	446
	Loans	\$0	0
INSTITUTIONAL	Grants and Scholarships	\$837,762	1,911
	Loans	\$0	0
	Employment	\$0	0
FROM OTHER SOURCES	Grants and Scholarships	\$594,063	658
	Loans	\$0	0
Unduplicated number of undergraduate students aided			5,528
Number of students receiving institutional athletic assistance			
Percentage of institutional aid for athletic assistance			

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	n/a	n/a
	Loans	n/a	n/a
	Employment	n/a	n/a
STATE	Grants and Scholarships	n/a	n/a
	Loans	n/a	n/a
INSTITUTIONAL	Grants and Scholarships	n/a	n/a
	Loans	n/a	n/a
	Employment	n/a	n/a
FROM OTHER SOURCES	Grants and Scholarships	n/a	n/a
	Loans	n/a	n/a
Unduplicated number of undergraduate students aided			n/a

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Glendale Community College

Specify quarter/semester reported: Fall 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank*	131	130	208	12	16	5	6	4	25	90	138	8
Number of instructional staff added for current academic year	8	14	21	0	1	0	0	0	8	10	4	0
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	11	6	0	no data	no data	no data	no data	no data	4	4	9	0

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

* Total includes 232 were permanent and 29 were One-Year-Only or One-Semester-Only (245 budgeted)

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Basic Institutional Data Form C

Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Glendale Community College

Specify quarter/semester reported: Fall 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank	12	3	10	168	0	67
Number of instructional staff added for current academic year	0	0	0	18	0	4
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	2	0	0	12	0	3

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$62,966	\$77,241	\$37,419

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Glendale Community College

Specify quarter/semester reported: Fall 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	346	307	346	12	24	14	3	254	no data	no data	no data	no data
Number of instructional staff added for current academic year	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C

Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Glendale Community College

Specify quarter/semester reported: Fall 2001

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank	58	40	166	353		36
Number of instructional staff added for current academic year	no data	no data	no data	no data	no data	no data
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	no data	no data	no data	no data	no data	no data

Part 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	\$600/load hr	\$600/load hr	\$600/load hr

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Glendale Community College

Do you have specialized libraries not included in this data. **No** If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 - 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	85,438	12,290	35,810
Total circulation to students	78,054	8,477	30,046
Per capita student use (circulation to students divided by the number of enrolled students)	4.3	.42	1.49
Total circulation to faculty	6,511	3,746	5,220
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	No Data	No Data	No Data
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	2,107	821	1,104
Number of items lent to other libraries via interlibrary loan	2,387	1	1,562
Hours open per week	78	54	78
Online electronic database searches (usually mediated by library staff)	No Data	No Data	No Data
Total Library staff presentations to groups/classes	100	87	164
Tours and one-time presentations	Not Avail	0	40
Hands-on instruction for using electronic databases	14,446	7,532	12,551
Data is for face to face, REF transactions			
Hands-on instruction for Internet searching	No Data	No Data	No Data
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	64,597	64,722	66,255
Books and other printed materials	63,714	63,981	65,486
Print serials/periodicals	536	449	454
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	104	81	91

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

	Two Years Prior	One Year Prior	Current Year
B. COLLECTIONS (Continued)	1998 - 1999	1999 - 2000	2000 - 2001
Non-print materials (e.g. films, tapes, CDs)	221	194	201
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic online databases	1 - College 10 - District	6 - College 10 - District	6 - College 17 - District
Number of CD-ROM databases available for searches by students	11	1	0
Number of subscriptions to scholarly journals	Not separately counted – see print journals		
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	9	7.7	9
Number of FTE non-professional staff	12.5	10	12
Number of FTE student staff	4.75	2.25	4.25
Library & Media budget divided by minimum wage			
Number of other FTE staff (please explain on attached sheet)	0	0	1 Computer Lab
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.0188	0	.0184
Number of publicly accessible computers	16	0	6
Estimated linear shelving space remaining for expansion	2,630 ft.	0	720 ft.
Estimated linear feet of materials stored off-site	0	Total collection stored off site	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries – All faculty	\$505,184	\$456,762*	\$497,414
Total non-professional staff salaries – MAT, PSA, Temporary	\$375,718	\$346,357	\$380,237
Total student staff salaries (Need Media & Library)	\$41,136	\$19,026	\$37,610
For collection			
Books/other printed materials	\$59,527	\$37,650	\$88,658
Print serials/periodicals	\$35,631	\$29,991	\$32,367
Microfilms	\$40,331	\$15,441	\$16,100
Non-print materials (e.g., films, tapes, CDs)	\$12,985	\$15,406	\$12,401
Government documents not reported elsewhere	n/a	n/a	n/a
Computer software (Includes Elect Subscriptions)	\$3,010	\$34,193	\$35,396

