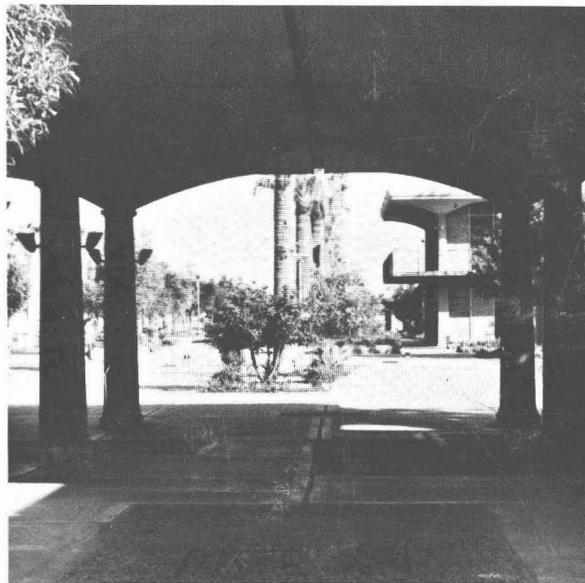


Self Study 1977

GLENDALE COMMUNITY COLLEGE

Unit of Maricopa County Community College District



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North Central Association of Colleges and Schools – Commission on Institutions of Higher Education



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For Reference

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APPENDIX



I EDUCATIONAL RESPONSIBILITIES



EDUCATIONAL RESPONSIBILITIES

Arizona has been a state for only 60 years or so, and yet its system of education produces graduates which are acceptable at venerable institutions throughout the United States. Some experts opine such rapid success is in part due to the pioneering vigor which pervades Arizona life. In any case, the community college burst upon the Arizona scene within a generation of its joining the Union, and the dramatic growth of the Maricopa County Community College system which ensued has attracted the attention of educators everywhere.

One explanation for the growth of education, of course, is the flood of new residents which has swept over the state since World War II. In a sense, these were new pioneers seeking the American dream. They were often starting anew, and were willing to explore a different approach to public education. These new citizens came from everywhere and from every activity: farming, mining, city life, ghetto. They represented a microcosm of U.S. culture and a challenge to any educator. It is their hybrid nature, in fact, which is the strength--and some might say despair--of the community college. They are intelligent but ignorant; brashly confident and inexperienced; often rich ore with massive strains of dross. And they had also the essential quality of willingness to take a fling at a new approach to learning, the community college.

It is essential that this educational structure be more clearly understood, by teachers and taught. The community college is the most inviting, flexible, and responsive public educational device that has ever been conceived. Its range of programs and their sympathetic administration afford unique opportunities for individual growth and development. Given the proper attitude, any student can expand his

potential to almost limitless expectations. Attitude is the key, however, for academic encouragement can be misunderstood as institutional weakness. There is an anticipation in all students that education is stern, restrictive, remote, and unfeeling. They expect to be rejected, to fall by the way. When they are handled with sympathy, they may undervalue the offerings and fail to see their opportunities. This sort of misunderstanding has led to such slogans as "a high school with ashtrays" to describe the community college.

A similar distortion is possible in the minds of faculty when their classrooms sag under the weight of "different" students: the dilatory, the cynic, the dropout. Teachers may, under such heavy challenge, drop out themselves--either physically by leaving the community college entirely, or figuratively by slacking off in the administration of their responsibilities. By understanding the nature of their mission, however, faculty can develop teaching resources they did not dream they possessed. Teaching in the community college is a never-ending contest of agility and ingenuity; instructors must be constantly about the invention of more workable approaches to their goals.

So it is the mission of the community college to serve this unconventional student population in novel but effective ways. Glendale Community College is still an infant, yet it has become wise in these ways. When the institution was rooted a trifle more than 10 years ago, it somewhat gingerly fingered its responsibilities. Split geographically over two campuses, housed in temporary structures, forced often to administer a dozen programs simultaneously with classes sitting cheek by jowl in a barn-like gymnasium as they sipped fragments of

English, math, history, and psychology at once, Glendale has matured into a competent, confident institution in firm command of a wide and varied educational universe. From the splinter of Phoenix College which was spun off in 1965, Glendale has metamorphosed into an impressive, modern, multi-structured entity rapidly expanding over its 160 acre campus. The college has sensed and often anticipated changed directions, and has modified and enlarged its educational plans to meet the needs and goals of its 12,000 students--no mean trick when it is acknowledged they range between 18 and 70 years of age, from callow to mellow in seasoning, and lie in attitude on a long continuum from indifferent to zealous, all in the same classroom.

GOALS OF GLENDALE COMMUNITY COLLEGE

The educational philosophy of a modern community college is far from simple. Unlike "traditional" institutions, it must adjust to a great extent to its students. Not only does the community college serve as a conduit between the secondary school and the four-year college or university, but it must accommodate to several other social segments not normally handled by higher education. For example, a mature individual who lacks the conventional high school preparation may profit from a college program simply by first taking a General Educational Development test. The community college is able to refine the potential of such a person, who might not be thought qualified at other institutions of higher learning.

A partial list of student expectations would include:

1. Training in a broad range of skills and occupations, preparing students for entry-level positions of a technical and professional nature.
2. Study of fundamental courses to remedy or improve backgrounds which had been limited by inattention or lack of prior opportunity.
3. Availability of academic programs and credits which can be transferred to institutions offering baccalaureate degrees.
4. Options to continue development of present knowledge and skills, either to confirm present employment or to discover another occupation.
5. Courses of general and special interest which would help students to assume more active roles in community affairs.
6. Opportunities to explore and develop personal interests and capacities so that sheer individual pleasure and satisfaction might be achieved.
7. Guidance and counseling in proper development of social, personal, and educational goals.
8. Access to cultural achievements of mankind.

The students expressing the above hopes are just as diverse as their expectations. They come from all social and economic classes. Their state of preparation ranges from tentative to practiced. They vary in age between eighteen and seventy years, contributing to a challenging class environment.

It is the aim of Glendale Community College to meet student objectives by structuring programs of academic, occupational, technical, professional, and personal design. The pattern of today's world is so complex that only the community college can prepare students adequately to match its challenge.

THE COMMUNITY

While Glendale Community College might be described as serving the educational needs of western Maricopa County, it is probably of greatest importance to two or three specific municipalities. The college is part of one of these, the city of Glendale. This community has exploded within a dozen years from about 15,000 to nearly 70,000 population, and from under four square miles in area to almost 25. Its primary occupation, agriculture, is being supplanted by manufacturing of electrical equipment, chemicals, packaging materials, and transportation components. The city has a well-developed educational system of 11 elementary and three secondary schools. There are a dozen banks and financial institutions, complete medical facilities, 45 churches of all denominations, and a wide range of community recreational provisions. The citizens are of mixed ethnic and educational backgrounds; a prominent element of Spanish-speaking persons is evident.

Adjacent to Glendale is Luke Air Force Base, home of the 58th Tactical Fighter Training Wing, the U.S. Air Force's prime F-4 Phantom Combat Crew Training Unit and home of the 26th NORAD Region/Air Division responsible for air defense of a six-state area. This \$545 million facility employs 5877 military and 1100 civil service individuals, and embraces additional thousands of dependents, contractors, and the like. This city-like complex generates some \$60 million in spending power yearly, and has all the desires and problems attending any municipality. Some of the problems are unusual: the base trains German Air Force pilots in the F-104 Starfighter. About 3000 Luke children attend local schools; some of them and their parents

participate in special educational programs offered at the base by Glendale College. As base personnel is transitory, unusual demands are often placed upon educators.

Sun City is perhaps the most interesting and challenging element in Glendale College's community. Established in 1960 this city has reached a population of more than 36,000 residents. Intended as a retirement spa, Sun City has assumed many additional aspects; for example, there are now some 300 businesses and professional offices located there, including 29 financial institutions and two brokerage houses. Every conceivable recreational avenue has been developed, but many of these older, retired residents are quite serious about continual intellectual development as well. Although they have ample like facilities of their own, hundreds of citizens rely heavily upon Glendale College for classroom and cultural stimulus. To facilitate their participation in academic work, Glendale has cooperated in the establishment of a branch "college" in Sun City. There, dozens of credit courses are offered conveniently, primarily in liberal arts curricula. These independent-minded, mature students offer a continuing spur and challenge to the development of educational programs at Glendale Community College.

These three instances have been culled from a number of residential units lying within the influence of the college. They illustrate not only the varied demands to which Glendale must respond, but they also demonstrate the near-impossibility of such adjustment. Apparently, no one can reliably predict the number and nature of the growth of Maricopa County. A recent study by the State Board of Directors for Junior Colleges--admitting its guesses were modest--speculated that Arizona community college enrollment

would top 58,000 by 1980. However, a glance at Glendale's enrollment experience alone suggests a later model crystal ball. Projections in 1970 placed Glendale's likely enrollment in 1980 at 11,750 students. In the year 1976 just concluded, Glendale's enrollment was nearly 13,000. It certainly appears, then, that responsible adjustment to explosive growth will remain one of the most challenging problems facing Glendale Community College in the years ahead.

ADJUSTMENTS FOR THE FUTURE

Over the past ten years Glendale College has been making some necessary adjustments to meet the demands placed upon it. Some of the changes have been major, involving construction of new buildings; others have been relatively minor. While shifts are being made their value isn't always apparent, so that a survey of worthwhile changes occurring over the past eight or ten years may be useful and profitable.

STRUCTURES, FACILITIES

Responding to an obvious need, Glendale has added special buildings and equipment to accommodate its life sciences and nursing programs. The temporary structures housing agriculture, drafting, and engineering and electronics offerings have been replaced by permanent buildings in which courses in these curriculum areas are offered. A new structure was erected and fully equipped to handle a complete program in automotive technology, as well. Physical education capacity has been enlarged with the addition of a gymnasium annex, handball and tennis courts, golf course, archery range, and baseball diamond. With the cooperation of the City of Glendale a community swimming pool has been installed, to be shared by the college in its teaching and by members of the community for recreation. A language arts classroom is receiving finishing touches at the eastern end of the campus, and near it will be constructed a performing arts center and auditorium. In addition to these major structures, modifications have been made to science buildings to accommodate such additional activities as astronomy; the Instructional Materials Center has been extended to add space

for periodicals, a television studio has been equipped, space has been expanded for preparation of audiovisual materials, and a studio set aside for recording of books for the blind. A computer-aided learning center has also been installed in the Instructional Materials Center. A veterans service office was designated in the Student Center.

PROGRAMS

To accommodate to enrollment growth of 12,000 students, a number of additions in courses was made. While these are detailed elsewhere, it is useful to note a few innovations here. A range of occupational programs was installed: in registered nursing, social work aide, automotive technology, for example. Continuing education offerings include courses for the American Institute of Banking, fire fighting, legal preparation, police. Radio and television courses are offered in English, business, psychology, and the like. Many changes have occurred in academic areas, both elevated and depressed. Courses have been structured in language skills to aid students with limited backgrounds, and others offered for enrichment in humanities through team teaching. Mini-semester offerings permit concentrated work in a number of fields.

FACULTY

With rise in enrollment and program growth, faculty has increased to just short of double the 80 or so with which the college began. Entirely new are teachers in automotive technology, life sciences, nursing, and occupational areas. A desire to maintain efficient teacher/student ratios has brought about wider use of visiting staff, especially for courses held at Luke AF Base and in Sun City. These increased numbers and need to develop effective lines of communication to and from faculty caused the formation of the first faculty senate in MCCC.

ADMINISTRATION

Glendale's Executive Dean, Dr. John Prince, became President of MCCC headquarters. A change in the college calendar, ending the semester with the Christmas holiday, improved efficiency of campus administration. Associate Dean of Instruction for Occupational Education was created to administer growing programs in that area. A director of evaluation and research was also appointed to assist in the design of new programs and analysis of the needs for change.

STUDENT SERVICES

In acknowledgment of the varied student makeup at Glendale, offices were established to serve needs of veterans, Chicanos, and mature women returning to education. Offices were also set up to administer financial aid to students, to advise and place them in jobs, and to guide them toward proper career choice. Special facilities were arranged to test and tutor students toward greater understanding and competence in fundamental subject areas.

COMMUNITY SERVICES

As previously mentioned, the college gained the cooperation of the City of Glendale to construct a swimming pool facility, which operates as a community recreation center. The college automotive technology faculty has been active with automobile manufacturers in contests of mechanical troubleshooting. There is a continuing book review and lecture series to which members of surrounding communities are invited, and there is an array of other campus events such as concerts and plays which the public may attend. Glendale serves as administrative agency for WACOP, a cooperative educational effort involving local high schools. In 1972, working with KOOL TV and Phelps Dodge Corporation, the college produced the first U.S. quadrasonic

simulcast. In addition to a broad range of special interest, non-credit courses which are offered to the community, the college provides a resource site for community and educational workshops and seminars. Finally, the Glendale campus is a community cynosure, having recently received an architectural lighting award.

Education is a Protean beast which has survived brutal handling in recent years. Apparently no one in power can project what may be demanded of it in the period ahead. But the agility displayed in the past ten years by Glendale College in adjusting to impossible requirements should be ample reassurance of future competence.

II STUDENTS



STUDENTS

Students to the community college are like vegetables to stew: their number and variety contribute to interesting and hearty flavors and textures. Experts have observed that the community college is unique in the makeup of its students and in their needs which must be served. Historically, education in the United States has largely followed a chronological path. That is, children enter preschool or kindergarten, proceed through grammar and high school, and then move into college and university work--all pretty much within a smoothly graduated time stream. But the community college ignores chronology in its students. Able and ambitious high schoolers may enroll in a Glendale computer course, to find seat-mates who are thirty years their senior and who have come back to school for a new start in the business world. The reverse may also be experienced as our high school student signs up for a remedial English program whose members are largely grandmothers eager to repair past grammatical damage. The age of community college students is thus almost unpredictable by conventional standards.

At one time attendance at college was a matter of economic status. Only the well-to-do could attend. This is still true, of course, with traditional colleges and universities exacting up to \$7000 and \$8000 annually. As the community college is largely tax-supported, the burden upon the individual student is lightened and persons with limited means are able to afford the modest fees and text charges. This means that the community college student today is often one who previously would never have dreamed of attending college. It would simply have remained one more status symbol to exclude

rather than to include. As matters stand, however, a college like Glendale welcomes persons from the lowest income levels, offering wide opportunities to any who wish to take the advice of financier John Pierpont Morgan: There is no disgrace in being born poor; the only shame is in remaining so.

Another educational shibboleth has always been that it took a special kind of brain to attend college. Not everyone had the intellectual ability to master higher level courses, so tests measuring such ability often excluded large numbers of persons seeking college degrees. Intelligence is important, of course, but drive and motivation can often do wonders for the student with average intellectual gifts. The community college acknowledges this in encouraging individuals with desire and determination to enroll in small classes administered by gifted teachers. With the proper attitude and opportunities ordinary brains are stimulated to a running rate which often astonishes their owners. The community college subscribes wholeheartedly to the noble American ideal, that any person willing to exert the intellectual effort should have the opportunity to develop to his limits.

So it is this composite social and intellectual background which must be examined and understood if Glendale's students are to be seen clearly. The campus contains a very complex student body, widely diverse in age, goals, and ability. In the following statements and tables we have tried to isolate important characteristics and to draw from them general conclusions which may be valuable and helpful to indicate the mechanism of what is termed education.

STUDENT SUBGROUPS - FULL-TIME/PART-TIME

Being a student used to mean devoting your entire time to education. Classes and study took all your efforts, so you couldn't have a job while you worked on your college degree. Of course, many persons couldn't afford

this sort of luxury and, particularly after World War II, veteran students in large numbers altered the traditional pattern of full-time education. But there still persists a dichotomy, a difference in attitude between full and part-time education. On spot surveys conducted by Glendale teachers, full-time day students have indicated often their conviction that they are "sacrificing" by choosing as they have, that they could be making a great deal of money if they worked instead, but that the day program is the only way to get an education. Not all day students are attending full-time, of course, and while their numbers have increased, their percentage of total students has decreased, as seen in accompanying tables. For example, when Glendale opened on its present campus in 1967 some 2300 full-time students enrolled, or 48% of the total student population. By 1976, however, although the number of full-time students had increased to 4400, the percentage of total students had fallen to 36%. One possible comment provoked by this change might be that it is a result of economic pressure. Despite the low cost of education at Glendale, students are forced increasingly to seek jobs to support themselves, their families, or for like responsibilities. Perhaps another interpretation might be earlier marriage, with accompanying complications.

It is certain, however, that both number and percentage of part-time students have increased within the same period. In 1967 there were 2500 part-time enrollees, or 52% of the total student population. By 1976 this number had increased to nearly 7700, 64% of the total student body. Depending upon one's viewpoint, such a trend shows a falling interest in education as a total concern, or it could mean an increasing number of busy individuals who are determined to squeeze into their schedules as many fragments of learning activity as they can manage. Basis for either opinion is so

subjective that certain judgment is virtually impossible.

Full or part-time, enrollment has increased dramatically at Glendale. In 1967 there were 4833 students registered: 3034 or 63% in the day program, and 1799 or 37% in the evening. By 1976 the rolls had swelled to 12,094: 6838 or 57% in day courses, and 5256 or 43% in the evening program. Since Glendale is largely tax-supported, there had to be some fair way of determining student subsidy. There is a limit to the number of course hours a student may handle: 18 in the day program, 9 in the evening. A device called full-time student equivalent was established, an arbitrary 15-hour student load factor, by which reasonable tax subsidy might be determined. FTSE is believed to reconcile the physical load differences, day and evening, and it may be considered a fair if arbitrary way to count student population. When this measure is applied to student growth, we find total enrollment has stretched from 3336 in 1967 to 7143 in 1976--indicating the broad and continuing appeal Glendale offers to the community it serves.

STUDENT SUBGROUPS--MALE/FEMALE

National census figures show more females than males in the country's population. One might, then, expect a similar pattern to appear in education. At Glendale, however, a consistent preponderance of male students has been evident. When the present campus was occupied in 1967, 3034 males (63%) enrolled for courses. About the same proportion has been maintained over the years, with 1976 showing 7492 males (62%) enrolled. A more detailed examination of student census shows that evening courses attract even more males, with 65% of the 1967 enrollment and 67% of the 1976 registration being male. The day program is somewhat more evenly distributed between the sexes, particularly in recent years. There were 1866 (62%) males registered in 1967 day courses, while 3980 (58%) males enrolled in 1976.

The closer match of male and female in the day program may indicate that courses taken are either for college transfer or for job preparation. In the latter case, inferences can be drawn from the percentage of females taking courses in business, nursing, teacher preparation, and the like, where females are readying themselves for careers. Similar guesses might be made concerning preparations for further college work by taking regular academic transfer courses. The greater gender disparity in the evening offerings leads to surmise that working males are able to take desired courses only then, and that their wives must remain at home to care for the household.

STUDENT SUBGROUPS--AGE

One tends to label institutions, favorably and unfavorably, by their patronage. The community college has been termed "a high school with ash trays" by certain critics, possibly because its students seemed to come directly from high school. The Glendale student population has undergone changes during the past ten years, however, which refute that label. An accompanying table indicates that when Glendale opened on its present campus in 1967 more than half its students were 20 years of age or under. About 2500 of its 4800 students had not reached chronological majority, and an observer might be justified in assuming that this college, at least, could be thought a high school extension. In the 1975-1976 year, however, only 30% of Glendale's student body were under 20 years of age. The most dramatic increases were in student age groups of 26 to 35 and 36 to 45 years, indicating the growing appeal of the community college to older people. Such a change in student makeup leads to speculations about their motivations and goals, of course, and certainly forces one to re-examine some overall objectives of higher education.

STUDENT SUBGROUPS--CURRICULAR PROGRAMS

A traditional dichotomy of high school aims has been terminal or continuing: either students are graduated into the world of work or they move into college or university to continue their studies. One might reasonably expect the same objectives to be held, then, by high school students entering Glendale Community College. Of the 4800 enrolling in 1967, courses for transfer to four-year institutions were taken by 2700, or 57% of the students. This appears to support the traditional academic view of college work to some extent. That same year 15% signed for occupational programs--agriculture, office work, and the like--while the remainder took courses of a general nature. The picture is quite different in 1975-1976. Of more than 12,000 students enrolling, some 4800 (40%) took transfer programs. This represents a decrease of about 30% in expressed support of the usual college intention, reinforced by accompanying interest in general and occupational courses. Nearly the same number, over 4300, signed up for general programs, which possibly shows no wish to explore traditional academic development. But the most dramatic shift occurred in occupational programs, where nearly 2900 students enrolled in automotive, agriculture, industrial, technical, and such courses. This represents 24% of the total enrollment; more important, it is a 50% growth of support for programs which lead to practical rather than theoretical objectives. These students have in mind actual job preparation in construction, auto repair, drafting. That Glendale serves their needs is a tribute to the flexibility and worth of the community college in permitting pursuit of both theory and practice of life goals.

STUDENT SUBGROUPS--SEASONING AND EXPERIENCE

One sees, then, that the Glendale student has changed greatly within

the past ten years. He is older, is not necessarily callow from high school, and has increasingly practical objectives. In 1967 he was attending college for the first time; over 2300 or 49% received their baptism in higher education. By 1975-1976 "first-timers" had dropped to less than a third of total enrollment. Greater numbers of experienced students were entering Glendale, persons who had been jelled by the world, who were more certain of what they wanted out of college. They were about even in gender, as well, with 54% men and 46% women comprising the most recent enrollment figures. They were also more determined as a group to finish what they started. In 1967, for example, only 34% of the total 4833 enrollment continued their studies into the second year (60% men, 40% women). But in 1975-1976 the students who went on rose to 48%, 5775 of the total student body of 12,094. The male component made up 69% of this total, with the female portion 31%. As with all statistics, these figures are subject to wide interpretation: unemployment, early marriage, job change, etc., could decide a student's continuing or terminating his studies. In light of other evidence, however, it seems reasonable to suppose the Glendale student is more mature and settled in life objectives than was true ten years previously.

There are some statistical inconsistencies with this conclusion, of course. Averaged grades over the years tend to support the impression that Glendale students are more serious about their course work. In 1970, for example, some 25% of all students earned A's, 6% D's, and 5% F's. By 1975 we find 31% A's, 5% D's, and 2% F's. One might interpret this grade improvement in several ways: community college students are as brilliant as those at Ivy League schools; Harvard, as an instance, recently boasted that

nearly two-thirds of its students sported a B average. Or one might venture that community college teachers are doing a superior job of developing their students. A cynic might speculate that community college courses and evaluations are less demanding than they used to be. But this last guess is blunted by another percentage pattern. In 1970 79% of day and evening students at Glendale completed the courses they had signed up for. By 1975 this figure had dropped to 72%, which may be seen as a measure of increasing difficulty by some analysts.

STUDENT SUBGROUPS--MINORITIES

Glendale serves an increasing number of minority students. In the Fall semester 1970-71 there were .30% American Indian, .85% Black, .55% Oriental, and 4.30% Mexican-American students. By the Fall semester of 1975 American Indians made up .41% of total enrollment, while Blacks comprised 1.84% and Mexican-Americans 6.71% of the total student body. With respect to the latter two groups, these are the largest numbers ever to attend Glendale part and full-time.

III INSTRUCTIONAL PROGRAMS



INSTRUCTIONAL PROGRAMS

In keeping with the stated educational goals of Glendale Community College, this part of the College Self-Study will examine the current instructional program, how it was developed over the years, how it is implemented, and how student educational progress is evaluated. The presentation of this material will detail the occupational, developmental, and university-parallel programs and courses which the college offers, as well as the continuing education and special interest (non-credit) opportunities which are available. It is the hope of the Committee which has prepared this material that it will not only be used by the North Central Evaluation Team, but will also be used by the college itself in assessing its current achievements and determining its future development.

The following is a summary of the material covered in this portion of the Self-Study.

1. The Current Instructional Program
 - Degrees and Certificates
 - Curricular Offerings for Credit
 - Course Offerings for Credit
 - Means of Acquiring Credit
 - Community Services and Non-Credit Course Offerings
2. Development of the Current Instructional Program
 - Curriculum Development for the College
 - Occupational Program Development
 - Continuing Education
3. Implementation of Instructional Program
 - Departmental Structure and Duties
 - Instructional Materials Center
 - Special Programs
 - Continuing Education Program and Non-Credit Classes
4. Evaluation and Assessment of Instructional Program
 - Evaluation of Student Achievement
 - Evaluation of Quality of Instruction

THE CURRENT INSTRUCTIONAL PROGRAM AT GCC

The college offers three types of Associate in Arts Degrees and a variety of Planned Certificate Programs. In addition, many non-credit courses and programs are available to the community. The current college catalog specifies 24 areas of curricular offerings (if sub-areas of specialization are considered, the total is 45) which are designed to lead to one of the degrees or to a certificate in that area, or to prepare and/or improve the students' skills in that curricular area. The catalog also indicates the departmental courses offered for credit which may be used to satisfy these goals. In addition, the student may earn credit in other specified ways. A wide variety of non-credit courses and services is also provided for the community.

Degrees and Certificates

Prior to the 1975-76 academic year, only one Associate in Arts Degree was awarded by the college. The academic requirements for this degree remained essentially the same over the years except for the specific changes listed below. Appendix 1 outlines these requirements.

1. Effective in the 1972-73 academic year, attendance at Commencement rehearsals and exercises became optional. Prior to that time, such attendance was listed as a graduation requirement.
2. Effective in the second semester of the 1973-74 academic year on a voluntary basis, and made a part of the graduation requirements in the 1974-75 academic year, the Physical Education graduation requirement was reduced from four to two hours semester credit. Both Day and Evening Division students must comply. Any Health, Physical Education, or Recreation credit courses may be chosen.

Effective with the 1975-76 academic year, the Governing Board authorized the district colleges to offer three different Associate in Arts Degrees. These are: (1) The Associate in Arts for college transfer; (2) The Associate in Arts (General Studies); and (3) The Associate in Arts (Career Program Specified.) Appendix 2 lists the requirements for each of these degrees.

The Associate in Arts for college transfer Degree limits credits earned toward the degree to university-parallel courses for which the credits apply at a four-year institution. Thirty-six hours of General Education credits are required, of which 6 must be in English, 2 in Health/Physical Education/ Recreation, 8 in Social and Behavioral Sciences, 8 in Science and Quantitative Studies, and 8 in Humanities. Twenty-eight additional hours must be completed for a total of sixty-four required hours. The degree is conferred for a program which parallels the first two years of a Baccalaureate program and is intended for students who plan to achieve that degree. It requires 14 more hours credit in General Education courses than the other two degrees (which retain the General Education requirements of the AA degree offered in prior years.) The effect of the required distribution of General Education courses is to strengthen the students' background in Science and Quantitative Studies (2 hours credit above that for the other 2 degrees), Social and Behavioral Studies (also 2 hours additional credit), and especially Humanities (6 hours additional credit required.) These more stringent credit and distribution requirements are intended to approximate the General Education requirements of the universities, thus aiding the transfer student in meeting Baccalaureate requirements.

The Associate in Arts (General Studies) Degree retains the General Education requirements of the old AA degree, requiring less course work in the specified categories for a total of 22 hours. The Humanities requirement is the least stringent (2 hours credit.) The student may choose 32 hours of elective credit, for a total of 64 semester hours of credit. There is no limit stated in the catalog on the number of hours of non-transferable credit which may be included in this total. However, the college does not

accept more than 9 credit hours of non-transferable credit toward this degree.

The Associate in Arts (Career Program Specified) also retains the 22 credit hour requirement for General Studies, and, although the catalog does not specifically state this, no more than 9 credit hours of non-transferable credit may be included in the required 64 hour total. English 101 and 102 are required for this degree also. In addition to the General Studies courses, the student must complete all work specified in a career program of study. This is an Occupational Degree, primarily aimed at the student who wishes to complete a course of study leading to employment in his area of proficiency. Prior to this new multiple-degree program, the catalog had specified that a student could elect to "receive an Associate in Arts degree in his field of study," so this specific Associate in Arts (Career Program Specified) degree is really a clarification and continuation of a program already available to the student. No specific changes have been made except that the degree is now awarded for completion of specific occupational programs of study.

The multiple degree program is first outlined in the current college catalog (1975-76, 1976-77.) The requirement for credit in both English 101 and 102 or their equivalent for all three degrees is not indicated; however, an Addendum to the College Catalog in August, 1976 specifies this requirement. Clarification about the maximum of non-transferable credits allowed toward the Associate in Arts (General Studies) and the Associate in Arts (Career Program Specified) is also needed. This is planned for future catalogs.

The intention of the multiple degrees is to provide clearer choices to meet the needs of the wide range of students who attend the college.

An additional modification in the graduation requirements for any of the three degrees was made, effective with the 1975-76 academic year. The college no longer requires that at least three semester hours be acquired in residence during the academic year of graduation, although at least 12 hours in residence must be completed at some time. This allows practical flexibility in meeting educational goals, reflecting the view that education is a life-long endeavor, which many students must accomplish on a part-time basis.

Data Form F lists the number of graduates receiving Associate in Arts degrees in the various college curricula for the academic years 1972-73 through the current year.

The college also awards a certificate to students who complete certain specific skill-related courses, without meeting the additional requirements for an Associate in Arts degree. One year certificate programs are offered in Social Work, Automotive Technology, Electronics Servicing, and both the Construction and Manufacturing options in Drafting Technology.

Curricular Offerings for Credit

A wide variety of curricular programs is available to the student at GCC, providing both college transfer and occupational preparation. Since 1966 the number of offerings has almost doubled (24 curricula in 1966; 45 curricula in 1976). The lists below show the curricula available in 1966 and the additions made each year since then, as well as the complete curricular programs with sub-fields of specialization available in 1976. All curricula listed lead to the AA degree, unless otherwise noted.

Curricular Offerings in 1966 at GCC (Total: 24)

Art	General Curricular
General Art	
College Art	Journalism
Business	Liberal Arts and Science
Business Administration	
General Business	Music
Secretarial	
Clerical	Applied Music Major
	Music Education Major
Drafting Technology	
	Photography (courses only)
Education	
Kindergarten-Primary	Physical Education and Health
Elementary	
Secondary	Pre-Dental
Electronics Technology	Pre-Medical
Engineering	Pre-Optometry
	Speech

Curricular Additions at GCC by Year

1967-68

Aeronautics (courses only)
Administration of Justice (originally titled "Law Enforcement")
Agri-Business--Sales and Service Curriculum
Agriculture Production and Management (originally titled "Agriculture
Technology")
Home Economics
Nursing
Pre-Technology
Public Administration (courses only)

1968-69

Chemistry
Data Processing
Dramatic Arts
Geology and Earth Science
Physics

(The Kindergarten-Primary Curriculum in Education was eliminated.)

1969-70

Fire Science
Quality Control (courses only)

1970-71

Professional Agriculture Curriculum
Social Work (Certificate Program)
Social Work (AA degree)

1971-72

No additions

1972-73

Automotive Technology
Business Mid-Management
Drafting Technology--Curriculum was modified into two options:
 Manufacturing option
 Construction option
Electronics Servicing (Certificate Program)

1973-74

Social Work: Transfer Program

1974-75

Banking and Finance
Real Estate
Military Science (courses available at Phoenix College)

1975-76

Health Related (courses only)
Military Science (courses taught by ASU at GCC)

1976-77

Bilingual Teacher Aide

Complete Curricular Offerings at GCC - 1976-77

Administration of Justice

Agriculture

Agri-Business -- Sales and Service Curriculum
Agriculture Production -- Middle Management Curriculum
Professional Agricultural Curriculum

Art

College Art
General Art

Automotive Technology

Business

Business Administration Curriculum - Transfer
Banking and Finance
Clerical
Data Processing
General Business
Mid-Management Curriculum -- Specialized Two-Year Program
Real Estate
Secretarial

Chemistry

Drafting Technology

Manufacturing Option
Construction Option

Dramatic Arts

Education

Bilingual Teacher Aide
Elementary
Secondary

Electronics Technology

Degree Program
Electronics Servicing Curriculum (Certificate Program)

Engineering

Fire Science

General Curriculum

(First-year program for students who have not yet determined occupational or educational goals)

Geology and Earth Science

Health, Physical Education, or Recreation (Men's and Women's Programs)

Home Economics

Journalism

Liberal Arts or Science (for students planning a BA or BS degree)

Music

Applied Music Major
Music Education Major

Nursing

Physics

Pre-Professional Curricula

Pre-Dental
Pre-Law
Pre-Medical
Pre-Optometry
Pre-Technology

Social Work

Certificate Program (no degree granted)
Associate in Arts Degree Program
Transfer Program

Speech

The college also provides course work in the following occupational areas:

Aeronautics
Health Related
Military Science
Photography
Public Administration
Quality Control

The above curricular listings include both occupational programs and traditional academic programs of study. Most of these programs parallel university offerings at a comparable level. In particular, the following list indicates programs of study in the traditional liberal arts and sciences.* Courses offered in these areas are designed to duplicate university lower-division courses leading to a baccalaureate degree in one of the liberal arts and sciences.

University-Parallel Programs at GCC in the Traditional Liberal Arts and Sciences

Anthropology
Biology (including Botany, Physiology, and Zoology)
Chemistry
Economics
English
Foreign Language
 Chinese
 French
 German
 Spanish
Geography
Geology
Health, Physical Education, and Recreation
History
Home Economics
Journalism
Mathematics
Military Science
Philosophy
Physical Science and Physics
Political Science
Psychology
Sociology
Speech and Drama

*The academic areas listed were chosen because they correspond to those included in the College of Liberal Arts at Arizona State University.

Course Offerings for Credit

The Maricopa County Community College District currently has approved 787 course titles for credit at GCC. Of these 14 are Developmental (do not transfer), 307 are Occupational courses, and 466 are transfer courses (all university-parallel). The following table shows how these courses are distributed among the various programs at the college.

Courses Approved for GCC (as of 5/21/76)

<u>Program</u>	<u>Developmental</u>	<u>Occupational</u>	<u>Other- Transfer</u>	<u>Total</u>
Accounting (AC)	-	4	5	9
Aeronautics (AE)	-	2	6	8
Air Force ROTC (AF) (at ASU)	-	-	4	4
Agriculture (AG)	-	24	6	30
Art Humanities (AH)	-	-	3	3
Admin. of Justice (AJ)	-	30	2	32
Anthropology (AN)	-	-	5	5
Art (AR)	-	4	30	34
Automotive Technology (AU)	-	18	2	20
Building Inspection (BG)	-	5	1	6
Biology (BI)	-	3	14	17
Chemistry	-	1	11	12
Chinese (CN)	-	-	2	2
Counseling (CO)	-	2	23	25
Civil Technology (CT)	-	3	-	3

<u>Program</u>	<u>Developmental</u>	<u>Occupational</u>	<u>Other- Transfer</u>	<u>Total</u>
Data Processing (DP)	-	13	3	16
Drama (DR)	-	-	9	9
Drafting (DT)	-	47	1	48
Economics (EC)	-	-	3	3
Education (ED)	-	-	3	3
English Humanities (EH)	-	-	13	13
Electronics (EL)	-	29	3	32
English (EN)	4	2	14	20
Engineering Science (ES)	-	-	6	6
French (FR)	-	-	8	8
Fire Science (FS)	-	14	1	15
General Business (GB)	-	7	12	19
Geography (GE)	-	-	4	4
Geology (GL)	-	-	11	11
German (GR)	-	-	7	7
General Technology (GT)	-	3	-	3
Home Economics (HE)	-	15	27	42
History (HI)	-	-	19	19
Health (HL)	-	-	9	9
Health Related (HR)	-	4	1	5
Humanities (HU)	-	-	3	3
Journalism (JL)	-	-	6	6
Mathematics (MA)	2	1	14	17
Management (MG)	-	16	1	17
Marketing (MK)	-	5	1	6
Music Performance (MP)	-	-	24	24

<u>Program</u>	<u>Developmental</u>	<u>Occupational</u>	<u>Other- Transfer</u>	<u>Total</u>
Military Science (MS)	-	-	5	5
Music	-	-	11	11
Nursing (NU)	-	20	-	20
Office Education (OE)	1	14	3	18
Public Administration (PA)	-	3	-	3
Physical Education (PE)	-	-	17 (96)*	17 (96)*
Physics (PH)	-	-	11	11
Philosophy (PI)	-	-	5	5
Physical Science (PL)	-	-	3	3
Photography (PO)	-	2	10	12
Public Relations (PR)	-	1	-	1
Political Science (PS)	-	-	11	11
Psychology (PY)	1	-	18	19
Quality Control (QC)	-	8	1	9
Recreation (RC)	-	-	4	4
Reading (RE)	6	-	6	12
Speech (SE)	-	-	11	11
Sociology (SO)	-	7	19	26
Spanish (SP)	-	-	12	12
Social Science (SS)	-	-	2	2
<u>Totals</u>	14	307	466	787

* 8 PE courses of this total have 228 modules approved in the MCCCCD Course Bank. Only the 8 course titles are included in these totals. Thus, the total PE course titles approved is 17.

Not all approved courses are offered each semester or even every year, of course. A comparison table of the courses approved for GCC and the courses offered during the immediately preceding 12-month period follows. The number of courses is specified for each academic program area. The table shows that approximately 74% of the total courses approved have been offered at least once in this 12-month period.

Comparison of Courses Approved for GCC and Courses

Offered at GCC Within Last 12 Months (January 1976 thru December 76)

<u>Program</u>	<u>Number Courses Approved</u>	<u>Number Courses Offered</u>
Accounting (AC)	9	8
Aeronautics (AE)	8	8
Air Force ROTC (AF)	4	4
Agriculture (AG)	30	26
Art Humanities (AH)	3	3
Admin. of Justice (AJ)	32	23
Anthropology (AN)	5	4
Art (AR)	34	33
Automotive Technology (AU)	20	19
Building Inspection (BG)	6	6
Biology (BI)	17	10
Chemistry (CH)	12	11
Chinese (CN)	2	1
Counseling (CO)	25	10
Civil Technology (CT)	3	3

<u>Program</u>	<u>Number Courses Approved</u>	<u>Number Courses Offered</u>
Data Processing (DP)	16	11
Drama (DR)	9	9
Drafting (DT)	48	26
Economics (EC)	3	2
Education (ED)	3	2
English Humanities (EH)	13	12
Electronics (EL)	32	24
English (EN)	20	14
Engineering Science (ES)	6	6
French (FR)	8	6
Fire Science (FS)	15	6
General Business (GB)	19	18
Geography (GE)	4	3
Geology (GL)	11	10
German (GR)	7	5
General Technology (GT)	3	-
Home Economics (HE)	42	21
History (HI)	19	16
Health (HL)	9	4
Health Related (HR)	5	-
Humanities (HU)	3	2
Journalism (JL)	6	6
Mathematics (MA)	17	15
Management (MG)	17	15
Marketing (MK)	6	5

<u>Program</u>	<u>Number Courses Approved</u>	<u>Number Courses Offered</u>
Music Performance (MP)	24	21
Military Science (MS)	5	3
Music (MU)	11	10
Nursing (NU)	20	8
Office Education (OE)	18	14
Public Administration (PA)	3	1
Physical Education (PE)	17 (96)*	13**
Physics (PH)	11	5
Philosophy (PI)	5	5
Physical Science (PL)	3	3
Photography (PO)	12	8
Public Relations (PR)	1	1
Political Science (PS)	11	7
Psychology (PY)	19	15
Quality Control (QC)	9	8
Recreation (RC)	4	2
Reading (RE)	12	12
Speech (SE)	11	7
Sociology (SO)	26	21
Spanish (SP)	12	8
Social Science (SS)	2	-
Totals	866 (787)***	579

* PE courses use modules. The total in parentheses includes all modules in the MCCCDC Course Bank approved separately for PE 262, 265, 281, and 282. Thus, the different courses approved (excluding modules for these four courses) totals only 17.

** This total includes only course titles offered, excluding all PE modules offered under course numbers.

*** If the 79 PE modules are excluded from the total, only 787 courses are approved for GCC.

Courses offered for credit by the college can be divided into three different types, according to their purpose: Developmental, Occupational, and Other Transfer. Developmental courses are intended to provide basic skills in English, Mathematics, and Reading which are necessary for college-level academic work. These are credit courses but do not transfer to four-year institutions. Occupational courses are those which are part of an occupational curriculum and are specially funded. All of these carry transfer credit. "Other Transfer" courses are university-parallel courses which are not funded as occupational. All of these carry transfer credit. Most program areas offer these three types of courses in both the Day and Evening divisions of the college.

Developmental courses, except for those newly introduced in Fall, 1976, have been available in both divisions as well as during summer sessions, during the twelve-month period January 1975 - January 1976. The one exception is a highly specialized course in Language Skills (EN 015) which is not offered at night. The following table lists all Developmental courses offered, and shows when they have been available.

Developmental Courses Available at GCC, January 1976 - December 1976

<u>Course Title</u>	<u>Spring 1976</u>		<u>Fall 1976</u>		<u>Summer 1976</u>	
	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>
<u>EN 009:</u> English as a Second Language (new in Fall 1976)				X		
<u>EN 015:</u> Language Skills	X			X		
<u>EN 029:</u> Review of English Fundamentals	X	X	X	X	X	X
<u>EN 091:</u> Freshman English Review (new in Fall 1976)				X		
<u>MA 005:</u> Arithmetic Review	X	X	X	X	X	X
<u>MA 007:</u> Beginning Algebra	X	X	X	X	X	X
<u>RE 090:</u> Reading Clinic	X	X	X	X	X	
<u>RE 091:</u> Modern Reading Techniques	X	X	X	X	X	X
<u>RE 092:</u> Modern Reading Techniques	X		X			X
<u>RE 098:</u> (3 sections) Individualized spelling	X	X	X	X	X	X
Phonics	X	X	X	X	X	X
Vocabulary Improve- ment	X	X	X	X	X	X

Most Occupational courses are also available in both the Day and Evening Divisions. A total of 139 such courses was offered at least once during the past twelve months in the Day Division, and 159 in the Evening Division. All program areas which offer Occupational courses in the day program also schedule Occupational courses in the Evening Divisions (except for Biology which offers three Occupational courses in the Day Division only.) Seven Occupational program areas offer courses only in the Evening Division. These are listed below.

Vocational Courses Available Only In Evening Division

<u>Program</u>	<u>Degree Program</u>	<u>Certificate Program</u>	<u>Courses Only</u>
Aeronautics (AE)			X
Building Inspection (BG)			X
Fire Science (FS)	X		
Public Administration (PA)			X
Public Relations (PR)			X
Quality Control (QC)			X
Electronics Servicing (EL)		X	

The "Other Transfer" courses are all university-parallel courses which are not specially funded. The Day Division offered 323 of these in the past twelve-month period; the Evening Division offered 224. In almost all cases, courses in a department are available in both divisions, although the variety is greater for the day program. Courses in Air Force ROTC (AF) and Military Science (MS) are offered only in the Day Division. In a few other instances, due to sources of funding, one or two courses are available

in a program only in the Day Division. However, in all these cases the overall program is primarily Occupational and available in the Evening Division. The Evening Division offers several aeronautics (AE) courses which are not either vocationally funded or available in the Day Division. All Aeronautics courses are offered only at night. Courses in Geography (GE) and Chinese (CN) are offered only in the Evening Division.

Appendix 4 details all the course offerings for the twelve-month period, January 1976 - December 1976, breaking down the offerings by semester (Spring or Fall) as well as by type (Developmental, Occupational, Other Transfer), and by program area. To give a summary picture of the relative strengths of the Day and Evening Divisions, the following chart is presented. The three types of courses are not distinguished so that the total course numbers offered in the two divisions can be easily compared.

Comparison of Number of Courses Offered in Day and
Evening Programs at GCC in Spring 1976 and Fall 1976 Semesters

<u>Program</u>	<u>Spring 1976</u>		<u>Fall 1976</u>		<u>Offered at least once in 12 months: January 1976 - December 1976</u>	
	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>
	Accounting (AC)	6	6	6	5	8
Aeronautics (AE)	-	8	-	3	-	8
Air Force ROTC (AF)	2	-	2	-	4	-
Agriculture (AG)	11	6	10	4	18*	9
Art Humanities (AH)	2	2	2	2	3	3
Admin. Of Justice (AJ)	12	13	15	15	19	21
Anthropology (AN)	3	4	3	4	3	4
Art (AR)	33	31	32	29	33	31
Automotive Technology (AU)	8	12	9	12	12	16
Building Inspection (BG)	1**	5	1**	4	1**	5
Biology (BI)	8	3	6	1	9	3
Chemistry (CH)	9	4	6	3	11	5
Chinese (CN)	-	-	-	1	-	1
Counseling (CO)	7	4	6	7	9	6
Civil Technology (CI)	1	3	1	1	2	3

* One AG course is offered only in Day during Summer 1976. This is included in total.

** This is a Cooperative Education course. Time is arranged.

<u>Program</u>	<u>Spring 1976</u>		<u>Fall 1976</u>		<u>Offered at least once in 12 month January 1976 - December 1976</u>	
	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>
Data Processing (DP)	5	7	5	6	7	10
Drama (DR)	8	1	9	1	10	1
Drafting (DT)	19	13	15	13	23	15
Economics (EC)	2	2	2	2	2	2
Education (ED)	-	-	2	1	2	1
English Humanities (EH)	9	5	5	6	12	8
Electronics (EL)	13	13	15	12	19	18
English (EN)	10	6	11	7	14	8
Engineering Science (ES)	6	3	5	4	6	5
French (FR)	3	2	3	2	6	4
Fire Science (FS)	1*	5	1*	2	1*	5
General Business (GB)	12	14	13	16	13	18
Geography (GE)	-	3	-	2	3**	3
Geology (GL)	9	3	7	3	9	4
German (GR)	1	2	-	3	1	5
Home Economics (HE)	15	13	18	13	19	15
History (HI)	10	11	10	11	12***	14
Health (HL)	4	4	4	3	4	4

* This is a Cooperative Education course. Time is arranged.

** Three GE courses are offered in the day in Summer 1976 only. These are included in total.

*** One HI course is offered only in the day during Summer 1976. This is included in total.

<u>Program</u>	<u>Spring 1976</u>		<u>Fall 1976</u>		<u>Offered at least once in 12 months January 1976 - December 1976</u>	
	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>
Humanities (HU)	1	1	1	1	2	2
Journalism	6	2	6	2	6	2
Mathematics (MA)	15	14	15	14	15	14
Management (MG)	6	14	7	14	7	14
Marketing (MK)	3	4	3	4	3	4
Music Performance (MP)	12	7	15	7	19	8
Military Science (MS)	1	-	2	-	3	-
Music (MU)	5	3	5	3	10*	4
Nursing (NU)	3	2	2	3	5	3
Office Education (OE)	11	8	13	5	14	9
Public Administration (PA)	-	-	-	1	-	1
Physical Education (PE)**	9	2	8	4	12***	3***
Physics (PH)	5	2	3	2	5	4
Philosophy (PI)	3	2	4	2	5	3
Physical Science (PL)	2	1	2	1	3	1
Photography (PO)	8	4	7	4	8	4

* One MU course is offered only in the day during Summer 1976. This is included in total.