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* Includes Glendale Public Library contract for services to students (\$79,000)

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 - 2001
E. EXPENDITURES (Continued)			
Access and other services	0	0	0
Interlibrary loan – No Budget Line	0	0	0
Online database searches	0	0	0
Network membership (PBS, Network Music)	\$725	\$539	\$8,309
Binding, preservation, and restoration	\$1,746	\$0	\$1,636
Production of materials (on- or off-site) 53220/53300	\$1,998	\$1,258	\$2,107
Other equipment and furniture purchase/replacement/ computer equipment	0	\$32,000	\$630,621*
Other operating expenses (excluding capital outlay)	\$26,001	\$33,265	\$42,160
Total library expenses	\$1,103,992	\$1,021,888	\$1,785,016

F. OTHER	YES	NO
Output measures	✓	
Does the library attempt to measure/record patron visits to the library?	✓	
Does the library attempt to measure/record reference questions answered?	✓	
Does the library attempt to measure/record user satisfaction?	✓	
Does the library attempt to measure/record in-library use of other resources?	✓	
Agreements and policies:	✓	
Are there formal, written agreements to share library resources with other institutions?	✓	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	✓	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	✓	

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* Remodel costs – furniture, fixtures and equipment. Does not include 4 computers from Quad Plan, second tier.

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**Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES**

Report for Current Academic Year

Name of institution/site reported: Glendale Community College

WorldWideWeb (WWW) URL address: http://www.gc.maricopa.edu

D ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	✓	
Designated administrator(s) for Administrative computing?	✓	
Designated administrator(s) for Academic computing?	✓	
Centralized computing services?	✓	
Formal, written, and approved technology plan?	✓	
Technology plan linked to institutional mission and purposes?	✓	
Computing resources included in institutional strategic plan?	✓	
Policies on the purchase, replacement, and repair of hardware?	✓	
Policies on the purchase and updating of software?	✓	
Institutional computing responsible/ethical use policy?	✓	
Institutional policies that include institutional computer issues?	✓	
Institutional policies that include administrative computing issues?	✓	
Institutional policies that include academic computing issues?	✓	
B. FACILITIES		
Institutional network backbone?	✓	
Computer labs networked?	✓	
Classrooms functionally networked?	✓	
Multi-media computers in labs?	✓	
Administrative offices networked?	✓	
Academic offices networked?	✓	
Residence halls wired?		n/a

Number of non-networked computer labs 0

Total number of stations 0

Number of networked labs

Total number of stations 1600

Type of access?

Wired through network

Wired Ports

Remote dial-up access

Personal computers

Internet

Slip/ppp connection to WWW

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Basic Institutional Data Form E - Continued

E FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	✓	✓	✓	✓	✓	✓	✓
College Catalog	✓	✓	✓	✓	✓	✓	✓
Class Schedule	✓	✓	✓	✓	✓	✓	✓
Financial Aid	✓					✓	✓
Online registration	✓					✓	✓
Student Academic Record	✓	✓	✓	✓	✓	✓	✓

E-mail: Intra-institution? Yes No Inter-institution? Yes No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	✓	
Computers in full-time faculty offices networked?	✓	
All part-time faculty have access to computers?	✓	
All divisional/departmental offices networked?	✓	
All students required to have computers?		✓
Internet access available from all faculty offices?	✓	
Library access available from all faculty offices?	✓	
If YES, is access available to the institutions library(ies)?	✓	
If YES, is access available to the state-wide or region-wide library system?	✓	
If YES, is access available to other libraries?	✓	
Library access available from all computer classrooms?	✓	
Computers integrated into instruction?	✓	
Off-campus access?	✓	
If YES, is off-campus access available by the institutional network?	✓	
If YES, is off-campus access available by the academic network?	✓	
If YES, is off-campus access available by the Internet?	✓	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	✓	
Interactive courses in real-time (i.e., 2-way video and voice?)		

E-mail: Intra-institution? Yes No Inter-institution? Yes No
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Basic Institutional Data Form E - Continued

F SUPPORT and TRAINING

Number of FTE technical staff? 53
 Number of programmers? 7
 Number of FTE training staff? 5
 Integrated with Human Resources unit (Y/N) Y
 Name and Title of designated educational specialist? Karen Schwalm Dir, Innovation Center

G FINANCES/BUDGET for COMPUTING (Current Fiscal Year 2000-01)

Total Annual Academic Outlay, Operating Funds: \$2,725,367
 Total Annual Administrative Outlay, Operating Funds: \$390,000
 Capital funds available: Academic Quad Plan,
 Presentation System, and Software \$824,000
 Capital funds available: Administrative Desktop \$160,000
 Amount of grants/restricted purpose funds available: \$0
 Technology fee assessed? (Y/N) Yes – specialized course only*
 If YES, amount per academic year? varies by course

EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	✓	
Formal system of evaluation by students of administrative computing?	✓	
Formal system of evaluation by faculty of academic computing?	✓	
Formal system of evaluation by faculty of administrative computing?	✓	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	✓	
Results of evaluation linked to institutional planning and budgeting processes?	✓	

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*** No charge for credit student access to Instructional Palette**

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**Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years**

Name of institution/site reported: Glendale Community College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998 - 1999	1999 - 2000	2000 - 2001
AA	1000 Associates of Arts	311	280	184
AA	8100 General Requirements	4	4	12
AA	8300 Special Requirements	4	14	28
AA	9021 TPD Elementary Education ASU Main	2	1	
AA	9024 TPD Accountancy – ASU Main		1	
AA	9025 TPD Computer Information Systems – ASU Main		4	
AA	9026 TPD ECN, FIN, MGT, REA, SCM – ASU Main		3	
AA	9030 TPD Social Work – ASU West	3	4	1
AA	9031 TPD Elementary Education –ASU West	12	25	4
AA	9032 TPD Psychology (BA) – ASU West		1	
AA	9033 TPD Psychology (BS) – ASU West	1		1
AA	9034 TPD Accountancy – ASU West	2	12	
AA	9037 TPD Global Business – ASU West	23	50	6
AAS	3026 Agribusiness	1		1
AAS	3030 Urban Horticulture	3	1	3
AAS	3050 General Business	5	6	6
AAS	3072 Middle Management	3	8	2
AAS	3102 Real Estate	1	1	1
AAS	3118 Retail Management	1	1	
AAS	3130 Paraprofessional Accounting	4	10	4
AAS	3162 Computer Information Systems	11	17	11
AAS	3220 Electronics Technology	6	11	12
AAS	3221 Electronics Manufacturing Technology	12	8	9
AAS	3224 Electronics Technology Engineering	3		
AAS	3228 Engineering Technology	3	1	
AAS	3241 Administrative Office Coordinator	1	2	2
AAS	3312 Computer and Networking Technology	7	6	7
AAS	3315 Human Services –Youth Supervisor		1	
AAS	3320 Human Services	1	6	
AAS	3340 Nursing	56	76	36
AAS	3374 Early Childhood Teaching	21	13	28