** PE course numbers do not include any PE modules. Only different course numbers are used to determine totals.

*** Both these totals include PE 102 which is offered only in Summer 1976, both day and night.

Offered at least
once in 12 months
January 1976 -
December 1976

<u>Program</u>	<u>Spring 1976</u>		<u>Fall 1976</u>		<u>Offered at least once in 12 months January 1976 - December 1976</u>	
	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>	<u>Day</u>	<u>Evening</u>
Public Relations (PR)	-	1	-	1	-	1
Political Science (PS)	6	4	6	5	6	5
Psychology (PY)	10	11	11	12	11	12
Quality Control (QC)	-	4	1	3	1	7
Recreation (RC)	-	-	1	1	1	1
Reading (RE)	11	8	11	9	13	9
Speech (SE)	6	1	5	1	7	1
Sociology (SO)	16	6	13	9	21	12
Spanish (SP)	7	6	7	5	8	6
Totals	376	315	372	311	478	391

Means of Acquiring Credit

A student at Glendale Community College may acquire college credits in several ways. Credit is offered for all of the courses available in the college catalog. In addition the student may be awarded credits in non-traditional ways.

Credit by Evaluation. A maximum of 24 semester hours of credit may be earned for work completed in specialized training programs, provided that the student has completed at least 12 hours of credit at one of the Maricopa County Community Colleges and is currently registered at Glendale Community College. A student may use only one such program to acquire credits in this manner. The District has developed criteria for awarding credit in this way. The following criteria are currently used:

<u>Criterion Met</u>	<u>Maximum Credits Allowed</u>
Real Estate License	6
Arizona Law Enforcement Academy Certificate	14
Private Pilot License	10
Commercial Pilot License	24
Certified Professional Secretary Certificate	24
Registered Nursing Certificate	24
Licensed Practical Nursing Certificate (if less than three years old and student is accepted in Nursing curriculum)	variable
Proof of Completion of Comparable Armed Forces of US technical school	24
Other Specialized Training program License or Certificate (individually evaluated)	variable

If credit is awarded in this manner, no academic grades are given, and the notation "Credit by Evaluation" is entered on the student's permanent record. Credit by Evaluation is transferable within the MCCCDC, but is not necessarily transferable to other collegiate institutions.

Credit by Examination. A student who has completed at least 12 hours of credit in MCCCDC, who is currently registered at Glendale Community College, and who has obtained permission from the department involved, as well as meeting any additional requirements of the department, may apply for Credit by Examination in certain courses. The student may not challenge the course a second time nor acquire credit for a lower level of a course in which he has previously registered or received a credit. A grade is assigned as a result of the examination. Credit by Examination is transferable within the MCCCDC, but is not necessarily transferable to other collegiate institutions.

Advanced Placement, CLEP Program, and Credit for Military Service. Students who score sufficiently high on either the Advanced Placement Examinations administered by the College Entrance Examination Board or the College Level Examination Program (CLEP) may receive college credit for these achievements. A maximum of 30 semester hours may be given for CLEP. If a student has completed at least six months of active military service with honorable discharge, he may receive two credits in physical education. If the student has completed at least a year he may receive four credits in military science or physical education and two credits in hygiene.

Servicemen's Opportunity College and Participating Education Program (PEP). The unique educational problems of many active duty servicemen and their dependents as well as those planning to enter military service are recognized by Glendale Community College. Courses are provided at Luke Air Force Base, and opportunities are provided for completion of courses through special or non-traditional means when military obligations prevent normal attendance. A "contract for a degree" has been developed so that GCC remains the serviceman's college of record and will grant the AA degree upon completion of 12 hours in residence and the satisfaction of graduation requirements. Those who plan to enlist may use the PEP program which will coordinate their in-service education opportunities with GCC degree programs.

Community Services and Non-Credit Course Offerings

Glendale Community College also offers a broad range of community services and special interest (non-credit) courses. These varied activities are the responsibility of the Dean of Continuing Education and include:

- (1) Special Interest courses offered both on and off campus; these are self-supporting in all respects.
- (2) The Speakers Bureau which uses faculty members as speakers for high schools or civic/community groups.
- (3) Contact and cooperation with community groups such as hospitals, boards of education, Glendale Development Board, Sun City and Del E. Webb Development Co., Luke Air Force Base, etc.
- (4) Co-sponsoring workshops with the Small Business Administration.
- (5) Activities sponsored by the Evening Student Government. In the 1975-76 school year these included:
 - (a) Phoenix Symphony - 3 performances at the college
 - (b) Art exhibits
 - (c) Audubon Film/Speakers - 5 performances
 - (d) Concerts of college band, orchestra, and choir
 - (e) Artists Series (Special performers)

- (6) The '62 card is issued by the college and allows persons 62 years of age or older and fully retired to take special interest (non-credit) classes at half price. The card also allows them the same privileges as a regular college student would have.

Special Interest classes cover a wide range of topics and are offered both on and off campus in both the Day and Evening Divisions. During the spring semester, 1976, 108 courses were offered with a total enrollment of 2,052. For Fall, 1976, 144 courses are offered. The following list shows the subject areas offered for Fall, 1976. In some cases, more than one section is offered.

GCC Special Interest Classes

Fall 1976

Accounting Small Business	Confusion, Understanding
Adult, New Understandings About the	Dance, Jazz
Antiques, Know Your	Dance, Modern Beginning
Archaeology, Arizona, Introduction to:	Dancing, Ballroom and Latin American
Art, History of American	Dancing, Mid-Eastern
Astrology, an Overview of	Dog Obedience
Backpacking	Dreams, All About
Ballet, Beginning I	Drug Abuse and Related Problems
Ballet, Beginning II	ESP
Ballet, Intermediate	Electrical Wiring & Maintenance,
Ballet, Classical	Residential
Ballooning, Hot Air	English as a Second Language
Band, Glendale Community	English, Conversational (For
Basketry, Modern	speakers of Greek)
Basketry, Modern Workshop	Financial and Estate Planning
Be a Clown	French, Conversational
Bridge, Beginning	Gardening, Organic
Bridge, Intermediate	G.E.D. High School Equivalency
Bridge, Advanced	Genealogy
Cake Decorating	Making "God's Eyes"
Cartooning and Humorous	Golf, How to Play
Writing and Basic Drawing	Greek, Conversational
Ceramics	Greeting Card Factory
Calculation and Formulation of Glazes	Guitar
Crochet	Handwriting Analysis
Chinese Culture, Journeys Into	Health Consumerism

Income Tax, How To Prepare Your
Inside - Outside
Jewelry Fabrication & Silversmithing
Job, How To Find A Part-Time
Judo and Self-Defense
Landscape Design, Residential
Law for Laymen: Emphasis on
Problems of the Retired
Lawn and Garden Maintenance
Learn About Yourself
Living, The Art of
Macrame
Maturity, Identity Crisis in
Medical Terminology I
Medical Terminology, Advanced
Melody Writing, Beginning
Improvisation and
Metalworking, General
Money Make Money, How to Make
Needlepoint
Parliamentary Procedures
Personal Problems of Daily Living
for Mature Adults
Photography, Introduction to
Piano Tuning and Allied Arts
Purchasing and Operating
Recreational Vehicles
Prehistoric Man in North America
Real Estate
Retirement, Successful
Rocks and Minerals,
Identification of
Russian Conversation
Sailing, Basic

Scuba Diving
Securities Market, Technical
Analysis of
Shape-Up for Health & Beauty
Sketching with a Pencil
Skills in Reading & Listening
Slimming Gymnastics for Women
Solar Energy, Practical Application of
Southwest Life, Literature & Lore
Space Programs, U.S.
Spanish, Conversational
Spanish, Conversational (2nd Semester)
Speech Making, Practical
Stock Market, Understanding the
Stock Option Strategies, Understanding
Swimming, Competitive
Tennis
Tole Painting (in Oils)
Tumbling
Tumbling, Beginning Part I
(5 and 6 years)
Tumbling, Beginning Part I
(7 and 10 years)
U.F.O.s & Little Known Facts
Understanding Ourselves & Others
Vegetable Production
Weight Loss Through Relaxation
What Makes People Tick
Woodworking & Cabinet Making
Writing for Publication
Yoga, Hatha

DEVELOPMENT OF THE CURRENT INSTRUCTIONAL PROGRAM

Curriculum Development Process

Initiation of New Curriculum. New courses or even whole programs of study may be generated at the suggestion of any of the following:

1. Citizens in the community.
2. Representatives of business, industry, service agencies, government units.
3. Students.
4. Faculty.
5. Administration.

In the instance of a new course, members of the concerned department undertake to study factors related to development and implementation of the courses (or course) to determine the feasibility of the offering. The study includes an analysis of the need for the course, the course goals and objectives, course outline, course description, how the course will be evaluated, personnel, equipment, facility and supply resources needed to implement the course.

When a whole program of study is proposed, the same factors are studied with the following additional steps:

1. Prior to the study process, a Request for Program/Curriculum study is reviewed by the District Educational Services Office for approval and assignment. In turn, other colleges and offices of the District are alerted that a particular curriculum is under study.
2. College personnel include an Advisory Committee in the study process.
3. Goals and objectives for the whole program are addressed in the study.
4. Impact of the program is analyzed in relation to other programs and the community.

The results of the study are articulated in the appropriate manual and presented by the members of the department to the College Curriculum

Committee who may reject, recommend modification, or recommend approval of the proposal.

Once approved by the College Curriculum Committee the proposed course or program moves through the following steps:

1. Executive Dean of the college reviews and recommends.
2. Deans of Instruction Committee is informed.
3. District Educational Review Group reviews and recommends.
4. District President approves/denies course or program for adoption.
5. District Governing Board approves/denies course or program for adoption.
6. State Community College Board approves if new program or new occupational course.

After approval at each level, the college may offer the courses or program to students. The respective courses adopted are then entered into the District Course Bank, a computer controlled file of course offerings within the District.

If a course is already approved for one of the other District colleges, Glendale Community College may request the adoption of that course from the District Course Bank.

Course/Program Modifications. Minor editorial modifications to a course or curriculum may be made by the members of the department in consultation with the Dean of Instruction. These modifications include improvements in the course description without changing the intent of the course, addition of prerequisites, or concurrent enrollment indications.

Modifications involving course title, credit hours, load hours, etc., are reviewed by the College Curriculum Committee and follow the flow of curriculum processing as outlined in the flow chart in Appendix 5.

Course Deletions. Courses are deleted from the list of offerings if:

1. The course has not been offered for two or more years and there is no plan to offer the course again in the near future.
2. A new course has been developed to replace it.

Course deletions follow the flow of curriculum processing as outlined in the flow chart in Appendix 5.

College Curriculum Committee. The College Curriculum Committee meets as needed to review curriculum proposals from the various departments. The Curriculum Committee serves as the forum for discussion and decision on the direction curriculum development will take to fulfill the mission of the college.

As such, the committee members must consider the effect of curriculum proposals as they affect the needs of students, the community, business and industry, other programs of the college and district, other faculty, and the basic policies of curriculum affecting teaching loads, credit hours, clock hours, transferability to universities, and occupational goals.

The College Curriculum Committee composition includes membership from the following areas:

Dean of Instruction, Chairperson
Administration
Counseling
Department Chairpersons
IMC
Occupational
Language Arts
Physical Education
Social and Behavioral Sciences
Science and Math
Fine Arts
Business

Evaluation of the Operation of the Campus Curriculum Committee

Weaknesses

1. Tabulation of the proceedings of the committee up to and including 1974-1975 indicate that very little, if any, critical evaluation of proposed changes and additions actually took place within the committee itself. The committee served to "rubber stamp" all recommendations. (See Appendix 6.)
2. No printed material which states the purposes, goals, and procedures of the committee has been made available to members of the group. It is consequently very difficult for a new member to orient himself to the group.
3. In many cases, items for consideration have been placed in committee members' hands only hours before a scheduled meeting. This practice prevents a committee member from obtaining any response from the members of the department which he represents. Simply, not enough time for study of proposals has been allowed.
4. Supporting evidence for proposed curriculum change or additions has not been handled uniformly.
 - A. Too often committee members and department chairmen have accepted letters or telephone calls from various individuals at the state universities indicating the transferability of a course as sufficient authority.
 - B. Many times there is a lack of written evidence attesting the approval of an advisory group.
5. There is a lack of communication and agreement between the district curriculum office and the campus committee, especially on the matter of adopting radio and television courses.

6. Poor attendance has indicated a lack of enthusiasm and concern for the mission of the committee.

Strengths

1. The committee's proceedings have been given more continuity by the publication of the minutes of meetings over the past year.
2. Fewer meetings with more business transacted have improved attendance and participation.
3. The present Dean of Instruction has not sifted out controversial items so that they have been permitted to come before the group for discussion and, in some cases, disapproval. A healthier situation now exists.
4. Discussion of general philosophy and goals has come about because of controversy, which has helped individuals formulate an identity for themselves as members of the committee.
5. More detailed preparation is being done by department chairmen through the use of Manual A.

Suggestions for Further Improvement.

1. An agenda which contains a cut-off date for items to come up for consideration will eliminate the problem of insufficient study time by committee members.
2. More opportunity for discussion of overall goals and philosophy will help both new and old members orient themselves to their roles in the creation of general curriculum planning for the college.

Occupational Program Development

Philosophy. The world of work is a dynamic, changing situation demanding that those entering or continuing in the labor force possess the knowledge and skills necessary to make worthwhile contributions to society. It is in such an environment that Glendale Community College continues to develop and offer Occupational programs designed to meet this need. The development and establishment of a variety of Occupational program offerings is based on the needs and expectations of the community, and on their interpretation, consistent with the goals and purposes of the college.

Glendale Community College draws much of its student population from western Maricopa County. The economy of this area, and of the entire county, rests primarily upon light industry, tourism, and agriculture. Major employers include Honeywell, Sperry-Flight Systems, Motorola, and AiResearch. The greater Phoenix area is an established electronic and computer manufacturing center with a multitude of various-sized companies employing thousands of skilled technicians and business-oriented personnel. Tourism, coupled with the large retirement segment of the population, requires a multitude of services and retail businesses. The proximity of the Sun City retirement community places heavy demands on the local service industry. The Occupational Education programs at Glendale Community College have been established to meet the expressed needs of the community the college serves. Recent trends affecting both day and evening school students have been toward development and upgrading of employable capabilities. Local employers are placing more importance on formal Occupational Education culminating in the Associate of Arts Degree. Some employers

offer in-plant "Career Days", distribute college schedules and catalogues, and provide financial assistance for employees attending classes.

Advisory Committees. Advisory committees have been established for each occupational program. Most of these were formed prior to the establishment of the specific occupational program on campus. Advisory committees play a vital role both during initial development of new programs and in the continual review of established programs. For established programs, each occupational advisory committee normally meets during the school year to discuss all phases of the program, such as new and revised courses, placements, trends, and budgets. Requests for new facilities and capital equipment must include documented advisory committee recommendations. Advisory committees are normally the responsibility of each occupational department with the selection of members, scheduling of meetings, and preparation of agenda items primarily arranged through the department head. Support, both administrative and secretarial, is provided through the Associate Dean of Instruction's office, and a file of all advisory meeting minutes is maintained by that office. The formation of new advisory committees for programs under development is also the responsibility of the Associate Dean of Instruction. Selection of advisory committee members concentrates on representation from major elements of each program with emphasis given to those interested, willing, and able to contribute to the development, growth, and success of a program.

Glendale Community College has used and continues to use occupational advisory committees with mixed success. Advisory committees must be supported by the individual departments and their contribution recognized and heeded. They need to be given important, responsible, and specific

charges directly related to improving and updating the programs. Successful use of advisory committees is coming about through the education of the individuals in the department and the individuals in communities who comprise the committees.

Occupational Programs. Thirteen Occupational programs have been established at GCC between 1966 and 1976. The following list provides the pertinent information about each.

OCCUPATIONAL PROGRAMS AT GLENDALE COMMUNITY COLLEGE

Program: Administration of Justice (includes Law Enforcement)

Year Established: 1966

Current Full-time Faculty: 2

Facilities: Classrooms

Equipment: Limited - microscopes, misc.

Needs: Laboratory facility - additional capital equipment, instructional materials

Program: Agriculture

Year Established: 1967

Current Full-time Faculty: 2

Facilities: Limited - Classrooms and small compound and greenhouse

Equipment: Adequate

Needs: Laboratory facility - greenhouse, lathouse, large compound.
Re-orientation of current program to include Ornamental Horticulture

Program: Automotive Technology

Year Established: 1972

Current Full-time Faculty: 3

Facilities: T-3 Building with laboratory and classroom

Equipment: well equipped, latest up-to-date equipment

Needs: Additional laboratory and classroom space for expansion of program
into motorcycle and small engine repair.
Larger compound area

Program: Bilingual Teacher-Aide (Education)

Year Established: 1976

Current Full-time Faculty: 0

Facilities: none

Equipment: Library support materials budgeted

Needs: New program for 1976-77 development and direction of program will
establish possible needs.

Program: Business - Clerical/Secretarial

Year Established: Prior to 1967

Current Full-time Faculty: 4

Facilities: Classrooms and laboratories

Equipment: Expand Business equipment including word processing equipment.
New and major equipment being phased in each year.

Needs: Under study at this time - laboratory - audio-tutorial

Program: Business - Data Processing

Year Established: 1968

Current Full-time Faculty: 1

Facilities: Classrooms and laboratories

Equipment: Key punch, remote terminals, etc. (shares two district central computers)

Needs: Equipment, key punches and terminals also

Program: Business - Mid-Management

Year Established: 1972

Current Full-time Faculty: 1

Facilities: Business Building

Equipment: No special equipment

Needs: Mid-Management Faculty, new for 1976-77; needs not established at this time

Program: Business - Real Estate

Year Established: 1974

Current Full-time Faculty: 0

Facilities: Business Building

Equipment: No special equipment

Needs: Primarily Evening program; needs not established at this time

Program: Drafting Technology

Year Established: 1966

Current Full-time Faculty: 3

Facilities: 2 laboratories, 1 classroom, 1 storage room

Equipment: Well-equipped laboratory

Needs: Metal and photography laboratories and equipment justification of needs are under study at this time. Overall program direction to be reviewed.

Program: Electronic Technology

Year Established: 1961

Current Full-time Faculty: 4

Facilities: 3 electronic laboratories, 1 sheet metal laboratory,
1 classroom, 1 storeroom

Equipment: Well equipped

Needs: Continual upgrading of equipment

Program: Fire Science

Year Established: 1969

Current Full-time Faculty: 0 (primarily in-service program)

Facilities: None

Equipment: None

Needs: None established, limited program

Program: Nursing

Year Established: 1967

Current Full-time Faculty: 7

Facilities: Laboratory and classroom (utilizes hospitals)

Equipment: Well equipped

Needs: None

Program: Social Work

Year Established: 1971

Current Full-time Faculty: 1

Facilities: None

Equipment: None

Needs: Current needs assessment and overall program direction review

Occupational Courses. Glendale Community College also offers Occupational courses and support courses that in themselves do not form complete programs but support other existing programs and/or community/student needs.

Course offerings are available in:

1. Aeronautics
2. Quality Control
3. Public Administration

The English Department offers a Technical Writing course for Occupational Majors. Home Economics is currently a transfer program, but an Occupational program in Child Care Administration is under consideration. The Drama Department, although some courses receive

Occupational funding support, is not considered primarily Occupational at Glendale Community College.

Innovative Occupational Projects. Innovative occupational projects at Glendale Community College have had both success and failure.

1. High School Electronic Program. A vocational electronics program conducted for the five west-side high schools existed at Glendale Community College for two years. This program provided a complete one-year high school vocational electronic curriculum utilizing Glendale Community College instructors, facilities, and equipment. The program was terminated when high schools were able to provide a program and as the need diminished. Few, if any, high school students came into our college electronics program upon graduation.

2. High School Automotive Program. A vocational automotive program conducted for Glendale Union High School District (GUHSD) provides instructors and laboratory work in highly specialized areas of automotive service. The program currently is in its second year and will be made available until GUHSD has completed its own facilities.

3. Multiple Electronics Laboratories. Two or three electronic laboratory classes were scheduled at the same time and assigned as a single load to an individual instructor. The idea was to use each instructor to his maximum potential and thereby increase available instructor load hours by use of a paraprofessional staff for each laboratory class, freeing the instructor to move from lab to lab and resolve problems beyond the capability of the paraprofessionals. The project was rated a failure and was discontinued after one year. Funds were not available to secure adequately trained paraprofessionals, and the instructor was exhausted.

The District Administration is not yet convinced of the value of and need for a qualified paraprofessional support staff. Properly used, qualified paraprofessional staff employed in the right environment can improve the quality of the education program and effect great savings at the same time.

Outlook for Occupational Education at Glendale Community College. The next few years should bring both new programs and changes to existing programs in Occupational Education. On the horizon is the availability of building T-2 (now used as a temporary classroom building) for Occupational Program needs. Possible use includes laboratories for:

- Small engine and motorcycle assembly
- Administration of Justice (Criminology)
- Agriculture
- Welding

More new Occupational programs are under consideration by the college.

These include:

- Child Care Administration
- Ornamental Horticulture
- Professional Golf Management
- Warehouse Management

Existing programs are dynamic, flexible, and designed to meet the changing needs of our society. Major changes in the current programs of Agriculture, Drafting Technology, and Administration of Justice are planned. The trend has been a gradual increase in occupational enrollment. This growth pattern is deceptive, however, because the enrollments are tied to a limited number of programs with a limited amount of student capacity.

New and expanded Occupational programs will play an important role in the future growth of the college. The enrollment of every new Occupational student has an impact on non-occupational support areas such as English, Social Sciences, etc. For example, each 150 new occupational enrollees

requires an additional English instructor. So, as the Occupational area grows so does the whole college. The health of Glendale Community College may depend on what becomes of its Occupational Education Programs.

Strengths of the Occupational Programs at GCC.

1. The Occupational programs are adequately staffed by qualified, competent instructors teaching in modern, fully-equipped instructional laboratories. Most classes fill to capacity. Capacity for Occupational classes is established primarily by the department, with prime consideration given to quality educational programs for the students.
2. Occupational programs at Glendale Community College are highly respected by local industry, which contributes both to the support and success of these programs. Many of our current students and graduates secure, or are currently employed in, their career fields by the local industries.
3. Strong administrative support exists for Occupational programs at Glendale Community College, with an Associate Dean of Instruction for Occupational Education having primary responsibility for support of existing and new programs.
4. Occupational departments have an equal share with all other departments in capital and operational funds as well as having access to separate vocational funds.

Weaknesses.

1. Career services are currently inadequate in the areas of occupational counseling, placement, and special course or programs concerning job survival.
2. There is an additional need for para-professional support for departments involved in a multitude of laboratory-type courses.
3. An established, formalized, staff-development program geared to meet the needs of occupational staff is needed.
4. The flexibility to change and adjust rapidly to the needs of the community should be developed and implemented.
5. There are current limitations on facilities and funds for development of new programs and the expansion of existing ones.

Continuing Education

Philosophy. Continuing Education reflects a belief in the concept that there is no finish line for education. People who support this belief point out that knowledge is expanding at the rate of doubling every ten years. They also point out that many people will change jobs several times during their life-times and that people must continue to take classes if they are to remain current and competitive.

Continuing Education offers academic, vocational, cultural, scientific, and recreational programs to all. Although most of the offerings of Continuing Education are in the evening, there are additional offerings on Saturdays and on weekdays. Through this program, Continuing Education becomes one of the important links between the College and the citizens of our great area. Continuing Education provides part-time learning experiences that help adults solve their problems, achieve their educational goals, reach their occupational intentions, and most important, to live interesting and rewarding personal lives.