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998 - 1999	1999 - 2000	2000 - 2001
AAS	3396 Administration of Justice	26	21	12
AAS	3416 Fire Science Technology	10	18	11
AAS	3480 Automotive Technology	28	39	18
AAS	3500 Architectural CAD Technology	5	5	3
AAS	3501 Civil CAD Technology		1	
AAS	3516 Manufacturing Design Technology	1	2	1
AAS	3548 Microcomputer Business Applications	5		3
AAS	3567 Computer Graphic Design	10	15	12
AAS	3570 Video Production Technology	3	3	3
AAS	3571 Computer Imaging & Animation	6	11	5
AAS	3672 Public Relations	1		
AAS	3778 Microsoft Networking Technology		6	10
AAS	3812 Nursing			32
AAS	3816 Networking Technology: Cisco			4
AB	8900 General Requirements		2	5
AGC	7157 Arizona General Education Curriculum (AGEC-A)	3	13	22
AGC	7158 Arizona General Education Curriculum (AGEC-B)		1	1
AGC	7159 Arizona General Education Curriculum (AGEC-S)	1	1	3
AGS	2000 Associate in General Studies	67	94	122
AS	8500 General Requirements		1	4
AS	8700 Special Requirements	1	2	
AS	9001 Business Transfer Degree – ASU West	1		
ATP	9101 Elementary Education –ASU Main			3
ATP	9105 CIS – ASU Main		1	1
ATP	9106 ECN, FIN, MGT, REA, SCM –ASU Main			4
ATP	9200 Social Work – ASU West		1	7
ATP	9201 Elementary Education – ASU West		6	26
ATP	9202 Psychology (BA) – ASU West		4	6
ATP	9203 Psychology (BS) – ASU West		4	3
ATP	9204 Accountancy – ASU West		4	9
ATP	9207 Global Business – ASU West	1	16	58
CCL	5029 AS/400 Operations		9	2
CCL	5030 AS/400 Applications Development		4	1
CCL	5032 Oracle Database Administration		1	1
CCL	5034 Developmental Disabilities Specialist			1
CCL	5049 Cisco Networking		3	2
CCL	5075 Supervision	1	1	
CCL	5217 Microcomputer Applications			2
CCL	5224 Electronics Manufacturing Technology	4	4	
CCL	5233 Data Entry Clerk	2	2	3
CCL	5237 Receptionist			1
CCL	5267 Basic Emergency Medical Technology	233	282	279
CCL	5276 Advanced Emergency Medical Tech (Paramedic)			1
CCL	5312 Local Area Networks Servicing	14	13	6

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998 - 1999	1999 - 2000	2000 - 2001
CCL	5315 Microcomputer Servicing	3	4	2
CCL	5371 Police Academy	25	28	29
CCL	5373 Early Childhood Lead Teacher		1	
CCL	5374 Early Childhood Teaching	16	13	21
CCL	5383 Fire Academy	59	95	77
CCL	5416 Fire Science	1	2	1
CCL	5447 Automotive Chassis	1		
CCL	5451 Automotive Engines & Drive Trains	1		1
CCL	5455 Auto Engine Performance Diagnosis & AC	1		1
CCL	5567 Computer Graphic Design	4	4	8
CCL	5571 Computer Imaging and Animation	1	2	
CCL	5650 CAD-based Design Documentation	4	3	2
CCL	5730 Aerobics Instructor	10	4	
CCL	5733 Personal Trainer	66	76	56
CCL	5798 Recruit Firefighter	4		
CCL	5841 Microsoft Product Specialist	4	8	8
CCL	5843 Microsoft Systems Engineer	2	8	8
CCL	5845 Microsoft Networking Technology		4	4
CCL	5847 Developmental Disabilities Specialist	6	7	7
CCL	5899 Law Enforcement Investigator	7	9	11
CCL	5901 Police Supervision			3
CCL	5907 Landscape Management		1	
CCL	5935 Web Publishing Design		3	4
CCL	5937 Electronic Pre-press	1	1	
CCL	5957 Practical Nursing		38	61
CCL	5963 Nurse Assisting		86	105
CCL	5967 Networking Technology: Cisco		1	4
CCL	5969 Networking Administration: Cisco		5	7

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Glendale Community College

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: NCJAA Division I & II

FOR MOST RECENT ACADEMIC YEAR													
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES**		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	1999-2000	2000-2002	2001-2002
Football	150	0	86	0	600	0	5		1		\$65,427	\$68,760	\$65,350
Cross Country	24	16	20	20	600	600	1	1			*	*	\$17,456
Baseball	50	0	30	0	600	0	2		1	2	\$21,763	\$21,873	\$22,279
Basketball	30	26	24	24	600	600	1	2	1	1	\$55,788	\$52,848	\$58,415
Golf	16	0	12	0	600	0					\$10,468	\$10,626	\$10,842
Softball	0	40	0	30	0	600					\$29,729	\$29,542	\$30,970
Tennis	14	16	12	12	600	600					\$15,555	\$15,751	\$16,095
Track	42	26	30	30	600	600					\$40,500	\$42,856	\$30,110
Volleyball	0	24	0	24	0	600					\$27,262	\$27,693	\$28,593
Soccer	38	28	30	30	600	600					\$26,694	\$27,004	\$27,908
General											\$323,091	\$330,663	\$336,118
Other							1	4					

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

* Part of Track budget

** IPEDS 1997 Graduation Rate Survey, Sports Subcohort

LIBRARY/MEDIA CENTER
GLENDALE COMMUNITY COLLEGE
6000 WEST OLIVE AVENUE
GLENDALE, ARIZONA 85302



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