Courses taken for college credit are taught by certified instructors and meet all requirements of the college academic program leading to an A.A. degree, if grades of "C" or better are maintained.

Duties for the Dean of Continuing Education. The duties for the Dean are quite varied and include the following: (Appendix 7 lists these in detail.)

1. College Credit Program

Supervision and coordination of various aspects of evening faculty activities

Budget preparation

Supervision and coordination of printing of related materials

Curriculum planning

Supervision and coordination of related support services

Off-campus responsibilities:

Work with various community organizations

Work with facilities on all facets of their use

Coordination of the Sun City satellite campus

2. Public Relations/Community Services

3. Special Interest Program

Supervision and coordination of faculty activities

Preparation of budget

Supervision of necessary printing

Supervision and coordination of off-campus facilities

4. Summer Sessions, Day and Evening

Administration of programs

Budget preparation

Characteristics of Evening Program Students. Students who enrolled only in continuing education courses totalled 4903 in the spring semester of 1976. The following chart shows enrollment statistics for these students.

Evening Division Enrollment (March 1976)

	<u>Total Number</u>	<u>% of Even. enroll.</u>	<u>% of College enroll.</u>
<u>All Classes</u>			
Number Students Enrolled	4,903	100	41.2
Total Semester Hours Taught	43,234	100	40.9
Full-time Student Equivalent	2,882.3	100	40.9
<u>Occupational Education Courses Only</u>			
Number Students Enrolled	2,023	41.3	17.0
Total Semester Hours Taught	13,940	32.2	13.2
Full-time Student Equivalent	929.3	32.2	13.2
<u>Non-Occupational Education Courses Only</u>			
Number Students Enrolled	2,880	58.7	24.2
Total Semester Hours Taught	29,294	67.8	27.7
Full-time Student Equivalent	1,952.9	67.8	27.7

In addition another 2,934 students attended both day and evening classes; 1470 enrolled in Vocational courses in the Evening Division and 1464 in non-vocational courses taught at night.

The above chart shows the major role the Continuing Education program plays in the college. About 41% of the total student population (Day and Evening) were a part only of the Evening Division, both by head count and by FTSE (full-time student equivalency.) Approximately two-thirds of these students enrolled in university-parallel and developmental courses, and one-third in occupational courses.

The fall 1976 statistics shown in the chart below indicate that slightly over half of the total student population was enrolled in the Evening Division (50.7%) yielding an Evening Division FTSE of 37.6%. The figures shown in this chart include all students who attended both Day and Evening Divisions and who registered for more evening credits than day credits. In addition, some Day Division students also registered for evening courses.

Evening Division Enrollment (September 30, 1976)

	<u>Total Number</u>	<u>% of Even. enroll.</u>	<u>% of College enroll</u>
<u>All Classes</u>			
Number Students Enrolled	6,161	100%	50.7%
Total Semester Hours Taught	39,945	100	37.6
Full-time Student Equivalent	2,663	100	37.6
<u>Occupational Education Courses Only</u>			
Number Students Enrolled	2,723	44.2	22.4
Total Semester Hours Taught	12,466	31.2	11.7
Full-time Student Equivalent	831.1	31.2	11.7
<u>Non-Occupational Education Courses</u>			
Number Students Enrolled	3,438	55.8	28.3
Total Semester Hours Taught	27,479	68.8	25.9
Full-time Student Equivalent	1,831.9	68.8	25.9

Appendix 8 presents a District-wide analysis of Continuing Education students, based on the 1975-76 academic year. About 90% of Evening Division students in the MCCCCD District enrolled for less than 12 credit hours. About 70% enrolled for 6 or fewer credits, which is consistent with a student population employed in the daytime. Over one-half of the Continuing Education students were between 25 and 45 years of age, married, and male. Only 15% were minorities. Almost one-half had not completed academic work beyond high school before coming to a District Evening Program.

Part II of Appendix 8 shows the District enrollment trends from 1970 to 1976, indicating a rapid growth in numbers of students, almost doubling in the five-year period. The Evening Division Growth in FTSE is 121.5% as compared to a 32% increase for the Day Division, indicating that evening students are enrolling for more credit hours each year.

Courses Offered Only at Night. Evening students often need different courses from the more traditional day-time (and often full-time) students.

Because of built-in flexibility in the Office for Continuing Education and the privilege of using qualified experts from various occupational fields as instructors in various disciplines, the college is in a position to respond quickly to recognized needs of evening students. In addition, the Evening Division is in a position to experiment with or try out a new course with relative ease and speed.

Some of the evening-only or evening-emphasis courses are as follows:*

	<u>Day</u>	<u>Evening</u>
Aeronautics	0	6
Admin. of Justice	16	18
Anthropology	4	10
Data Processing	6	8
Management	8	32
General Business	31	36
Marketing	3	6
Public Relations	0	2
Economics	10	11
Building Inspection	0	4
Construction Tech.	1	3
Fire Science	0	4
Chinese	0	1
German	0	3
Geography	0	6
History	31	51
Humanities	1	2
Political Science	5	8
Quality Control	0	4

* Cooperative Education courses are not included.

Summer Sessions. The College offers summer classes in two five-week day sessions and one eight-week evening session. During the 1976 summer session 4330 students enrolled (Day Session I: 1572, Day Session II: 982, Evening Session: 1776.) The following chart indicates the variety of credit courses available.

	<u>Number of Courses Offered</u>	<u>Number of Programs Offering Courses</u>
Day Session I	122	34
Day Session II	61	28
Evening Session	75	33

At Glendale one administrator operates the entire summer program. Other colleges may use two or three administrators to share responsibilities for the summer sessions. The Glendale operation seems to function well because one person can watch registration, enrollments, and the budget for the overall functioning of the entire ten weeks. It seems to work well, particularly since the summer program must be self-supporting.

IMPLEMENTATION OF INSTRUCTIONAL PROGRAM

Departmental Structure and Duties

The programs at Glendale Community College are administered by 24 academic departments. In some cases a department also supervises additional curricula or course offerings which do not constitute an independent department. The list below indicates both the departments and subsumed curricula;

Agriculture
Art and Photography
Automotive Technology
Aeronautics Courses
Biology
Business

Included in this department:

Accounting courses
Business Administration program
Banking and Finance program
Clerical program
Data Processing program
General Business program
Marketing courses
Mid-Management program
Office Education courses
Real Estate program
Secretarial program

Chemistry
Counseling
Drafting Technology
Electronics

Supervised by this department:

Administration of Justice program
Fire Science program
Public Administration courses
Quality Control courses

English and Journalism
Foreign Language

Included in this department:

Chinese
French
German
Spanish

Health, Physical Education or Recreation - Men
Health, Physical Education or Recreation - Women
Home Economics
Instructional Materials Center
Mathematics
Music
Nursing
Philosophy
Physical Science

Included in this department:

Engineering program
Geology and Earth Science program
Physics program

Psychology
Reading
Social Science

Included in this department:

Anthropology courses
Economics courses
Education program
Geography courses
History courses
Political Science courses
Sociology courses
Social Work program

Speech and Drama

Department chairmen are elected by the members of their respective departments and serve a two-year term beginning July 1. Fifteen days before the end of the appropriate fall semester the Executive Dean notifies all faculty members that the chairmanship of their department will be vacant the following July. Faculty members are provided with a form on which to indicate if they are interested in being considered for the position. The Dean then sends each department member a ballot listing all candidates who have expressed an interest in the chairmanship of that department. The names of the individuals receiving the highest number of votes in their respective departments are submitted to the office of the President of the Maricopa County Community College District

by the Executive Dean and the members of each department. Any eventualities not mentioned follow the Procedures for Selection of Department Chairman at Glendale Community College.

The duties and responsibilities of the Department Chairmen are:

1. Assist the Dean of Instruction to organize, develop, and evaluate the instructional program in their respective area.
2. Supervise and help continuing faculty members in the performance of their assigned duties.
3. Recommend through the Dean of Instruction to the Executive Dean the retention, advancement, or dismissal of departmental staff members.
4. In conjunction with the Dean of Instruction, work with provisional faculty members evaluating, by means of personal visitations and other agreed-upon techniques, their performance and qualifications for status as appointed faculty members.
5. In conjunction with the Associate Dean of Instruction, work with visiting faculty members, evaluating, by means of personal visitations and other agreed-upon techniques, their performance and qualifications for reappointment.
6. Whenever applicable, supervise and maintain contact with evening program assistants to maintain continuity between the day and evening programs.
7. Help screen candidates for positions in their respective fields.
8. Develop with the Dean of Instruction and the Associate Dean of Instruction the schedule of classes and recommend instructor assignments.
9. Conduct departmental meetings as needed. Information on items decided upon, which are a departure from the usual, should be filed with the Dean of Instruction.
10. Maintain a current summary of objectives for each subject matter area.
11. Provide the Dean of Instruction with current course guides, textbook order cards, etc.
12. Whenever appropriate, provide leadership in the establishment and maintenance of occupational advisory groups related to their area of instruction.

13. Recommend to the Curriculum Committee course and curricular changes and additions for their departments.
14. Prepare with their staffs the annual department instructional budget including equipment, supplies, repair, and maintenance requests.
15. Assist the administration in interpreting curricular offerings to high school students.
16. Encourage appropriate use of library and audiovisual service facilities and equipment by the departmental staff.
17. Equalize, to the extent possible, teaching loads within their departments.
18. Assist the Dean of Admissions in assigning faculty to work stations during advisement and registration.
19. Provide required reports such as faculty attendance, etc., when scheduled.

Campus department chairman meetings are called by the Executive Dean, with about three or four being held each semester.

Instructional Materials Center

The Instructional Materials Center (IMC) serves as the focal point of the campus, geographically and instructionally. It seeks to further the objectives of Maricopa County Community College District by making available to students and faculty materials which support and enrich the curricula and which contribute to the intellectual and cultural development of members of the college community. The IMC also provides the services needed for effective use of these materials. In addition to traditional book and periodical services, the IMC has expanded its programs to accommodate faculty and student interests in the following areas:

The Computer-Assisted Learning Center (CALC), with nine teletype and one cathode-ray-tube terminals, serves data-processing classes as well as self-instructional programs in a variety of subjects.

The Learning Laboratory houses much of the non-print collection and the campus tutorial services. Students needing additional course-work aid or learning enrichment may voluntarily visit or be referred to these facilities.

The Listening Center provides most forms of audio materials for both class-related instruction and leisure listening.

The closed-circuit Television Studio is used for original production, video dubbing, and video playback.

Staff. The certificated staff includes five librarians, a media coordinator, and a learning resources specialist. The support staff consists of a paraprofessional library assistant, a paraprofessional learning laboratory assistant, a media technician, a graphics designer, and twelve other employees. Many routine tasks are performed by student assistants. Appendix 9 is a flow chart of the staff organization of the IMC.

Building and Equipment. The IMC building, designed around a central patio, provides seating for more than three hundred students. Facilities include conference rooms, individual study and listening carrels, typing room, microform viewing room, photocopy machines, film preview room, television studio, listening center, display areas, learning laboratory, computer-assisted learning center, and IMC staff offices and workrooms.

Equipment used in the IMC or checked out for classroom use includes:

Lecterns	3
Microfiche readers	8
Microfilm readers	6
Microform reader/printer	1
Microphones	7
Phonographs	35
Projection carts	85
Projectors	
Filmstrip	23
Motion picture	46
Opaque	4
Overhead	53
Slide	24
Tape players	80
Tape recorders	67

Typewriters available to public	10
Screens	24
Tripods	6
Video	11

Resources. IMC resources currently include the following collections:

Art prints	90
Books (volumes)	57,426
College catalogs	4,622
Filmloops	336
Filmstrips	377
Kits	661
Leisure reading rental books	330
Maps	413
Microfiche	6,099
Microfilm reels	4,157
Newspapers (titles)	43
Pamphlets	5,906
Paperback browsing collection	1,569
Periodicals (titles)	730
Phonodiscs	450
Slides	5,221
Tapes, audio	1,066
Tapes, video	35
Telephone directories	120
Transparencies	1,708

During the 1975-76 academic year the IMC spent \$83,747 on resources and related operational expenses. The expenditures were:

Books	\$15,305.29
Educational Equip.	14,708.47
Operational Exp.	<u>53,733.17</u>
Total	\$83,746.93

Appendix 10 details the services provided by the IMC during the academic year, showing materials circulated, photocopying services, reference services, and media services.

Since 1966, the services and staff of the IMC have increased steadily, although the budget available for acquisition of books has not kept pace with either enrollment or inflation.

Appendix 11 is a growth comparison chart for the past ten years, which documents the increase in student enrollment, book circulation, and services each year since 1966 in comparison with a book budget which has not grown at all since 1971 despite rising inflation costs and student enrollment. The total book circulation, which has steadily increased over the same years that the book budget has remained constant, indicates the growing difficulty in meeting college needs.

Other Services. The IMC is open nearly 70 hours a week, offering reference assistance at all times and circulating its resources to students, faculty, administrators, staff, and members of the community. Additional services include:

- Athletic scholarship textbook distribution
- Classroom instruction in the use of the library
- Course-related cassette tape duplication
- Film and audiovisual equipment scheduling, distribution, and maintenance for campus and off-campus classes.
- Graphic arts
- IMC tours
- Preparation of student and faculty media handbooks
- Production of instructional materials
- Reserve book collection
- Special collection of archival materials

Selection of Materials and Equipment. Materials are selected to support and enrich the curricula and to serve the needs of the user in the pursuit of education, information, and the creative use of leisure time. Faculty, staff, students, and community borrowers are encouraged to recommend materials. Equipment is selected for the development and expansion of IMC and campus

programs, for compatibility to existing equipment, for more efficient use of classroom time, and for numerous campus-wide activities.

Classifying, Cataloging, and Processing. The purchasing and receiving of materials and their financial accounting are functions of the District Business Office. Library Technical Services classifies, catalogs, processes, and delivers the materials to the campus.

Strengths. The IMC has an adequate and dedicated staff, a supportive faculty, a sympathetic administration, and an attractive facility.

Weaknesses. There are insufficient seating, storage, office, and work spaces available. The circulation and security systems are antiquated. Illumination is insufficient. The most crucial deficiency is in the inadequate book budget. The purchasing power for the \$15,000 book budget available per year since 1971 has significantly decreased. The number of books this amount buys in 1976 is about one-half the number that could have been purchased in 1969. Appendix 12 is a graph showing the effect of inflation and devaluation on the IMC book budget each year since 1969.

Faculty Questionnaire. In the spring of 1976 the GCC faculty were asked to respond to questions about the IMC. Of the 155 full-time faculty, 84 responded, indicating a strongly favorable response to the IMC services and facilities. Appendix 13 is a list of the eight questions asked and a tabulation of the responses. The questionnaire also asked for comments pertinent to each of the questions. A summary of these comments, evaluated in the context of the questionnaire indicates that:

1. Although IMC instructional materials are adequate, far more books, video tapes, and 16mm films should be purchased.
2. Students are encouraged to use the IMC, and about 70% of responding faculty require them to do so to fulfill assignments.

3. Although most materials requested for student use are books and periodicals, there are also faculty requests for tapes and cassettes.
4. Most responding faculty expect IMC personnel to orient students to their services.
5. Most responding faculty believe IMC hours are adequate to student needs, but some indicate the need for summer and week-end hours also.
6. Although almost all responses to the questionnaire are that the IMC encourages faculty use, there are faculty complaints about lounge areas, noise, and illumination.
7. Almost all faculty who responded indicate the IMC encourages student use, but comments indicate noise and seating limitations are problem areas.
8. Responses about IMC services currently used and suggestions for improvement indicate that there is some faculty concern about the circulating book collection, film rental, and graphic arts.

Appendix 14 lists all faculty comments returned with the questionnaire about the IMC. Overall, the comments indicate real faculty concern about the book budget.

Recommendations. In addition to the obvious need for an increased book budget, the IMC staff recommends the following:

1. Greater promotional activity with faculty would increase student use.
2. Expansion of the IMC into the peripheral classrooms of the building should again be requested.
3. Extension of hours to include weekends should be reconsidered.
4. The installation of an electronics security system for exit control of instructional materials should be reviewed.

Special College Programs

In recent years, Glendale Community College has introduced several special programs to meet the varying needs of its students. The following ten topics explain these.

(1) Mini-Semester. The college has offered selected courses in an abbreviated number of weeks each semester for the past three years. The mini-semester began several weeks after the regular semester and ended somewhat sooner. The original intent was to bolster total enrollment by allowing returning veterans, late registrants, and previously enrolled students who for one of several reasons needed an additional course to take these concentrated courses. The mini-semester was not available in the Fall semester 1976-77 due to budget limitations.

(2) Block of Courses for Chicano Students. Effective with the fall semester, 1976, one instructor teaches a block of Social Science courses in Chicano History, Sociology, and Civil Rights which are designed primarily (but not exclusively) to meet the needs of Chicano students. When it is indicated, for development of academic skills, the Chicano student is also encouraged to take developmental courses in Reading, Mathematics, and English. In addition, courses of special interest to Chicano students are available in Counseling and Art. The Bilingual Teacher Aide Program described below is also of interest to Chicano students.

(3) Bilingual Teacher Aide Education. This is a new Associate in Arts degree program which began in the Fall semester, 1976. It is a response to legislation requiring bilingual instruction in the local schools combined with the study of actual conditions for meeting this requirement. A survey done in the communities served by Glendale Community

College indicated that bilingual aides currently employed were limited in education (G.E.D. or high school diploma), hired at low wages, exploited by teachers in the tasks assigned them, lacking in formal training for their work, and professionally resented. The AA degree program is intended to prepare qualified bilingual aides for community schools, afford aides who are already employed an opportunity to upgrade their professional skills as well as enrich their educational background, and to provide courses necessary for the Certificated classroom teacher to gain the state bilingual endorsement. The program, modeled after one already operating at Mesa Community College, is coordinated by the Social Science department, currently involves one full-time instructor, and includes general education courses and specific courses oriented to the bilingual concept, human relations, instructional and language skills. Required courses for this degree are:

ED 200	Cooperative Education
ED 221	Survey of Education
ED 225	Concepts of Bilingual Education
ED 235	The Mexican-American Child in the Classroom
ED 260	Methods for Teaching the Bilingual Child
ED 261	Communication Patterns: Language Problems of the Bilingual Child
ED291	Children's Literature
SP 102	Elementary Spanish or proficiency in Spanish

(4) Special Services Program. This is a federally funded Title IV program which began in the Fall Semester, 1976, and is designed to assist limited English speaking and/or low income students to remain in college and complete a program of studies. The enrollment of such students has increased substantially in the past few years; for example, over 250 limited-English-speaking students enrolled in Developmental courses in the Fall Semester, 1975. In addition, the communities the college serves have large percentages of families below the poverty level who are attracted to

the college. Although no student will be refused these services, the program is aimed at a population of at least 225 students, 60% of whom are limited-English-speaking and 40% of whom are low-income. Although a majority of this group is expected to be Spanish-speaking, the program is administered by the Dean of Students and is intended to supplement the Chicano Services program of the College by providing direct support services to students. Two kinds of services are provided:

Support - Counseling, PRA classes, student advisors, career guidance, academic advising, and referrals to other college services.

Instructional - available college developmental courses, assistance from the Learning Center and Learning Resources Specialist, tutoring, and all college academic and occupational programs.

(5) Cooperative Education. The Cooperative Education program is intended to support all programs at Glendale Community College, although it is primarily available only in the Occupational programs. Cooperative Education is a method of instruction that offers students the opportunity to earn college credit for the development and achievement of learning objectives which are accomplished through their current related work experience. The work experience must be related to the student's field of study or occupational goal. This work experience takes place at work stations approved by the college. The employers must be willing to enter into training agreements with the college and the student-employee. The Cooperative Education program is administered out of the office of the Associate Dean of Instruction.

(6) Projects in Community Service. This is a Federally funded Title I grant program. One of Glendale Community College's regular faculty members is the Director of this project. Specific objectives of the project are:

- (a) To create a Community Service Advisory Council made up of agencies, college personnel, and low income persons to assist in giving guidelines for the direction of the program.
- (b) To establish curricula to use the volunteer services of Glendale Community College students.
- (c) To expand the Glendale Community College initial demonstration effort of the past years into a full program of community service including the placement, counseling, and evaluation of the student volunteers.
- (d) To motivate students to become more aware of the practical aspects of the courses which they take under a variety of departments in the college.

The program operates under a director who is responsible for the overall administration of the program, the training, placement, and follow-up of students, maintaining a working relationship with community agencies, reporting responsibilities, and public relations functions. Students register for a section of Projects in Community Service under ten academic departments at Glendale Community College. This interdisciplinary approach allows students to undergo a volunteer experience related to their major field of study or area of interest. Students receive from one to three hours of transferable elective course credit related to the particular discipline. Program objectives are accomplished through the following activities:

1. Students attend 16 weekly one-hour seminars on campus per semester in which training and initial introduction to community services occur. During the first four seminars, representatives of 25 to 30 community agencies speak to the students about their respective agencies. Training aspects stress an introduction to the concept of volunteerism, and the use of psychological observational and listening techniques and report writing skills in volunteer work. The Projects in Community Service is

interdisciplinary and available to the students in both day and evening divisions of the following departments of Glendale Community College: Art, English, General Business, Home Economics, Journalism, Mathematics, Men's Physical Education, Political Science, Psychology, and Reading.

2. Placement in an agency occurs after the student has listened to agency representatives, visited and interviewed with a particular agency, and arranged a schedule of work hours with the agency supervisor and the project director. All Title I agencies in the target area have used volunteers under the program and will continue to do so. In addition, numerous other agencies are available to the students.
3. Follow-up with students and agencies is the responsibility of the director. The director and aide will maintain continuous contact with the person who supervises the volunteer.

These supervisors submit two evaluation reports per semester on each volunteer supervised (one at mid-semester and one at the end of the semester). Students must maintain and submit to the director a weekly journal report on their objectives for that week, activities to carry out their objectives, reactions of clients to their objectives, and evaluations of their activities in terms of future planning.

4. The director has set up an Advisory Council and holds monthly meetings of this council to discuss program activities, directions, publicity and suggestions for innovative ways to improve the program.

Project Accomplishments: Students enrolled in Projects in Community Service are made aware through assisting in community service agencies that their courses at the college have practical applications.

The Projects in Community Service Program has expanded from 150 students in the opening of 1975 to 240 students in the Fall of 1975 and 350 students in the Spring of 1976. This course provides for the training, placement, counseling, and evaluation of the student volunteers.

(7) Innovations in the Instructional Materials Center. The Computer-Assisted Learning Center (C.A.L.C.), with a total of nine teletype terminals, one cathode-ray tube terminal, and a portable terminal, accommodates classes in Data Processing and also the entire campus on a drop-in basis. Its primary functions are to supplement class operations, provide self-instructional programs, drill programs, and the G.I.S. job information service for the student body from 7:00 a.m. until 9:00 p.m. Monday through Thursday, 7:00 a.m. to 4:00 p.m. on Friday.

The Learning Laboratory houses much of the nonprint collection and the tutorial services. Students needing additional course-work aid or enrichment learning may voluntarily visit or be referred to these facilities.

The Listening Center serves the faculty and students by providing most forms of audio format for both class-related instruction and leisure listening.

The closed-circuit television studio is used for original production, video dubbing, and video playback.

(8) Faculty-Developed Innovative Programs. Individual faculty members of Glendale Community College have developed a variety of programs intended to better meet student needs and to better use resources. The following summaries illustrate these innovations.

Computerized French Program. (Gene Eastin, Foreign Language Department.)

A computer terminal makes available 20 review exercises for a student who needs help with French grammar. The student selects his problem area which is then presented to him through a series of practical exercises dwelling on the point of grammar he needs to review. The computer is programmed to either (a) tell the student he is correct in his answers, commend him, and move on through the exercise, or (b) tell him he has made an error. The computer keeps a running score during the course of the exercise so that at the end the student has a percentage score of success for his work. He may repeat any exercise as many times as he

wishes until he reaches a perfect score. Student participation has been limited to date, not by student apathy but by the number of terminals available and the workroom conditions.

Audiotutorial Typing Program. Mark Montanus, Business Department.)

A typing handbook and a set of cassette tapes has been developed for Beginning Typing, although it is now used only for makeup work, remedial laboratory work, or to enable a student to work ahead of the classroom pace. The handbook is correlated with a typing textbook, providing step-by-step instructions for each lesson. The program also provides a specific set of written behavioral objectives for each lesson which the student can meet by using the appropriate cassette tape which directs the typing lesson and then tests the student on it. At present, none of the three typewriting rooms is equipped completely for this program, but if this were done in one room the program could be implemented fully as an alternative to the traditional approach to learning typewriting.

Individualized Instruction in Mathematics. (Betty Field and Pete Pisciotta, Math Department.)

This is a self-paced program for Elementary and Intermediate Algebra involving multi-media resources, including a text, a Student's Solutions Booklet, answer manuals, available-in-class instructor aid, and cassette tapes, of each lesson available either in class or on a check-out basis. The student is given a proposed schedule for the semester, divided into modules, which he studies, using the various resources, and then is quizzed upon it. He may retake quizzes twice, and he must also take mid-term and final exams. A folder is available showing current records of Individual progress through the course. Should he complete Elementary Algebra early, he may receive credit and continue into Intermediate Algebra in that same semester. If he has not completed Elementary Algebra at the end of a semester, he may complete it during the next semester, provided the instructor approves.

Slide/Tape Presentation on Literature of Science Fiction. Robert Wilcox, English Department.)

This is intended to help the student understand the relation of science fiction to a wide variety of contemporary concerns: religion, technology, magic, the unknown, and "causes" such as women's liberation, social disruption issues, ecology, etc. The slides are keyed to these issues as expressed in classic science fiction and in correlated paintings. The musical accompaniment is from The Planets, by Gustav Holst.

Slide/Tape Presentation for Laboratory Skills in Chemistry.

(Marilee Murray and Charles West, Chemistry Department.)

This is an ongoing project involving slides and correlated tapes for modules to be used in Introductory Chemistry labs. Beginning in the Fall 1976 semester, these slides and tapes are being used as large-group instructional tools as well as for

individualized learning devices in the labs for students who need review work.

Development of Slide/Tape Presentation for New Electronics Students.

(LeRoy Smith, Electronics Department.)

On the basis of a search of student records for the 1970-75 graduating classes and subsequent interviews with fifteen cooperative former electronics graduates at twelve businesses, a slide/tape presentation showing "What Electronics Technicians Do On-the-Job" has been developed. This includes on-the-job pictures and testimonial comments on tape to portray past and present job activities for presentation to new electronics students at Glendale. The program is complete except for the title slides and synchronization of slides and tapes.

Team Teaching of English and Reading for Nonspeakers and Nonreaders.

(Joanne Stark, English Department and Freddie Anttila, Reading Department.)

This program is aimed at students who have little or no oral, reading, or writing skills in English, and who sometimes are also illiterate in their first language as well. The student enrolls concurrently in EN 009 (English as a Second Language) and in RE 092 (Modern Reading Techniques for Non-readers of English.) The two courses are coordinated in the sequence of instructional activities, methods and materials in English, language, and reading.

(9) Interdepartmental Team Teaching. In addition to the team-teaching now being done by the English and Reading Departments for non-English speaking students (see above, Faculty-Developed Innovative Programs), a new approach was instituted in the 1975-76 academic year toward the teaching of Humanities. HU 104 (Ideas and Values in the Humanities) is a four-credit course which exposes the student to instructors from five different departments: Music, English, Art, History, and Philosophy. The advantage of this course is that the specialized knowledge of these five different areas is available to the student in one course, without the danger that arises if one instructor attempts to handle all five areas. This course is not intended to supplant individual courses in the five areas, but rather is an integrated overview of the development of the humanities in the western world.

10. Newspaper, Television, and Radio Instruction. In recent years the college has offered newspaper, television, and radio courses for credit. These are administered through the District radio and television office. The following table summarizes these courses since Fall 1975.

District Television and Radio Courses for which G.C.C. Gives Credit

	<u>Course</u>	<u>Credit</u>
<u>Fall 1975</u>		
<u>Radio</u>		
	EN 101 Freshman English	3
	EN 201 World Literature	3
	GB 255 Business Law I	3
	HE 141 Nutrition	3
<u>Television</u>		
	EN 102 Business Letter and Personal Resume	1
	EN 102 Mark Twain	1
	HI 110 History of West. Civilization	3
	PI 101 Intro. to Philosophy	3
	PH 101 Energy and Environment	1
	PH 101 Films and Camera	1
	SO 101 Intro. to Sociology	3
	HU 299 Ascent of Man	3
<u>Spring 1976</u>		
<u>Newspaper</u>		
	HU 299 Molding American Values	3
<u>Radio</u>		
	EN 161 Word Study	3
	GB 256 Business Law II	3
	HE 157 Marriage and Family Life (SO 157)	3
	MG 281 Real Estate Law	3
	SO 101 Intro. to Sociology	3
<u>Television</u>		
	AN 101 General Physical Anthropology	3
	GB 132 Pers. and Fam. Financial Security (HE 132)	3
	GB 261 Investments	2
	PI 102 Intro. to Philosophy	3
	PI 244 Phil. of World Religions	3
	PY 101 General Psychology	3
	HI 299 The Adams Chronicles	3
<u>Fall 1976</u>		
<u>Television</u>		
	EN 101 Writing for a Reason	3
	HE 141 Nutrition	3
	MA 007 Beginning Algebra	3
	PI 231 Elements of Logic	3

Implementation of Continuing Education Program and Non-Credit Classes

Off-Campus Locations. Although full use is made of the college campus for Evening Division credit courses, as well as for non-credit ones, it is necessary to use several off-campus sites in addition. The use of off-campus locations does, of course, enable the college to take its classes to the student, and in certain cases (bowling and ice skating classes, for example) makes it possible to offer a course at all. The following table summarizes off-campus facility use during the 1975-76 academic year.

Off-Campus Facilities Used in 1975-76

	<u>Credit Classes</u>		<u>Non-Credit Classes</u>	
	<u>Number of Locations</u>	<u>Number of Classes</u>	<u>Number of Locations</u>	<u>Number of Classes</u>
Fall 1975	18	159	11	35
Spring 1976	19	202	15	54

There are both educational and practical disadvantages, however, in using off-campus locations for credit classes. IMC and tutorial services, student government, and administrative staff resources, for example, are available only to the student on campus. The operating costs for off-campus credit classes are high due to the rental fees for classrooms. The following chart shows the rental costs for 116 credit classes, taught off-campus at six community high schools during the Fall 1976.

Costs for Classroom Rental, Fall 1976 - Credit Classes

<u>School</u>	<u>Number of Classes</u>	<u>1 Night Per Wk. @ \$15 for 16 Weeks</u>	<u>2 Nights Per Wk. @ \$30 for 16 Weeks</u>	<u>Total Costs</u>
Apollo H.S.	26	6,240		6,240
	1		480	480
Cortez H.S.	6	1,440		1,440
Moon Valley H.S.	6	1,440		1,440
	3		1,440	1,440
Thunderbird H.S.	8	1,920		1,920
Trevor Browne H.S.	26	6,240		6,240
	6		2,880	2,880
Maryvale H.S.	27	6,480		6,480
	7		3,360	<u>3,360</u>
				\$31,920

Bell Plaza Satellite Campus. In cooperation with the Del E. Webb Development Company, this satellite campus was opened in Sun City in the Spring semester, 1976. The District leases the Webb Company facilities located in the Bell Plaza Professional Building and include both classrooms and an office complex. Classes are open to all students, although the majority are Sun City residents. During the Spring 1976 semester, 40 credit classes were offered, of which 26 had sufficient enrollment to be taught. At the 45-day (March 31, 1976) enrollment evaluation, 463 students were still enrolled, of which 52% were Sun City residents. The following list shows the community residence of all of these students.

<u>Home Community</u>	<u>Number of Students</u>
Sun City	239 (52%)
Phoenix	125
Glendale	59
Peoria	27
Litchfield Park	6
Avondale	1
Buckeye	1
Cashion	1
El Mirage	1
Scottsdale	1
Tolleson	1
Youngtown	1
	<hr/>
	463

Another 22 non-credit classes were offered in the Spring 1976 semester, of which 16 "made" with about 300 of the students enrolled from Sun City. On the basis of the first semester of operation of the Bell Plaza satellite, the Dean of Continuing Education made the following observations:

1. Publicity by Sun City newspapers and television (including GBS Morning News) was good, but came too late to help enrollment.
2. Cooperation with Del E. Webb Dev. Co. has been very good.
3. The classrooms are well furnished; good AV equipment.
4. A satisfactory way to sell textbooks to the students at Bell Plaza should be worked out.
5. Sun City residents want non-credit courses instead of credit.
6. Fifty-five (55) credit classes and thirty-five (35) non-credit classes for the Fall 1976 program are being offered.
7. August 30, 1976 is early for Sun Citizens to start classes. Many are away or are not "programmed" to classes starting that early in the college year.
8. Two-semester-hour classes would be popular in Sun City because they would operate for a shorter length of time.
9. Mini-semester classes should also be popular because of starting time and length of class.
10. It would be better to get more rooms at Bell Plaza (or another satellite) than to pay the high rent of high schools.

Use of Visiting and Residential Faculty. Visiting faculty are extensively used in the Continuing Education program, comprising about three-fourths of the total faculty employed. In many courses, their particular expertise makes them uniquely valuable to the overall Evening Division Program. Residential Day faculty also teach in the Evening

Division, usually offering the same courses as in the Day Division. The following list summarizes the characteristics and qualifications of the Evening Division faculty in Spring, 1976:

Spring Semester 1976 Visiting Evening Faculty

Total number of visiting evening faculty:		300			
<u>Ethnic:</u>	283	Anglo	<u>Sex:</u>	231	Male
	8	Black		<u>69</u>	Female
	6	Hispanic			
	<u>3</u>	Asian		300	
	300				

Highest Degree Attained:

2	AA
67	Bachelors
183	Masters (includes J.D., L.L.B. & D.V.M.)
11	PH.D.
<u>37</u>	None & Unknown (30 None; 7 Unknown)
300	

Number of Years' Experience at G.C.C. or MCCC:

100	1-2 semesters
61	3-4 semesters
92	over 4 semesters
<u>47</u>	over 10 semesters
300	

Certification:

79	Special
63	Occupational
<u>158</u>	Academic
300	

Number of Residential Faculty who Teach for Continuing Education:

34	teach one class
39	teach two classes
5	teach over two classes
<u>24</u>	administrative (counselors, librarians, admin., etc.)
102	

Support Services Available for Evening Division. Two clerk/secretaries are on duty in the evenings for needed secretarial services for faculty. The IMC is open, tutoring services are available, a counselor is on duty, the bookstore is open, the snack bar is open, and the veterans' and evening student government offices are also open to help meet the needs of students. G.E.D. testing is also available during evening hours, and a student is on duty to give routine information about withdrawals, transcripts, registration permits, etc.

However, it seems obvious that the college is organized administratively for and oriented towards a daytime operation. Administrative and support services are all deficient for the student who is on campus evenings or Saturdays (for example, none of the routine student services is available on Saturdays.) In addition, there is no engineer, and only limited maintenance available at night or on Saturday.

Although it is generally assumed he will, it is not possible for one administrator in the evening to effectively help evening students and faculty with the conglomerate of questions that arise pertaining to such concerns as insurance, cooperative education, testing, high school teacher certification, community use of campus, withdrawals, transcripts, heating/cooling problems, registration, rosters, transfers, curriculum requirements, college cars, lost and found, parking permits, safety, accidents, bomb threats, obscene telephone calls, care of grounds and equipment, college visitations, room problems, security, refunds, authorization of attendance, etc., in addition to the responsibilities that appear to specifically belong in the office for Continuing Education.

Weaknesses in the Implementation of the Continuing Education Program.

Weaknesses in Continuing Education.

1. The Continuing Education Office is too small and therefore too crowded.
2. There are probably too many responsibilities for one individual to do well and yet have sufficient time to develop many new ideas. (see Appendix 7: Outline of Duties and Responsibilities of the Dean for Continuing Education at G.C.C.)
3. The lack of adequate support services in the evenings and on Saturdays is a major weakness.
4. The second-class citizen status for evening "extended day" faculty is very poor. The evening faculty member with the same qualifications and preparation, teaching the identical course, receives \$245.00 per load hour vs \$299.00 for a regular day faculty member. The extended day faculty member receives no benefits.
5. Too many classes are off-campus where there are no services, and rent is too high.

Weaknesses in Special Interest, Non-Credit Courses.

1. There is a lack of guidelines or philosophy from the District Office.
2. We need one person who would have time to develop this area of community services. More time should be given to develop contacts, follow-up, evaluation, etc.
3. No rooms are available on campus in the evenings Monday through Thursday for these courses.
4. Faculty pay of \$10.00 per clock hour has not been changed since 1963 and is too low.

Weaknesses in Cultural Offerings to Community.

Our very rich and full program is hampered by the fact that there is no good-sized auditorium on campus for concerts, plays, speakers, musical performances, and the like. The evening students now rent a high school auditorium for the Artist Series they present each semester.

EVALUATION AND ASSESSMENT OF GCC INSTRUCTIONAL PROGRAM

Evaluation of Student Achievement

Grading System. The college uses the following letter system.

- A - Excellent
- B - Good
- C - Average
- D - Unsatisfactory
- F - Failure
- P - Credit (Used in only a few courses)
- X - Incomplete
- W - Withdrawn
- N - Audit
- Z - No Credit

It is difficult to evaluate how consistent faculty are with each other in their grading criteria. Different philosophical views about the level of student achievement necessary for each grade, different methods of instruction and variations in difficulty of course content, necessary reading competency, and ability to write well are some factors that might result in different grading criteria in different courses. In general, each instructor assigns his own grades according to his own criteria.

The college allows a student to withdraw from a course through the fourteenth week of instruction, provided he informs the instructor either in person or in writing. An instructor may also withdraw a student for excessive absences, and he is under considerable pressure to do so from both state and federal levels. The Z grade is intended for a student who has attended class regularly throughout the entire semester but has not completed course requirements.

The college imposes scholastic probation on any student enrolled in 10 or more semester hours if he does not earn a passing grade in at least 60% of his semester load at the end of the drop-add period, and if he also fails to maintain a cumulative grade point average of 1.600 or

better (a D is worth one grade point.) Failure to achieve good standing at the end of the probationary semester will result in academic suspension for one semester. This policy is intended to prevent excessive withdrawals or Z grades as well as to encourage reasonable academic effort.

Assessment of Student Achievement. The following table shows the grade distributions for 1970-75 for both day and evening students. The percentages reflect only students who completed the courses for credit. Thus, a student who was doing poorly in a course might have withdrawn or been given a Z and would not be included here.

GRADE DISTRIBUTION STATISTICS

Glendale Community College

College Totals

		<u>A's</u>	<u>B's</u>	<u>C's</u>	<u>D's</u>	<u>F's</u>
1970	Day	23.6%	30.6%	30.4%	7.3%	5.6%
	Eve	31.0	35.2	25.3	3.9	2.5
	Total	25.3	31.7	29.2	6.5	4.9
1971	Day	27.1	32.1	29.0	7.0	3.2
	Eve	30.4	36.5	25.8	4.5	1.5
	Total	27.9	33.2	28.2	6.4	2.8
1972	Day	28.2	31.6	25.2	5.7	1.9
	Eve	32.9	32.5	22.1	3.3	1.5
	Total	29.5	31.8	24.4	5.0	1.7
1973	Day	32.2	29.8	24.4	4.9	1.4
	Eve	33.0	31.7	21.6	3.2	1.6
	Total	32.5	30.5	23.4	4.2	1.5
1974	Day	33.1	30.1	23.7	4.9	1.4
	Eve	33.1	30.0	20.6	3.5	1.7
	Total	33.1	30.1	22.4	4.3	1.5
1975	Day	31.3	29.2	23.9	4.9	2.2
	Eve	31.2	30.7	22.6	4.6	2.6
	Total	31.2	29.8	23.4	4.8	2.4

Analysis of these figures in the light of the liberal W and Z policy suggests that the students at the lower levels of achievement may choose not to take a grade. It is interesting to note that no major differences appear between grades given in Day and Evening Divisions.

Course Completion Rates. The following chart shows the percentage of students who completed their course work in the Fall semester in each of the years 1970-75.

COURSE COMPLETION RATES FOR STUDENTS

Glendale Community College

College Totals

<u>Fall Semester</u>	<u>Day</u>	<u>Eve</u>	<u>Total</u>
1970	81%	74%	79%
1971	79%	72%	77%
1972	83%	76%	81%
1973	81%	77%	79%
1974	72%	73%	72%
1975	72%	73%	72%

The chart shows a decline in course completion rates in 1974 and 1975, both in the Day and Evening Divisions. Through the 1972-73 academic year an instructor could give a student a failing withdrawal (a Y grade) after the fifth week of the semester if his work was unsatisfactory. This was computed the same as an F in the grade average. The removal of this punitive withdrawal, coupled with the significant increase in enrollment of veterans and the unemployed in the past years, may have contributed to the lower course completion rate.

Tutoring Program. In addition to the various new programs introduced to help students who have academic difficulties, a free tutoring service is available from 9 a.m. to 8 p.m. Monday through Thursday and from 9 a.m. to 4 p.m. on Friday. Tutors for specific subjects are both recommended and approved by instructors.

Evaluation of Quality of Instruction

Provisional residential faculty are evaluated each year during their provisional appointments. Beginning with the 1976-77 academic year, permanent residential faculty will also undergo a periodic evaluation procedure which is explained elsewhere in this self-study.



IV STUDENT SERVICE PROGRAMS



STUDENT SERVICE PROGRAMS

The Student Service Programs at Glendale Community College have found their home under various organizational heads. The Dean of Students supervised programs in student government for the day students, while the Dean of Continuing Education was concerned with the evening student government and related activities. The Continuing Education Dean was also involved with the supervision of the Fine Arts series, while the Dean of Students was concerned with the Book Review series and the athletic programs. The Records and Admissions programs were under an operational dean who also was concerned with the counseling program and Veterans' Services. The Counseling Department supervised Financial Aids, Job Placement, Tutoring, and Chicano Services.

Although the breadth of these programs demonstrates the concern of the college for serving the students' many needs, the organizational structure often has resulted in independent services being offered, but not in the development of a coordinated, unified student personnel program.

In the fall of the present school-year a reorganization of these services was undertaken in which most of the services which traditionally are a part of student personnel were placed under the Dean of Students. Those under other administrators are Admissions and Records and Veterans' Services under the Dean of Admissions; Security under an Associate Dean of Instruction; Tutoring under the Dean of Instruction; and the Student Union, Food Services, and Bookstore under the District Vice-President for Business Affairs.

Each element of the Student Service Programs is being presented



independently because those services reflect the previous organization, and because the reorganization is so recent that the full nature of its impact is not known.

ADMISSIONS, REGISTRATION, AND RECORDS

This general activity is responsible for the entire procedure of obtaining pertinent demographic and educational information on every student in order to (1) admit the student into college, (2) register him into classes, (3) make necessary adjustments to his schedule to reflect his current status in all classes, (4) record his final grades, and (5) preserve his record for future reference or for purposes of transfer to other institutions. All of the above functions are for the benefit of the student.

Concomitant with the above are related functions of the office as follows:

- a. Providing class rosters and other needed student information to the instructor
- b. Providing needed statistical information for necessary local, state, and Federal reports
- c. Providing data to financial aid personnel and veterans' service personnel and other student personnel groups, which are needed to perform their functions

The Dean of Admissions is responsible for:

- a. The general operation of the admissions office
- b. Hiring of employees
- c. The operation of the key-punch and data entry office
- d. Keeping the room book for day classes
- e. Screening and approving all students on foreign visas
- f. Planning all details of registration procedures, including physical facilities
- g. Adjudicating petitions regarding probation and suspension
- h. Receiving requests for graduation and ordering diplomas
- i. Supervision of Office of Veterans Affairs
- j. Preparation and storage of all statistical reports for local, state, and Federal programs
- k. Preparation of all schedules of classes for fall, spring, and summer terms

All of the staff under the Dean of Admissions are classified and include:

- a. Personal secretary, who handles all correspondence, builds room book, handles routine foreign student admission and residency inquiries
- b. Admissions Office Staff, under the direct supervision of an office manager and her assistant. The remainder of the office staff is divided into three areas:
 1. A computer clerk, who is responsible for up-dating and preparing all materials of any type that need to be put into the District computer (she is assisted by two keypunch operators)
 2. Four record clerks, who answer all admission queries at the counter or over the telephone, process all applications, transcripts, withdrawals, handle and process all incoming and outgoing mail
 3. One transcript clerk, who records all transcripts of transfer students
- c. Veterans Service Office, a Federally-funded section consisting of
 1. A college-trained coordinator (reports to Dean of Adm.)
 2. An outreach coordinator
 3. Three clerks, who certify all veterans and alterations of certification to Veterans Administration

Population

The function of the Admissions and Records Office affects every student attending the college during and after his attendance at the college. Since the policy of the college is one of open admission, every student who is 18, a high school graduate, or has a high school equivalency certificate is eligible to attend college. In addition, a limited number of students still in their last year of high school are permitted to attend one or two classes with permission of the high school administrator.

History and Development

When the last review of the College was made in 1967, our expansion was barely under way. Evening classes probably expanded more rapidly than anticipated. The return of the G.I. Bill accounted for another great influx into the College about 1972 and has continued until it peaked in 1975, when about one-third of all of our students were receiving Veterans

Administration benefits. The increased financial aid from Federal sources encouraged many people of all ages to seek educational benefits. Also, the rapid residential growth around the college increased the adult attendance at the college. All of these plus factors more than compensated for the decreasing percentage of recent high school graduates attending college.

Program

This office provides the recording of basic demographic data regarding all students necessary to classifying them for various purposes and communicating with them. A registration using punched class cards and a manual fee determination registers them into classes. All data from the college are fed into the District computer, and all changes are made through this same punched card process. Cards in all cases are read by the campus terminal and transmitted through the District computer. Since the District printer is much faster than the campus printer, all paper (or in some cases microfiche) printouts are generated at the District and delivered by inter-campus mail to the campus.

Final grades are mailed to the students in computer-produced grade mailers. Semester grade reports are produced on gummed labels, which are affixed to the students' permanent records. All permanent records are stored on campus. Several abortive attempts have been made to microfilm inactive permanent records, but none has been satisfactorily filmed.

Procedures

Several methods evaluate the work of the admissions and registration procedure. The evaluation is of a two-fold nature: to provide the students with as fast and efficient procedures as possible with the equipment provided by the District and to keep procedures in accord with the needs of the faculty.

For example, many phases of registration and changes in student schedules must be adapted to the philosophical and practical desires of the faculty regarding advisement and control of class size.

After every registration, a critique is made, involving administrators, department chairpersons, and faculty, concerning their satisfaction with various phases of registration. Alterations of procedures have been made as a result of these critiques. Also, the Dean of Admission has met and discussed procedures with the executive committees of both day and evening students and requested suggestions from them.

Recommendations

The challenge of the next decade is to continue to attract students of all ages to seek the services of the community college. The role of Admissions and Records is to provide immediate, courteous service to those coming to college, to provide quick and easy registration techniques, and to provide materials such as catalogs, schedules, and other materials to explain course offerings and curriculums.

Weaknesses. The greatest weakness of the program is the type of computer input-output inherent in the system. A more automated on-line procedure would be of great service to all students, but this would be too costly and registration would take too long. An on-line system is, of design, slower and registration time would need to be extended to three or four weeks. An advantage of on-line registration would be the ability to establish registration places removed from the college (such as Luke Air Force Base, Bell Plaza, and high schools), which would make the registration much easier for the students.

At present the college is meeting the needs of most special groups. In many cases special orientation and advisement is available. There is a question as to how evening students can be better served. Should administrative offices, counseling, etc., be more extensively available at night? Efforts have been made to provide registration at special times convenient to evening students.

The most important changes that should be made within the next decade are:

- a. Ability to up-date all information from admissions and registrar's offices on-line to the computer.
- b. An immediate solution to the problem of microfilming records.
- c. Combined registration and fee calculation into a single operation by use of the computer.
- d. Ability to register students from remote terminals.
- e. Ability to provide printed copy of a student's schedule immediately on payment of fees. Subsequent schedule changes should also be reflected on a corrected schedule.
- f. Provision for an enlarged and more conveniently arranged admissions and records area.
- g. Ability to register students by "on-line" registration.

BOOKSTORE

The general purpose of the Glendale Community College Bookstore is two-fold:

- A. To be of service to students, faculty and staff.
- B. To make a profit which can be used towards the retirement of the revenue bonds.

The store is open and adequately staffed 12 hours per day, four days per week. Since the evening division has no scheduled classes on Fridays, the store is open 8 hours on those days. The Bookstore Supervisor must work

closely with the Dean of Instruction, Department Chairpersons, and Instructors in securing required textbooks for the various classes. He must assist students in the selection of correct books for their classes and must arrange buy-back periods for those students who wish to dispose of their books on the completion of their courses. He must be knowledgeable of the return policies of the various publishing companies and supervise the return of excess books to the companies from whom they were purchased.

The Bookstore operates with a staff of five. Because 60% of the store's business takes place during the first three weeks of the fall and spring semester, temporary help must be recruited and trained to assist during the busy sell periods.

There has been no formal evaluation of this activity. However, in comparing the financial reports with national figures as well as other bookstores in the MCCC operation, the Glendale store does very well. An increase in gross sales this past fiscal year of \$175,000 indicates the students and faculty find the store interesting and enjoyable and serving their requirements.

The strengths of the bookstore lie in capable personnel and efficient service. The weaknesses are:

- a. The store is too small for growth. It is doing three times the volume that was originally planned.
- b. There is no back room area. Receiving and pricing are done in the sales area of the store, confusing to both customers and employees.
- c. Large picture windows prevent installation of wall shelving which could increase the sales area of the store somewhat. Attempts to have the windows covered by brick or plywood has been disapproved at the District level. The windows also permit sun damage to merchandise.

- d. Security cannot be improved as long as the large windows invite burglars to break and enter. Replacement of the glass amounts to \$200.00 each time this occurs. Since 1974 there have been 9 broken windows to replace.
- e. The back-up stocks for the store must be carried in a warehouse located a short distance from the store. This creates problems of double handling, errors in purchasing, and inventory problems.
- f. Low salaries create morale problems.

The future of the Glendale Community College bookstore is questionable. Without adequate space being made available it is unlikely that sales can continue to increase to any great extent. Goals for the next 10 years are as follows:

- a. To obtain adequate space in the bookstore sales area and to have a backroom provided for receiving, pricing, and back-up stock, etc.
- b. To block out the large windows and thus gain wall shelving.
- c. To place the bookstore sales and inventory control on the computer.
- d. To review the salary schedule of the bookstore employees and to make badly needed adjustments in some of the salaries.

SECURITY DEPARTMENT

The Security Department is a service organization under the Associate Dean of Instruction, providing an orderly and safe environment for Glendale Community College students and staff. The campus security program is centered around three main concerns:

- a. Providing an atmosphere of safety and security for students and staff.
- b. The protection of student, staff, and college property.
- c. Enforcement of rules and regulations set forth by the Administration.

The Security Department serves the entire college population while actively involving several Administration of Justice students in on-the-job experiences.

The Department has evolved from a single security officer with a bicycle to three full-time security officers and twelve to sixteen part-time staff complete with security vehicles, radios, and an operational budget. The addition of a full-time Chief Security Officer has improved the management and supervision functions of the organization. Improved documentation and follow-up procedures are being developed.

Recommendations for the next decade are:

1. Replace contracted third shift security with college employees.
2. Expand budget for additional student guards.
3. Additional security equipment, especially carts and automatic parking gates.
4. Extend the authority of local campus security personnel in regard to operational policy-making decisions.

OFFICE OF VETERANS AFFAIRS

The general purpose of the Office of Veterans Affairs is to recruit veterans as students, to certify attendance to the Veterans Administration, and to assist veterans in taking advantage of the benefits made available by the G. I. Bill. Implementing this purpose are numerous activities which consist of, but are not limited to, the following:

1. Outreach activities including orientation for new students enrolling in school.
2. Academic advisement including requirements of this institution of higher learning and others to which a student may wish to transfer.
3. Personal advisement involving personal problems, academically related problems, adjustment, social and crisis counseling.

4. Assistance with social disfunctions that may require referral to agencies outside of this institution including the Veterans Administration Hospital located in Phoenix.

The Office of Veterans Affairs, which was opened in October, 1973, is mandated by Federal law to serve only the veteran population in the community and the veteran students enrolled. The population arrived at by use of veteran student head count has been as high as 25 percent of the total student body (4,000 students). In terms of full-time student equivalency, this is approximately 40 percent of the total student body. The population has grown over the past four years and is expected to dwindle after having obtained its peak during school year 1975-76.

The Office of Veterans Affairs consists of a Director, a Veterans Certification Clerk, a Clerk/Typist, a Clerk/Steno and an Outreach Coordinator. In addition, there are three Veterans Administration employees who advise veterans regarding their rights and benefits, and student workers.

The Office of Veterans Affairs is periodically (at least annually) evaluated by the Veterans Administration, Department of Economic Security, State of Arizona and other such agencies within the community college district as see fit or have the authority to do so. In addition, a needs analysis questionnaire is published and distributed and analyzed, using the students attending the college as the evaluators. The public contact area in the community is evaluated in the form of a postage-paid reply card asking a representative sampling of the people contacted by our Outreach program to respond to its quality and effectiveness of the services rendered.

The program has chiefly been extremely valuable to the veterans in assuring proper payment for claims against Veterans Administration entitlement for school training. The service rendered to the veterans on campus is

particularly valuable because the veterans generally have little or no problem with their scholastic endeavors.

The Outreach program has been particularly successful in recruiting veterans into the college. The college, through the District Office, has implemented and sustained a successful program of data processing to meet the needs of the Veterans Administration certification program. This office wrote the program used as the model throughout the State of Arizona for the Veterans Administration Outreach Work Study program. The office in cooperation with the Vets Club on campus negotiated the low-cost legal advisement service for veterans.

In a past needs analysis conducted by this office, veteran students could not distinguish between the Veterans Administration and the college employees working for the Office of Veterans Affairs. Because the office is supported by Federal funds, we are unable to perform the role of veteran advocate that might otherwise be performed within the Office of Veterans Affairs. We also have had difficulty in enlisting enough students in the Vets Club to make it a political voice within our community.

STUDENT FINANCIAL AIDS

The SFA programs adhere to a philosophy that the least significant aspect of the SFA programs is the "dollar". The director, therefore, denotes a large portion of time to counseling functions. Many students deal with problems that are unrelated to finances, but use the lack of funds as an acceptable means to contact the counselor.

The SFA programs involve institutional, federal, and private funds consisting of scholarships, grants, jobs, and loans. Students are advised by various techniques of the application process, and are formally notified

at each step of the way as to the status of their application, whether funded or not.

Evaluation of the programs is achieved by examination of the academic pursuit of each student. This is accomplished by examining the academic record each semester.

The most outstanding strength of the programs is in the personnel, students, office staff, and professionals, who are oriented to a "helping" philosophy. One of the weaknesses of the SFA office is the necessary reliance upon students to accomplish the work of the office. The work of four full-time employees is divided among ten to twelve students.

An attached booklet, Financial Aids, details the range and specifics of SFA programs. In general, growth in such programs has accompanied student enrollment. There were but 60 applications for assistance, for example, in 1967-68 involving some \$48,000. By 1975-76 applications had exploded to 1405 students; the dollar value was more than \$1,200,000.

For greater effectiveness the SFA office should use more data processing methods, with inclusion of an on-site terminal (CRT) and printer with trained personnel. Such mechanization would allow more research and one-to-one student contact. The SFA office also must work for greater clarity of its role as perceived by students, faculty, and community.

COUNSELING DEPARTMENT SERVICES

The counseling department at Glendale Community College has grown both in the number and extent of its services and in the number of staff members. Originally under the Dean of Admissions, the department has recently been placed under the Dean of Students.

In addition to counseling, the department is responsible for financial aids, student orientation programs, student part-time and career job placement, academic placement testing, sharing the advising program with the instructors, assisting in the veterans' counseling and the counseling related to the special student services program, and Chicano Services.

The professional counseling staff consists of the department chairperson, four general counselors, one counselor/coach, one counselor/placement director, one counselor/financial aids director, one counselor/black student advisor, one half-time veterans' counselor (in the Veterans Service Office), one counselor in the Special Student Services Program, one director of Chicano Services, and one student financial aids officer. The clerical staff allocated to the department are spread among the various services and are identified along with those services.

The growth in the various programs and the demand for services has diminished. This situation can be remedied by the complete implementation of the proposed reorganization which places the direct supervision of many of the services under the Dean of Students or the Associate Dean of Students. Further benefits can be realized by bringing the department's programs and staff together in an adequate central facility. The broad dependence upon students to augment the clerical staff is seen as both a strength and a weakness.

To illustrate the growth within the departmental services the following data are presented:

Student Financial Aids served 60 students in 1967 with a budget of \$48,000. In 1976, 1405 students were served with a budget of \$1,211,326.

The group counseling classes served 535 students in the past school year.

Orientation sessions for new and transfer students included 2,147 students.

The walk-in program, designed to provide immediate counselor attention to students, served 1,740 in 1975-1976.

The student staff, which is an important integral part of the program, numbers 50.

A description of each of the services under the counseling department follows with an appropriate evaluation of strengths, weaknesses, and directions for the future.

Counseling Center

The Counseling Center staff consists of five counselors and the counseling department chairperson. In addition, there is a full-time clerk-receptionist and five part-time work study student assistants. The staff is available to assist students in identifying aptitudes, interests, and personality traits for consideration in choosing vocational and educational programs.

The Center provides assistance to enable students to achieve self-direction in decision making and planning with particular attention given to the relationship between the world of work and the individual.

The Center strives to serve as a positive Public Relations and communication agent between Glendale Community College and its many audiences.

Regular department meetings are held to keep the counseling department staff well informed. These also afford each member the opportunity to contribute to department decisions. Staff members belong to various campus and district committees and attend those committee meetings. This is deemed

important to foster better intra and inter-campus communications.

Statistics are kept on the numbers of students availing themselves of the counseling department services, and the kinds of services requested. Annual reports are written for the various counseling department functions. Each group counseling course is evaluated by the student participants. The student orientation program is evaluated by the student participants. There is a district evaluation procedure which involves the periodic evaluation of each staff member.

The strengths of the center are seen in its well-qualified staff, the increasing demands for services, and the leadership role taken by the staff in the development of many of the innovative programs which have been developed at the college.

Staff diversity is seen as a strength which enables the center to better meet the various needs of students with different cultural, economic, racial and ethnic backgrounds.

While the program is used well by students and staff, better service would result from the clarification of the role and function of the Center and the department as well. The demand for services and the attempt to meet each request has resulted in the dilution of the resources of the small staff. Staff has not increased to meet the increase in services offered and the size of the student body. This is especially true for the evening and summer programs.

There are not enough offices to house the staff in the Center; the reception area is too small to be both a relaxed waiting and reception area, and the workroom for the clerk-receptionist and the student helpers. All services need to be centrally housed. Also, the great reliance on student help is not seen as conducive to offering an effective and efficient program.

Student Advisor/Aide Program

The Student Advisor/Aide Program was formed as a result of a counseling department program evaluation in the Spring of 1975. A sub-group discussed meeting the needs of students for someone to talk and relate to about college courses, college policies and general college information, especially during the "busy" periods of the academic year. The structure was to develop and enable student advisors to "reach out" to other students and provide curriculum and college information. An on-going training program was developed to provide the education vehicle for the student advisors.

The general purposes of the Student Advisor/Aide Program are:

- a. To provide information to students in the areas of academic advisement, counseling services, registration procedures, and financial aids.
- b. To provide to students an advisor/friend with whom they can relate and establish on-campus acquaintanceships.
- c. To provide assistance to the Counseling Department during "busy" times of the year; for example, during pre-registration and registration periods.
- d. To represent student needs to the counselors and work with the counselors.

The program is intended to serve Glendale students, high school students in the area, mature adults returning to school, and racial and ethnic minorities.

The Coordinator acts as training leader for student advisors and supervises their activities. Weekly training sessions are held to orient the student advisors to campus services and counseling techniques needed to establish a helping relationship with their advisees.

Ten to twelve student advisors were assigned to work in various groups or areas: veterans, women, Career Center, Counseling Office and Job

Placement. In addition, ten Chicano student advisors under the supervision of a Chicano Counselor functioned essentially as the other student advisors. Their objectives, however, were primarily to encourage and assist the Chicano students on campus. The Counseling Department evaluated subjectively the effectiveness of the student advisors. It was generally agreed that the student advisors had received adequate training and had satisfied the needs of the students they had dealt with during the year, as was confirmed by feedback from those served and the administration.

Recommendations:

- a. To provide continuous training for the student advisors throughout the semester.
- b. To establish college credit for training sessions and/or a certificate of recognition.
- c. Continued development of Program, to include or establish a staff position to coordinate all responsibilities of student advisors.
- d. To expand the student advisors service as appropriate.
- e. To develop a student advisor manual.
- f. To establish a committee or advisory council to provide direction regarding the training and responsibilities of student advisors.

Student Advising

At Glendale Community College advising is shared by the entire faculty. Generally students plan programs and choose classes with the help of a member of their major department. Students who have not selected a major are referred to teachers identified as advisors for students in a general program, or to a counselor. Because the counselors have office hours at all times of the day, other students may seek advising from them as well. This is especially true in the summer when teachers are generally not on campus.

Special programs to meet the need of students for advising have been designed. Preadvisement occurs preceding the end of a semester, when advisors are available in specific locations throughout the day. Students are encouraged to complete their program planning at this time by being assigned earlier registration time only if preadvisement is completed. This program is offered to day students only. Orientation sessions for new and transfer students are conducted by the counseling staff during both day and evening throughout the summer and just prior to the beginning of each semester. The counseling staff also conducts advisement/registration workshops at the feeder high schools for interested graduating seniors during the second semester.

Students not participating in one of the above programs can receive assistance at registration time in an advising area staffed by representatives of the various departments including counseling.

The strength in the advising program lies in its multi-faceted approach and in the participation of the entire faculty. Weaknesses lie in the heavy reliance on counselors as advisors during the summer and in the orientation programs, and in the fact that not all teachers and counselors are effective advisors or are interested in advising.

The program could be improved by recruiting interested and effective faculty members to form an advising team to staff an "advising center" during those times when the interest in and need for advising is great. Such a center could be staffed with a clerk who would keep the center open daily (and in the evenings) and provide information and referrals to appropriate advisors. The center could be supplied with reference materials useful in advising (eg: University catalogs) as well as a device to receive copies

of student records from the Admissions Office. An additional improvement would be expanded faculty participation in the planning and administration of the orientation programs as well as the utilization of trained student assistants.

Group Counseling

Counseling groups have been an important part of the Glendale Community College counseling program since the campus was opened in 1966. The initial group programs consisted of small counseling groups organized by a counselor for students having similar concerns, and were conducted as an adjunct to individual counseling. To this effort was added a series of small group laboratories conducted in cooperation with the psychology department as a part of the Personal and Social Adjustment classes in that department. The Group Dynamics classes in the Social Work program also required participation in counseling groups, which were provided by the counseling department. A further expansion of the program occurred in 1972 when the department offered credit classes to the students based on developmental themes such as career exploration, exploration of values, and college survival for veterans (or Chicanos, or mature women, etc.). The present program is dominated by such groups, with the option of non-credit group counseling being offered at any time students are identified who can benefit from the experience.

The counseling classes and groups are conducted by members of the counseling department and adjunct counselors from the community. Classes are offered for both day and evening students. The need for classes directed toward special groups or on certain topics is constantly being assessed, and this provides the basis for the next semester's scheduling. Perhaps the most

popular developmental class at the present time is in assertive training. Student, faculty, and administrative input is used to determine the need for specific classes. Evaluation of the programs is done by the students in terms of how well their goals were met as reported through in-class evaluations and by follow-up questionnaires.

The strength seems to lie in the ability of the program to respond quickly to student needs, and in the expertise of the counseling staff with respect to group skills. A significant improvement is seen this year in the acquisition of a room assigned to the department for the group classes. Previously, the classes were held in a vacant classroom, conference room, or the faculty dining room, and were consequently scheduled according to room availability, not student need. Such rooms often lacked the size and atmosphere conducive to a good group experience.

Chicano Services

Through the efforts of M.E.C.H.A., A Chicano student organization, the Chicano Services Program was established in the Spring of 1975. Designed to recruit and retain more Chicano students at the college, Chicano Services has systematically encouraged the Chicano community to investigate the educational opportunities available through Glendale Community College.

The main thrust of the program is directed toward the Chicano high school seniors, and the mature Chicano of the westside areas of Tolleson, Avondale, El Mirage, Surprise, Peoria, Glendale, and Buckeye.

The Coordinator, who reports to the Counseling Department Chairman, is responsible for developing and coordinating the G.C.C. programs for recruitment, community relations, public relations, curriculum development,

counseling, and student advocacy. His staff consists of ten student assistants who serve as clerks, peer advisors, recruiters, and tutors.

The monitoring and evaluation of the program is accomplished by regular meetings with the Counseling Chairman, and through the preparation of an annual report to the college administration.

Program Strengths:

- a. Positive public relations between G.C.C. and the Chicano community.
- b. Various academic and support services have developed as a result of Chicano Services input and the need caused by increased Chicanos on campus.
- c. Sensitivity and awareness has been developed on the part of Administration faculty and staff concerning needs of Chicano students and the culture of the Chicano.

Program Weaknesses:

- a. The duties, responsibilities, and the overall role of Chicano Services are unclear to the majority of campus community.
- b. The future role and purpose of Chicano Services is undefined by administration.
- c. Campus support functions to meet needs of those recruited are inadequate; i.e., counseling: personal, academic, career and vocational.

Recommendations:

Development of long range goals in the areas of:

- a. Providing comprehensive student services to Chicanos and other ethnic minorities; recruitment and counseling.
- b. Continued development of supportive academic curriculum areas.
- c. Continued development of Multicultural Ethnic Studies curriculum; i.e., Chicano Studies to include a multidisciplinary approach in the liberal art areas.
- d. More space and qualified staff.

Career Development Center

The Career Development Center is designed to provide a ready source of current career information in a multi-media format for students of Glendale Community College, the faculty, and the community at large. The services are specifically directed toward those who have no idea of a college or career direction and those who have made a career choice without confirming such things as the amount of training required, the working conditions and the potential of employment.

Currently the Center is supervised by a counselor devoting about eight hours per week to this function. It functions without permanent clerical help and with four work-study students who cover the hours 8:00 a.m. to 4:00 p.m. and 6:00 p.m. to 9:00 p.m. daily. The counselor attempts to provide training and supervision during a two hour weekly meeting. The counselor also spends four hours per week seeing people who prefer to consult a professional, or who are referred by the student staff for further counseling or for testing referrals. The Career Development Center is under the direct supervision of the chairman of the counseling department.

The theme of the Career Development Center is "Explore before you decide." The systems available in the center are designed to provide assistance on this basis. Browsing is encouraged. Materials are provided on the basis of the California Index Plan. Career information is provided in different forms.

Career information is delivered through referral by the student staff, the job placement center, counselors, peer advisors, faculty, community agencies (including other schools), posters, news articles and the

availability and inviting atmosphere and openness of the center itself. Materials are designed to be directly accessed by the student.

Strengths and Weaknesses. The strengths of the program are the support of the counseling department, the dedication and availability of the student and counselor to incoming requests for information and direction, the unique and the specific direction of the program, "Explore before you decide." In addition, the previewing of new materials for readability and reliability and applicability to an adult audience, and the purging of out-of-date information is a significant strength.

The training of the staff to feel competent and aware of the center's resources and referral resources offers immediate feedback based on the time students stay in the center and the number which appear at the door. Another strength is the financial support provided by the administration in approving the purchase of materials which are up-to-date and equipment on an ongoing basis.

Weaknesses are apparent in that the career center lacks a permanent facility and is not well publicized. The lack of clerical and technical services is handicapping. Shortage of funds precludes the ordering of anything but "free" materials.

At this time, providing Career Services to classes outside of the counseling department has been curtailed because of a lack of adequate professional and clerical staff. Evaluation is subjective and informal.

Recommendations. Application for funding will provide for additional services directed toward offering career services for Women, the Handicapped, Racial Minorities and Low Income students which will probably have an outreach component. In addition, job visitations in conjunction with

Job Placement should be provided. In the long term it is hoped that local career and job data will be accumulated and made available using the same access philosophy covered in the Program exploration, possibly through computer terminals or red phones located throughout the campus disseminating all types of student and faculty information.

Job Placement

The career-placement service is in its eighth year of full service operation. The placement function originally was carried on through the counseling office with one counselor having part-time responsibility for the service.

An active recruiting drive for prospective employers was started in 1971 and the number of employers increased from a handful to over 2,000 today. Job interviews are conducted in the spring of the year on campus. Equal Opportunity is encouraged; no jobs are listed which require only a male, a female, or one with some ethnicity to apply.

Starting in 1969, a yearly Career Information Day was held, bringing prospective employers to the campus. It would be much more beneficial to encourage job visitations for interested students.

The following figures reflect the growth of the program since the summer of 1974.

	<u>JOB VACANCIES LISTED</u>					
	<u>June-December</u>	<u>June-December</u>	<u>January-May</u>	<u>January-May</u>	<u>Total</u>	<u>Total</u>
	<u>1974</u>	<u>1975</u>	<u>1975</u>	<u>1976</u>	<u>74-75</u>	<u>75-76</u>
Part-time	424	443	275	354	699	797
Full-time	150	126	93	131	243	257

REFERRALS TO JOBS

<u>June-December</u>	<u>June-December</u>	<u>January-May</u>	<u>January-May</u>	<u>Total</u>	<u>Total</u>
<u>1974</u>	<u>1975</u>	<u>1975</u>	<u>1976</u>	<u>74-75</u>	<u>75-76</u>
1,319*	1,561*	1,000*	1,590*	2,404*	2,590*

* Totals are no longer reported as Male-Female. All jobs are listed as open to anyone regardless of sex or race. For our information we have kept a statistical count of minority referrals, indicating we have processed 327 Chicano students and 20 Black students.

STUDENT INQUIRIES

June-December	1,576	Office open 135 days	11.6 daily contacts
January-May	1,940	Office open 94 days	20.6 daily contacts

There were 409 confirmed job placements. More students were placed than this figure reflects, but students and/or employers failed to report the fact to our office.

The career-placement service also provides a service to assist faculty and staff in securing summer employment with major industries and businesses.

Career placement referrals are also made through the Automotive, Business, Electronics, Data Processing, Drafting, Home Economics, Social Work, Agriculture, and Nursing Departments, but those figures are not reflected above.

Career Interviews on Campus. Career interviews are held at the end of March and during the first three weeks in April for graduates or those who are nearing graduation and are ready for full-time employment. There were a number of firms participating this year. The firms with actual jobs to offer are currently very selective, interviewing only students with specific

skills such as: Secretarial, Electronic Technicians, Drafting, Accounting, Data Processing, Nursing, Law Enforcement, Automotive Mechanics, Recreation and Business Majors.

Testing

The Counseling Center offers testing services to the students, faculty, and the community. The testing program for the students is designed to provide information to assist them in making decisions about careers, educational placement, and personal and social goals. Testing programs are designed by a counselor on an individual basis for each student requesting that service. With the exception of individually-administered tests and national testing programs (eg: ACT), the tests are administered and scored by a Testing Clerk, who then returns the results to the counselor who authorized the testing.

Testing programs are also offered in support of the academic programs. These include administering the English and Reading placement tests as well as other tests used to aid the students in determining proper course levels at which to begin their studies. Group testing is done on a selected basis as part of classes offered by the Counseling Center and other departments of the college.

The community as well as the students are served by the administration of the ACT, SAT, and GED programs. Referrals for testing and evaluation from the community are accepted as time permits.

The testing program is comprehensive and flexible which allows test batteries to be assembled for almost any individual or class need. The utilization of the Testing Clerk guarantees standardized administration of each test.

During the twelve months from November, 1975, to November, 1976, 657 tests were administered to individuals who were referred through vocational and personal counseling. During that same period there were administered 2067 English Placement and Reading Placement tests; 566 GED batteries; over 400 tests of various kinds in conjunction with classroom activities; and 1850 ACT's and SAT's.

The location of the Testing Center is not ideal. It should be located adjacent to the Counseling Center where closer supervision could be provided by the counseling staff, and for the convenience of the students. The existing testing room could be improved by refurbishing with private testing stations, adding more stations, and providing an acoustical treatment to reduce the noise level. There is a need for one or more rooms for the purpose of administering tests such as the WAIS and the Bender-Gestalt. Future plans should include expanding the testing services in the evening hours and in the summer. Testing services are needed in the summer during the times preceding the summer school and fall registrations as well as during summer school sessions.

Recommendations for Student Services

1. Advisory committees need to be established to provide direction to student advising programs as well as to all of the student personnel and counseling functions. These services will then adequately reflect student needs and be reflected in the other department of the college.
2. The tutoring program should be integrated into a coordinated program of special student services designed to assist students to successfully pursue college work. Special seminars, workshops and courses could be offered on specific academic skills for credit and non-credit. Tutors, peer and professional, self-instructional materials, and instructional media resources should be more fully used.

3. A program of advising needs to be established so that fewer students will be denied counseling and advising services during the summer and just prior to the beginning of fall registration.
4. Increased counseling services for evening students need to be designed and implemented. This should include counseling services at satellite campuses.
5. Counseling and advising programs for the summer should be planned and staffed separately. Adequate staffing ratios for these programs need to be established.
6. Additional academic placement testing times in the evenings and preceding summer school and fall registration should be provided. Budgeting for adjunct staff, including teaching faculty and agency counselors, could help provide this service as well as provide a more realistic impression of the counselor as a student facilitator and generalist who encourages the fully functioning student and as a part rather than the whole of the summer advisement function.
7. The veterans' services might eventually be incorporated into a larger social service function offered by the college as a permanent function to help students secure the services and funds to which they are entitled from all community service agencies.
8. Additional courses should be provided in Career Exploration, study skills, college survival for handicapped students, and developing job procurement skills. A budget for adjunct staff is needed here to prevent further erosion on staff time.
9. Financial aids must develop data processing techniques and have the necessary equipment to increase efficiency in programs such as student financial aids, admissions and records, career planning, advisement, and registration.
10. Career development services needs a simple, efficient method for the acquisition of low cost career materials. In addition, the service will be greatly improved if copying equipment and a computer terminal were located proximate to or in the career placement center.
11. The coordination of the campus security and the Administration of Justice program should be extended to provide third shift security.
12. An expanded and more secure bookstore would be provided with the addition of a store/preparation room.
13. Student services not now under the Dean of Students should be so placed, and an integrated long-range plan developed for all student services.

STUDENT ACTIVITIES

Student Government

Glendale encourages students to learn outside the classroom, to plan and make decisions through student government, to develop leadership, and to handle and budget large sums of money. Powers are delegated by the Executive Dean through the Deans of Student Services to Associated Student Executive Boards of both Day and Evening Divisions. The Executive Board of the Day Division is made up of four elected officers and a maximum of ten appointed commissioners. The Evening Division Board is comprised of 15 students; four officers are elected by the board, and ten appointed standing committees plan most of the activities. Funds are allocated from student activity fees by an Advisory Budget Committee, and student officers apply funds through approved budgets to a wide range of activities: films, lectures, athletic contests, dances, and the like. CEAS (evening students) sponsors special events, including family night, and proffers legal aid to students. CEAS originates community affairs for the campus, as well. A school I.D. card admits students to most events. Separate governments contribute to lack of coordination in programming, and a certain undesirable rivalry exists between day and evening student governments which present Student Services Deans are hoping to reconcile.

Student Budget

Each full-time student pays a \$45.00 registration fee, of which \$21.00 is allocated to student activities. Day students' Budget Committee consists of ten students, four faculty, the Dean of Student Services, and campus Fiscal Agent. Proposed budgets are submitted by petitioning groups, representatives justifying requests before the Budget Committee. Final

budgets are voted on by the Student Advisory Board of 20 students, four faculty, Dean of Student Services, and Fiscal Agent. Approved budgets are subject to acceptance by the Executive Dean and Governing Board. Because no funds for athletics are involved, Evening students channel the bulk of their funds to an Artists' Series, discussed elsewhere. In 1975 the Executive Dean established the Dean's Budget Advisory Committee to devise a method to combine budgets. It is hoped this revision will lead to greater coordination between the student groups.

Organizations

All students are encouraged to participate in some activity, including Chess Club, Automotive Club, Rodeo Club, religious, or special interest groups. Clubs may be organized by a minimum of 15 students; each group to have a faculty sponsor. Clubs have access to a headquarters office, mailboxes, and equipment needed to conduct their business. Recruiting is facilitated through an Activity Fair. All clubs must be approved by the Student Advisory Board.

Fine Arts Programs

Funds and efforts of Evening students make possible two events: the Artists' Series of musicians, lecturers, and dancers; and the Audubon Lecture Series. A state-wide art show is held annually, coordinated with Arizona Artists Guild, displaying paintings, ceramics, and sculpture. A Book Review and Lecture Series has been operating twice-monthly for the past ten years, presenting public discussions of major books and matters of current importance. Music Department students augment these programs with vocal and instrumental recitals. Faculty and Student art shows are held each spring. The latter also springboards the annual Student Recognition

Day, during which deserving students are honored for excellence in academics and for other personal contributions. The Drama Department offers four productions annually, in which students perform or serve in technical roles.

Musical Events

The Music Department encourages student participation in Band--marching, concert, stage, jazz--whose units perform in concerts and festivals throughout the state. The Orchestra comprises day and evening students and adults from surrounding communities. The Concert Choir offers major programs as well as an expanded tour each spring. Some of its members make up the Chamber Singers, who offer special vocal literature, often a cappella. The Opera Workshop presents two or three productions each year. Student funds support the musical activities to a significant degree.

Publications

The day journalism classes produce a weekly newspaper, El Tiempo Pasando. Evening students publish The Afterglow at irregular intervals. Students interested in creative writing may contribute works to The Traveler, campus literary magazine. Awards are made for worthy art and writing. All of these activities are bolstered by student funds. Support for an abortive college yearbook was discouraged because of waning student interest. Oral publication is offered by a debating team, whose student members enter tournaments throughout the southwest.

It is hoped that day and evening students will fuse their efforts in future activities, affording the greatest opportunity for the largest number of students.

Student Union

The Student Center is the social hub, containing dining facilities, meeting rooms, and lounges. As the campus has no performing arts center, the student lounge accommodates Book Review and Lecture Series, Audubon Series, Choir-Chamber Singer concerts, and the like. The large dining hall is used for Opera Workshop productions, Band concerts, and student dances. While campus demands are given priority, community organizations may also use these facilities. One centrally located kitchen serves the student dining hall, grill room, and faculty dining room. Hot meals are available only during noon hours, but short orders are served all day in the grill room. The cafeteria staff is directed by a manager who is responsible to a District Food Services Manager. Informal eating space is provided out of doors, and a games area has been set aside for student enjoyment in the grill room.

It is hoped that recreation areas in the center can be expanded in the future. A special room should be provided for games, and someone hired to superintend equipment and activities, for more effective and satisfying use by student groups.

Health Services

Glendale's health services are limited to two rooms in the Student Office Building, each containing a bed, reclining chair, bedside table, sink, and separate toilet. A wheel chair is available to move students to these spaces. Recently, health services were reorganized and improved. In emergencies, the Office of Student Services may be reached immediately via two phone numbers. Faculty and staff are informed about campus locations of first aid kits, and selected persons have been trained in approved use of

oxygen equipment. Emergency treatment is handled by campus security personnel; school vehicles may be used for transport to hospital or doctor's office, or ambulance service may be called. Paramedics can reach the campus in minutes, and nursing faculty are available as well. An ambulance crew is on duty at every home football game. The Dean of Student Services encourages all suggestions to improve present limited health services.

Child Care

To assist parents attending classes, Glendale established a child care facility. Initially, this was a part of the college Child Development Center already in operation under the Home Economics Department. Expansion of college programs and inability to maintain desired quality, however, prompted consideration of alternatives, some of which proved unsatisfactory. In 1976 Glendale's Director of Cooperative-Occupational Education arranged with Glendale YWCA to assume responsibility for child care services. The "Y" operates a development center for children age two to five years during the day. Appropriate food service is also provided. Glendale students are satisfied with current arrangements. One director manages the program, with number of full-time teachers determined by enrollment. The Dean of Student Services has ultimate control and responsibility so that Glendale's students are properly served.

Housing

Glendale has no dormitories; students must make their own housing arrangements. A special bulletin board in the Student Union facilitates their search.

Special Students

Extensive studies are underway to develop services tailored to handicapped and minority students, so that these individuals may benefit more fully from campus opportunities.

Rights

Student Handbook contains full details on student rights and responsibilities, due process, and grievance procedures.

ATHLETIC ACTIVITIES

Women's Athletics

The only varsity sport for women on the Glendale Community College campus in 1967 was tennis. All other sports were intramural. Over the years the program has expanded greatly, due to floods of requests from women students and to legislative changes facilitating such growth.

The major goal is to incorporate athletics into the total educational process. Although varsity teams are limited by administrative decisions and by budget, we still include 120 women on team rosters and double that number apply.

The staff comprises a director, an assistant, eight coaches, and four assistants--all of whom guide activities, control expenditures, and the like, in volleyball, basketball, softball, archery (co-ed), gymnastics, golf, tennis, and track and field.

Strengths and Weaknesses. Adequate funding supports sound programs. Coaches are highly skilled and knowledgeable. Student inquiries demonstrate the strength of our offerings, and increasing numbers of women participate in all activities offered.

Cramped space is a great weakness, although we have just added a softball field for the women's varsity. There should be more scholarships.

Recommendations. We hope to add badminton and field hockey to our offerings. We would like to hire a trainer to assist women athletes at contests. With growing competition there should probably be an assistant coach in every sport, so budgets should be increased to permit this. This will mean more office space and modern dressing facilities. Most desirable would be the addition of a women's gym, so that existing facilities would not have to be shared with men.

Men's Athletics

The intercollegiate athletic program at Glendale Community College is an integral part of the total educational offerings and student activities at this institution. We wish to excel in athletics just as we desire to excel in all activities and functions conducted in the name of the college.

Our intercollegiate program consists of eight sports. Perhaps these sports are responsible for at least 350 men students being at Glendale Community College. In addition, there are the related groups such as the cheerleaders, the band, and the sportswriters. Additionally, there is no way to estimate the number of other students who were attracted to our college by our athletic program.

Our athletic staff consists of an Athletic Director, Assistant Athletic Director who also serves as sports publicity director, an equipment manager-trainer, a head football coach, three assistant football coaches, a head basketball coach and assistant basketball coach, a head baseball coach and assistant baseball coach who is the athletic director, head track coach who

also serves as cross country coach and an assistant track coach, head wrestling coach and assistant wrestling coach, a tennis coach and a golf coach. Six of these men are only part-time employees of the college.

Strengths and Weaknesses. One of the weaknesses of the athletic program at Glendale Community College is the apparent indifference in evaluating it. There has been little concern to investigate to see if certain sport programs are reaching their intended goals. The top priority has been centered around not having bad problems or bad publicity.

The coaches at Glendale have been allowed to run their own programs as they so desire with very little administrative pressure. The win factor has never been considered the most important criterion and therefore, there has been job security.

Another apparent weakness has been in the formal organizational structure. There has been a lack of clearly defined lines of authority, responsibility, accountability and communication. This is very apparent in how the present staff was hired and how the present facilities were planned. The present, local, higher administrative body is attempting to correct this but will need the support of the District Governing Board and Administration.

Recommendations. A good collegiate athletic program must have a good staff. The administration must take necessary measures to remove coaches who are not doing their jobs and replace them with well qualified men who are excellent teachers as well as coaches and who will work for the betterment of the whole athletic program and college.

We should carefully evaluate our present programs and also consider

The possible adoption of some other programs. We have a fine swimming facility and if possible this fine activity should be included on an intercollegiate basis. Soccer, gymnastics, and volleyball are three more activities that should be considered if enough interest warrants them.

V FACULTY



FACULTY PROFILE

Glendale Community College came into being as a separate unit of the MCCCCD in July, 1965. The campus began with five administrators and sixty-five instructors. There are now eight administrators and one hundred and seventy-five faculty members. Two of the administrators and forty-eight of the faculty are part of the original team.

SELECTION AND APPOINTMENT OF FACULTY

All employment in the MCCCCD is governed by the following statement, which is part of the District's Affirmative Action Plan:

MCCCCD pledges total dedication to the principle that equal employment educational opportunity and advancement must exist for all students and employees of the District without regard to sex, race, religion, or national origin. We further assert that every effort will be exerted to implement the principle by means of vigorous recruitment, training, and promotion policies extending throughout all areas of student activity as well as operations of staff, faculty, and administration in each of our campuses, offices, and other facilities.

The particular procedures for hiring faculty are stated in section 3.01 A-G and section 3.02 A-E as follows:

3.01 EMPLOYMENT PROCEDURE

- A. A committee shall be established at each college to make recommendations to the executive dean regarding staffing.

The staffing committee shall consist of the dean of instruction and at least four faculty members appointed by the Faculty President, each from a different division/department. The committee shall elect its own chairman. The executive dean serves in an ex-officio capacity.

- B. Interviewing of candidates for the faculty and reviewing of their credentials will be done by faculty members of the involved discipline, department/division chairperson and appropriate administrative personnel. Other personnel may be invited to participate in interviews when warranted. Final recommendations to the President will be made by the Vice-President for Educational Services.

- C. The President of the District will make the recommendations for employment to the Governing Board who will make the appointments.
- D. Written notice of appointment will be given to all appointees following Board action. Appointees must file written acceptance within 30 days after notification.
- E. Without Governing Board approval no person presently employed by the Maricopa County Community College District may initiate or participate in any institutional decisions involving a direct benefit to a member or members of his/her immediate family. Such decisions include, but are not restricted to initial appointment, retention, promotion, salary determination, leave of absence, or granting of sabbatical leave.

F. Visiting Staff

Guidelines for employing visiting staff are as follows:

1. All instructors employed for the visiting staff must meet the employment requirements of the Maricopa County Community College District as stated in Chapter III.
 2. Not more than 15 semester hours per semester in any discipline nor more than 10 percent of the total hours offered in any discipline, whichever is greater, may be assigned to visiting faculty members.
 3. Visiting faculty will be available outside of class hours when their assistance is needed by students.
 4. Residential faculty will be eligible for assignment as visiting staff beyond their normal teaching load.
 5. The Vice-President for Educational Services will report to the President's Council on the use of visiting faculty in the District within 6 weeks following the beginning of each semester.
- G. All employment procedures will be conducted within affirmative action guidelines.

3.02 EMPLOYMENT REQUIREMENTS

Prior to assuming their duties, all certificated employees will meet all certification and health requirements of the Arizona Community College Board and the Maricopa County Community College District, including filing of loyalty oath as required by Arizona Revised Statutes.

- A. For academic instructional personnel a teaching major of 60 semester hours is required for employment in the Maricopa County Community College District.
- B. For librarians an earned Bachelor's degree in Library Science requiring 5 years of college training, or a Bachelor's degree plus a certificate of completion of a library course requiring at least 30 semester hours beyond the Bachelor's degree will be interpreted to be the equivalent of a Master's degree. In either case, the work must be completed in a library school approved by the American Library Association.
- C. A requirement for employment in the Maricopa County Community College District for Instructional Media Professional Personnel is, either:
 - 1. An earned Master's degree in the field of instructional media, or
 - 2. An earned Master's degree and 30 semester hours of graduate course work in the field of instructional media.
- D. For occupational instructional personnel, at least thirty (30) semester hours of general educational courses towards a Bachelor's degree; at least fifteen (15) semester hours of professional preparation courses, and at least three (3) years experience in the occupational area to be taught. However, the instructor may be deficient in the Arizona Community College course, in teaching methods, internship and practice teaching or full-time teaching experience in the high school, community college, four year college or university. Renewal of District employment will be contingent upon the teacher making satisfactory progress toward the acquisition of the Bachelor's degree.
- E. The Maricopa County Community College District, whether for purposes of initial employment or for vertical or horizontal advancement on the salary schedule, recognizes only those academic credits and/or degrees earned at accredited institutions. (Effective July 1, 1976).

SALARY

The District has two salary schedules: one for those holding an academic certificate and a second for those holding an occupational certificate. Each schedule is divided into an appointive and provisional schedule. (The appointive schedule applies to faculty who have signed their fourth contract with the District, and the provisional schedule is for instructors having less than three years in the District.) All schedules have compensation for hours earned beyond the Master's degree. The 1976-77 salary schedule goes from \$10,110 for the holder of a Master's degree with no experience to \$23,261 for a Doctorate at the top of the scale.

In the following exhibit the numbers of faculty are represented on each step as of the end of the second semester of the 1975-1976 school year.

<u>Step</u>	<u>Number</u>
1	4
2	3
3	4
4	2
5	7
6	8
7	6
8	6
9	8
10	4
11	18
12	23
13	63
	<u>156</u> total

The salary schedules are as indicated in Appendix 18.

Fringe Benefits

A number of fringe benefits have been instituted in the MCCC. These represent additional incentives derived from the faculty member's contractual agreement, but in addition to his contractual salary:

1. Term life insurance paid by the college district
2. Accident and health insurance for employees
3. Workmen's compensation and liability insurance
4. Professional growth increments
5. Mileage and travel allotment on school business
6. Sabbatical leave
7. Arizona State Teachers Retirement System contributions
8. Social Security
9. Provisions for tax sheltered annuities and U.S. Government bonds by payroll deductions
10. Disability insurance

Advancement on the Salary Schedule

Advancement is based upon demonstration of successful teaching and performance of duties. Section 3.11 F of Chapter III states:

Upon recommendation of the President of the District, a faculty member shall be advanced vertically through the steps of the salary schedule at the rate of one step per year of service in the performance of his/her assigned duties.

EVALUATION OF INSTRUCTION

Section 3.09 of Chapter III states:

The executive dean and dean of instruction shall have the right to visit any faculty member when they deem it necessary to do so, and the arrangements for such visitation will be made through the department/division chairpersons.

A. Evaluation of Provisional Faculty Members

1. Premises Basic to the Evaluation Program

- a. Observation and evaluation will be made by the administration or by qualified personnel designated by the administration.
- b. The executive dean of the college shall have final responsibility for recommending retention after consultation with department/division chairpersons and the Dean of Instruction.
- c. The instructor is to be evaluated on the basis of his/her relationship with his/her colleagues and students, and his/her service to the college as a whole.

2. The objectives of the evaluation program are as follows:

- a. To improve teaching performance;
- b. To advise the provisional faculty member regularly and specifically of his/her strengths and weaknesses, progress, and overall status;
- c. To inform all levels of administration with the same regularity and specificity of the performance and status of the provisional faculty member;
- d. To determine the desirability of "appointed status."

3. Plan for Evaluating Provisional Faculty Members

- a. Observation of each provisional instructor will be for not less than three (3) full class periods, or the equivalent, each year. Within five (5) teaching days following each observation, there will be a conference between the instructor and the observer.

- b. Observation of provisional faculty members by administrative personnel must be conducted if the department/division chairperson or the provisional faculty member requests such observation.
- c. All written evaluations of provisional faculty members will be made on the approved rating form. These evaluations will be submitted in triplicate and signed by the instructor and the evaluator. One copy will be retained by the instructor, one by the executive dean of the college, and the other by the office of the Vice-President for Educational Services.
- d. Informal classroom visits by administrative personnel necessary for gathering information, course comparisons, etc., may be conducted at any time and are not to be considered to be observation for the purpose of instructor evaluation.

B. Evaluation of Appointed Faculty Members

The visitation of appointed faculty members will not be done as a matter of routine, but may be done as administrative needs require.

- C. In addition to the above evaluation procedure, the Governing Board has approved for each college an evaluation plan for purposes of improvement of instruction. Evaluations made pursuant to these plans will be conducted by the faculty.

In compliance with Sec. 3.091 a new system for evaluation of instruction begins on this campus with the start of the 1976-77 school year.

For the first time there will be regular evaluation of both provisional and appointive faculty. The primary objective of the evaluation will be to improve the quality of instruction. It is recognized, however, that evaluation cannot be totally removed from possible dismissal procedures where teaching ability is a factor. Therefore, the administration may have access to such files under certain conditions.

Provisional Faculty

Provisional faculty will, among other things, undergo annual classroom visitation for the three years that they are provisional. The number

of visits will be determined by an agreement reached between the instructor and the team. The team may be either administrative (a dean and a department chairperson) or peer (two faculty plus the chairperson, one of the faculty being chosen by the evaluatee). Various evaluation techniques from which the evaluatee may choose include student questionnaires, videotapes, and objectives outcomes.

If, during the first evaluation, the evaluatee receives a letter of inadequacy, which could constitute grounds for dismissal, the evaluation will be repeated the second semester. If the difficulties have not been remedied, the teacher will be given one year to correct the deficiencies. This will be done under the supervision of the original evaluation team. At the end of that time this team will make a recommendation to the Dean of Instruction either for retention or dismissal.*

Appointive Faculty

Appointive faculty will undergo a formal evaluation every sixth year. The methods will be the same as for provisional faculty. During each of the intervening years, faculty will conduct a self-evaluation which will use questionnaires, videotape, or objectives outcomes. They will also maintain an annual record of committee service, professional achievement, and items of a similar nature.

In conjunction with the evaluation, the faculty also adopted a set of job descriptions and a formal code of ethics.

* Deficiencies which are noted but which do not call for dismissal or continuation of ongoing formal evaluation procedures will simply be noted on a form called Statement of Results.

Visiting Staff

Evaluation procedures for Visiting Staff are somewhat different from those of regular faculty. The difference is due to the sheer numbers of visiting staff personnel. The evaluation team will be the appropriate Dean and chairperson. Instruments will be classroom visitation and student questionnaires. Evaluation will be conducted every semester, but after six semesters, the evaluation will continue only on request.

PROFESSIONAL GROWTH

Section 3.11 F 3 states:

Professional Growth Increments

The Maricopa County Community College District has established a personnel policy permitting instructors to advance on the salary schedule through longevity as well as various types of activities directly relating to increased professional competency. The liberality of the policy and the absolute requirement for the utmost care in the expenditure of public monies demands complete adherence to the concepts of the policy and valid justification of all requests for salary advancement.

The policy is essentially a method of recognizing, in a substantial way, the efforts of instructors as they engage in professional activity related to their service to the District. The policy is not primarily designed as a means of rewarding the teacher financially, nor is it intended that compensation be provided for activity considered to be part of a teacher's professional obligation.

In compliance with this policy the Maricopa County Community College District Professional Growth Committee was begun in 1969, primarily to provide supervision of funds allotted for faculty professional growth activities. The Committee was established to aid in the direction and growth of individual faculty members. The Committee serves as a direct agent of the Maricopa County Community College District Governing Board.

After allotting money to each campus for its committee to dispense, the Professional Growth Committee has only two areas of involvement with regard to professional travel: hearing grievances concerning the allotment or use of the money, and compiling individual travel reports that are prepared for our annual report.

Sabbatical leaves affect relatively few persons each year, although it is important to the individuals involved. A list of the faculty members who are eligible to apply is supplied to each Executive Dean early in the fall semester. This list is to be published in the respective faculty bulletin so that everyone is notified of his eligibility.

In October an application form is to be sent to each eligible person with a notice of a scheduled general meeting. At this meeting the instructions for applying will be explained and any special questions will be answered.

These applications are to be returned to the Dean of Instruction following the Christmas recess. A special sub-committee then studies the applications and may request additional information as needed. The sub-committee reports to the full committee, which then makes its recommendations to the Governing Board through the President of the Maricopa County Community College District by March 15. During the period of time that the applications are being studied, many conferences are held to determine the need for replacement faculty and for applying for sufficient money in the budget to cover this item. The Governing Board approves Sabbaticals in March or early April.

Sabbatical recipients receive approximately 87.5% salary for a two-semester sabbatical leave and 100% for one semester. The Committee compiles a report of the sabbatical leave submitted by the faculty member.

Professional advancement through the salary schedule may be accomplished in several ways, as explained in the pertinent pages in the Chapter III Policy Manual. Petitioning for approval of academic or non-academic study requires mainly obtaining and filling out the appropriate form from the office of the Dean of Instruction and returning to same.

The application is then submitted to the chairperson of the Professional Growth Committee where in turn a sub-committee studies the request and either approves or denies the request. In either event, a copy of the request with Committee action noted is returned to the applicant.

Should the request be denied, an appeal may be made to the full Committee by writing to the Chairman of the Professional Growth Committee requesting a review.

By special request the Professional Growth Committee now serves as an appeal panel whenever a new faculty member feels that his initial placement on the salary schedule was too low. A request for appeal should be sent to the Vice President for Educational Services, with a copy to the Professional Growth Committee. The Committee only evaluates academic study. Placement on the salary schedule for work experience is evaluated by the Salary Committee.

The Committee is less rigidly bound by policy or procedure in the area of professional projects than the preceding three, and funds are available for many projects.

An application is submitted to the Campus Research and Development Committee who evaluate it and then route it to the Professional Growth Committee. Basically two types of project funds exist: (1) Those performed during the academic year; and (2) those performed during the summer. The final project is evaluated and a report filed with the Professional Growth Committee. Funding may be for salary, supplies, clerical assistance and student help.

FACULTY MORALE

During the second semester of the 1975-1976 school year, a questionnaire was sent to the faculty dealing with items relating to faculty morale. Sixty-nine per cent were returned.

The committee identified thirteen broad areas of interest and asked the faculty to respond by marking either positive, neutral, negative or no opinion positions. The recipient was also given space to comment if he/she so desired. The statistics speak for themselves. The comments are presented in a summary fashion and have been weighed by the committee so as to reflect the comparative importance of the comments and the proper representation of good/bad reactions.

GLENDALE COMMUNITY COLLEGE
Faculty Morale Questionnaire

Statistical Summary

The following is a tabulation of the 106 responses from one hundred appointive and six provisional faculty members.

<u>ATTITUDE TOWARD</u>	<u>POSITIVE</u>	<u>NEUTRAL</u>	<u>NEGATIVE</u>	<u>NO OPINION</u>
Students	94.1% *	5.0%	1.0%	0%
Fellow Faculty	87.3	10.8	2.0	0
Department & Department Chairperson	87.1	4.0	8.9	0
Bookstore	71.8	24.3	3.9	0
Clerical Services	74.0	16.3	8.7	1.0
Local Administration	71.4	23.5	5.1	0
Support Services (AV, Counseling, Library)	71.1	20.6	8.2	0
Physical Layout of Campus & M & O Services	69.9	16.1	14.0	0
Senate	63.7	30.4	5.9	0
Executive Council	44.7	37.9	3.9	13.6
Governing Board	18.4	49.5	28.2	3.9
District Administration	15.7	32.4	50.0	2.0
Food Services	9.8	32.4	52.0	5.9

* Due to rounding, percentages may not exactly total 100%.

Summary of Faculty Morale Questionnaire

1. Attitude toward students

Faculty attitude was overwhelmingly positive. Many students were identified as serious, interested and hard-working: "who make the whole thing worthwhile." A significant number of faculty also mentioned the lazy, uninterested, uncooperative students who make teaching less effective than it would be without them.

2. Attitude toward fellow faculty

A typical comment was: "Most good; some poor." The specific favorable comments included such terms as "dedicated" and "professional."

Critical comments were that some faculty feel little or no responsibility for activities outside their specific teaching areas. Others cited a need for evaluating appointive faculty. (this is now policy.) One criticism cited some laziness and called others too "political." Some, it was said, should change exams, texts and approaches more frequently. Another lamented the fact of the inevitable "freeloaders." The consensus showed that the faculty is "as a whole a competent group which takes its job seriously and tries very hard."

3. Attitude toward department and department chairperson

Most faculty feel the departments are well run, encourage academic expression, and that both the chairperson and department members are cooperative, supportive and generally pleasant in their relationships. Most responses indicated a feeling that the department was succeeding in attaining the objectives established for it.

There is some concern regarding the basic question of administrative organization. In some instances the faculty see the chairperson as a part of the faculty, and in other cases as administrators. This dilemma has led some faculty to feel that the chairperson should be more involved in the teaching-learning process. Still others believe the chairperson should be more supporting of the faculty when differences of opinion exist between the faculty and administration. There are some faculty who believe the chairperson should be more of an administrator in such attitudes as requiring department members to fulfill certain duties such as teaching schedules and times. They also felt that the chairperson should react more quickly to emergencies and should be replaced periodically as a routine step.

4. Attitude toward bookstore

The general attitude of the faculty as it relates to the bookstore personnel, policies, and management is good. The general sentiment of the faculty toward the bookstore might be described as follows: the interpersonal relationships between the faculty and bookstore personnel is excellent with the latter exhibiting a cooperative attitude and a genuine desire to assist.

The shortcomings experienced by the bookstore are in two areas. The first is the facility itself. Because of a lack of adequate space to serve a student population the size of Glendale, problems exist that are created by this shortage. Overcrowding becomes a problem, particularly at the beginning of each semester. The second problem exists in the manner in which policy decisions are made. The bookstore is under the control of a single Maricopa County Community College District office. The campus-based personnel have very little flexibility in which to operate. This condition provides leadership from two points of view, the District and the local administration. This arrangement may lead to conflicting philosophies, policies and practices. Problems related to errors in both the number of books and ordering policies tend to need attention. The storage of books creates both a securing problem and ease-of-access problem.

5. Attitude toward clerical services

Faculty comments indicated a need for more professional secretarial services. Repeated negative comments were made relating to the use of work study students to augment secretarial services, suggesting that it was a poor alternative to well qualified personnel.

The need for better supervision of faculty secretaries was cited, indicating that there was need to improve availability of secretarial services to all faculty members, to encourage regularity of hours, and to seek consistency in office service policies, and encourage improvement of skills.

Development of job descriptions and clarification of duties would improve regularity of hours, consistency in office service policies, encourage skill development and improve availability of secretarial services to all faculty members as well as make clear to staff what should be expected of them.

6. Attitude toward local administration

Frequent mention was made of the availability and sensitivity of the administrators and their responsiveness in attempting to solve problems. However, several faculty members identified a need for administrative attention to improving teacher performance and academic standards, especially in Continuing Education classes.

6. Attitude toward local administration(cont.)

Comments about the Executive Dean were generally favorable. The Dean of Instruction received fairly heavy criticism from some of the faculty. There was also criticism of policies related to admissions, registration and withdrawals.

7. Attitude toward support services

Although the general response was strongly positive, approximately 40% of the respondents specifically exempted the counseling services and subjected them to some of the sharpest criticism in the entire range of the survey.

Cited areas of weakness were in program and schedule advisement with some comment on overemphasis on counseling only on personal problems. Some hold that part of the blame for this can be traced to failure of district and campus administrators to establish a guiding philosophy at the time this campus was established.

A-V received one critical response but was generally favorable and the reaction to library services was uniformly good: "service-oriented", "very helpful", and "of great value" were typical responses.

Some of the respondents correctly noted that book budgets have remained the same for years despite rising costs, a fact which has materially weakened service.

Some comments indicated a need for more staffing in all of the above areas. They feel that the problem here is that no district policy exists on how staffing will be handled in support services. Much of the staffing in these areas seems to be determined on a "squeaking wheel" basis.

8. Attitude toward physical layout of campus and M & O services

Although mainly favorable comments were received, Maintenance and Operations services were singled out for nearly all of the negative commentary. The following remarks are typical:

"Improvements could be made in keeping office buildings and restrooms clean."

"Physical layout adequate. M & O services poor and ineffective."

"I feel that the Glendale campus is one of the most beautiful campuses I've been associated with."

"Maintenance department doing inadequate work."

9. Attitude toward the Senate

Most comments concerning the Senate indicated the belief that senators were a good, dedicated, hardworking and fair group with good leadership.

Expressed concerns included a strong opinion that the Senate lacked the power faculty members believed it should have. Several faculty members indicated concern that the ability of the Senate to encourage policy changes was diminishing.

Another area of concern related to the opinion that the Senate population did not adequately reflect the needs and concerns of all segments of the faculty or of individual faculty members.

10. Attitude toward Executive Council

A comparatively low response here probably indicates that the role and function of the Executive Council are generally not understood. Despite its role as the sole negotiating agent for the faculty with the Governing Board and the district administration, only five persons from this campus serve during any given year. Minutes of the Executive Council are distributed after each meeting to individual faculty. This is usually the sole means of obtaining Executive Council information although the faculty Senate will begin regular reports on Executive Council activities at its fall meetings. Three of five comments received in this area all used the idea that 'they try.'

11. Attitude toward Governing Board

In addition to the statistical response, twenty faculty members added written comments which were rather critical. The following information was drawn from the written comments. There seems to be an attitude of negativism that the faculty senses coming from the Governing Board which is against progress. This may be because of a conflict of personalities among some members of the Governing Board. One faculty member was concerned with the 'killer' instinct of a member of the Board and worried about the maturity of others.

Several comments were to the effect that the Governing Board tried to act as college administrators rather than as a Governing Board; it was actualizing policy rather than establishing and interpreting policy. Some faculty members also felt that the Governing Board was not keeping up with happenings on campus, that it was poorly informed, perhaps due to a too-centralized system emanating from the President of the District. Some faculty members also thought that it condoned top-heavy administration, which promotes unnecessary bureaucracy.

As previously stated, the majority of the written comments were basically negative, although one comment seems to sum up the prevailing attitude: "It balances out to neutral. Some individuals on the board are good, some poor. The same with decisions."

12. Attitude toward District Administration

Several faculty stated that there were some capable people at this level; but most comments stressed District inefficiency, lack of direction, needless size, and authoritarian attitude. The following are representative remarks:

"Too many unilateral decisions; dictatorial in nature; promotes top-heavy administration and bureaucracy; promulgates confusing or unrealistic policies."

"Inefficient; they complicate rather than help; they change directions too often."

13. Attitude toward food services

It is very easy to summarize the added written comments of the faculty toward the food services. They range from "poor," to "terrible," to "deplorable," to "indescribably bad." The food is expensive and not attractively served (paper plates and styrofoam cups are used). These comments refer to the food as well as to the management and actual services. The faculty have complained about the food services for years, saying that the administration of them is incompetent and possibly an outside vendor should be considered.

14. Additional areas of concern relating to morale of faculty

(This section asked only for comments and did not ask for positive-negative reactions.)

Most comments here were observations not repeated by more than one commentator although a few were repeated. Among the latter were comments that faculty do not share and share alike in committee assignments. One suggestion was to withhold travel, Professional Growth and Sabbaticals from those who never take committee assignments. Several people expressed a desire for more inter-disciplinary meetings and a greater flow of information in all directions. Hostility was expressed toward current hiring practices. There is some concern that standards may be lowered in order to meet compulsory quotas.

A need to do more to integrate day and evening courses was expressed.

Individual criticisms touched on the poor quality of the T-2 building as a regular classroom; the need for careful research before moving too swiftly to initiate new bi-lingual programs, learning labs, etc.; a wish for quicker replacement of equipment and software; a lament that new faculty are ignored and that departments are too separate and freewheeling.

14. Additional areas of concern relating to morale of faculty(cont.)

More positively, the "friendly, helpful and unpressured" atmosphere was praised as were the campus administrators. One person remarked: "a fine school--a pleasure to be part of it."

Conclusion

Responses to the questionnaire make it clear that morale at Glendale Community College is high and that campus relationships among administrators, faculty, departments and department chairpersons, and with support services, both classified and certificated, is generally good.

On the administrative level criticism was strongest against the Dean of Instruction who, it should be remembered, has just assumed the responsibility.

On the certificated level criticism was sharpest in the counseling area.

The sharpest local criticism was aimed at the cafeteria and at the routine operations of M and O. It should be pointed out that these are two of three areas (the third being the Bookstore) where campus controls do not exist because these employees report to a member of the district administration and not to the Executive Dean, an extraordinary and lamentable situation.

The greatest areas of dissatisfaction on this campus and those most damaging to morale pertain to our relations with the district administration and with the Governing Board.

The faculty generally feels that the district administration has become top-heavy and unresponsive. The feeling is that conformity is pushed at this level at the cost of campus autonomy and that this has worked to the detriment of the system. Too many faculty have worked on

district committees that have proved to be exercises in futility. There is general agreement that no proper chain of command exists. Decisions when they come down are often seen to be arbitrary and unilateral and frequently ill-conceived.

The faculty is extremely wary of the Governing Board. As the faculty sees it, the Board is moving into every area of school management and intruding grossly upon responsibilities which should be delegated. Channels are being widely ignored by Board members and individual faculty are frequently encouraged to communicate directly with individual Board members. This has the effect of negating the work of some committees which the Board has established as the sole representative for consultation. There is some feeling that the Board's intentions have been benevolent, but the process has run amuck. There is concern about the misuse of the media and apparent leaks of executive session material which should be confidential. The Board's assumption of new areas of control implies a lack of faith in administration on both the district and local levels. A proper rechanneling of responsibilities and a correct chain of command at all levels could work wonders.

MISCELLANEOUS FACULTY STATISTICS

Retirements:

1969	1
1972	1
1974	2
1975	1
1976	2*

* includes administrators

Department size - 1st semester 1976-77

Agriculture	2	Mathematics	11
Art	8	Music	5
Automotive	3	Nursing	7
Biology	8	Philosophy	4
Business	18	PE - Men	9
Chemistry	4	PE - Women	4
Counseling	9	Physical Science	7
Drafting	3	Projects in	
Electronics	6	Comm. Service	1
English	23	Psychology	8
Foreign Language	4	Reading	4
Home Econ.	4	Social Science	14
IMC	6	Speech/Drama	4

Total: 176

Average Age: 46

Male/Female ratio: 65%/35%

Ethnic minorities (includes administration):

Black	5
Hispanic	8
Asian/PI	2
American Indian	1
	<hr/>
Total	16

Spring Semester 1976

Visiting, Part-time Evening Faculty

Total number of visiting, part-time evening faculty: 300

Ethnic:	283	Anglo
	8	Black
	6	Hispanic
	<u>3</u>	Asian
	300	

Sex:	231	Male
	<u>69</u>	Female
	300	

Highest degree attained:

	2	AA
	67	Bachelors
	183	Masters (includes J.D., L.L.B. & D.V.M.)
	11	PH.D.
	<u>37</u>	None & unknown (30 none; 7 unknown)
	300	

Number of years experience at G.C.C. or MCCCDC:

	100	1-2 semesters
	61	3-4 semesters
	92	over 4 semesters
	<u>47</u>	over 10 semesters
	300	

Certification:	79	Special
	63	Occupational
	<u>158</u>	Academic
	300	

Number of regular faculty who teach for Continuing Education:

	34	teach one class
	39	teach two classes
	5	teach over two classes
	24	administrative (counselors, librarians, admin., etc.)
	<u>—</u>	
	102	

Total number of visiting, day faculty: 72

Ethnic:	67	Anglo
	2	Asian
	2	Hispanic
	<u>1</u>	Black
	72	

Location:	63	on campus
	8	Bell Plaza Center
	<u>1</u>	Luke AFB
	72	

Certification:	59	Academic
	<u>13</u>	Occupational
	72	

Highest degree earned:	10	BS/BA
	50	MS/MA
	5	PH.D.
	<u>7</u>	none
	72	



VI INSTITUTIONAL ORGANIZATION



INSTITUTIONAL ORGANIZATION

This chapter describes the organization of Glendale Community College, the Maricopa County Community College District, and the community college system of Arizona. In the conclusion, the Committee on Institutional Organization has specified the most significant organizational problems.

ORGANIZATION AND GENERAL ADMINISTRATIVE STRUCTURE

Arizona State Board of Directors for Community Colleges

The public community colleges of Arizona are state-county institutions since the state and county share in the responsibility under law for their governance and finances. A state board of directors for community colleges and a county district governing board are provided by law.

The general powers and the general administrative powers of the State Board of Directors for Community Colleges of Arizona are stated in the Arizona Revised Statutes as follows:

- ARS 15-659. General powers of state board of directors for community colleges as body corporate.
- A. The state board shall be a body corporate with the perpetual succession and shall have the name, "state board of directors for community colleges of Arizona."
 - B. The state board may:
 - 1. Adopt a corporate seal.
 - 2. Contract and be contracted with.
 - 3. Sue and be sued.
 - C. The state board shall determine the location within the district of the community college and purchase, receive, hold, make and take leases of and sell real and personal property for the benefit of the state and for the use of the community colleges under its jurisdiction. Added Laws, 1960, Ch. 119, ARS 1. Effective July 1, 1961.

ARS 15-660. General administrative powers of the state board of directors for community colleges:

The state board shall:

1. Enact ordinances for the government of the institutions under its jurisdiction.
2. Set standards for the establishment, development, administration, operation, and accreditation of community colleges.
3. Permit and arrange for certification of experienced and qualified community leaders in business, the professions and the arts, for the purpose of teaching classes at a community college in fields of their specific competence.
4. Establish qualifications of the instructional staff and establish standards of vocational competence required to instruct in occupational as well as academic subjects.
5. Fix tuitions and fees to be charged and graduate the tuitions and fees between institutions and between residents, non-residents, and students from foreign countries.
6. Establish curriculums and designate courses at the several institutions which in its judgment will best serve the interests of the state.
7. Fix and collect fees for issuance and renewal of certificates as provided in paragraphs 3 and 4 of this section. All fees shall be deposited with the state treasurer in a special fund, designated the "Certification Fund," to be used for the purpose of defraying the costs of certification. Added Laws 1970, Ch. 119, ARS 1, as amended Laws 1963, Ch. 13, ARS 1.

Governing Boards

The organization of community colleges in the State of Arizona becomes operational through the efforts of the local governing boards and their staffs. Local governing boards have the responsibility for the administration and operation of the college district. However, since the various colleges are part of a state system, the local districts are subject to the regulation and control of certain state agencies. New programs and curricula are initiated by the colleges subject to the approval of the State Board of Directors for Community Colleges, and in specific instances, the

Board of Vocational Education. For example, site selection, facilities planning, and campus development are the responsibility of the District Board subject to the approval of the State Board of Directors for Community College of Arizona.

Maricopa County Community College District Governing Board

Although the Governing Board administers and operates the Maricopa County Community College District (MCCCD), it must recognize the procedural guidelines established at the state level. On the other hand, the various state agencies recognize that the Maricopa County Community College District has special needs and requirements, as dictated by the peculiarities of the District and, thus, these agencies grant a certain amount of autonomy to the Governing Board.

The Maricopa County Community College District Governing Board consists of five members who are elected by the voters of the districts within Maricopa County for a term of five years. The membership is as follows:

Mr. Kenneth Badertscher, President
Mr. Roger Brooks, Secretary
Mr. Jeremy E. Butler, Member
Mr. Ross Farnsworth, Member
Mr. Robert Robertson, Member

The regular meeting of the Governing Board is the second Tuesday of each month, but the Board frequently meets on other Tuesdays because of the press of business. The description of the Governing Board and its specific procedures are contained in Chapter I Policies Pertaining to the District Governing Board in the Maricopa County Community College District Policy Book.

District Administration

The Maricopa County Community College District is composed of five colleges; Glendale Community College, Mesa Community College, Maricopa Technical Community College, Phoenix College, and Scottsdale Community.

The chief administrative officer of the district is the President. On his staff at the district office is an Executive Vice-President for Business Services and an Associate Vice-President for Educational Services. The Executive Deans of the five district colleges also serve as vice-presidents of the district. District administrative officers are supported by a substantial staff of certificated and classified personnel.

Administration of this district is highly centralized. Functions headed by district office personnel include planning, educational development, fiscal affairs, personnel administration, physical plant maintenance and operation, bookstore operations, food services, and data processing.

Management Council

Composed of the President of the District, the District Vice Presidents, and other key personnel of the President's staff, this group serves in an advisory role to the President of the District and as a communication link between District administration and College administration.

President's Council

Composed of the President of the District, the District Faculty President, and the five College Faculty Presidents, this group serves in an advisory role to the President of the District and as a communication link between District administration and faculty.

President's Administrative-Student Council

Composed of the President of the District, the Vice-President for Business Services, the Vice-President for Educational Services, the President of the Executive Council (faculty organization), and the student presidents from each college, this group serves in an advisory role to the President of the District and as a communication link between District administration and students.

District Executive Council

The District Executive Council is a faculty organization which represents the total District faculty to the District administration and Governing Board. Faculty presidents from each college are members and there are additional faculty representatives from each college according to size of the respective staffs. This group elects the District Faculty President from its membership. The Council is concerned with salary, certificated personnel policy, retirement benefits, insurance, professional growth involvements, and other matters of interest to the faculty.

College Administrative Structure

The administrative structure of the college is of a traditional model patterned after that of Phoenix College, the original institution in the district.

An Executive Dean serves as the chief administrative officer of the college. There are four operational deans: the Dean of Instruction, the Dean of Continuing Education, the Dean of Admissions, and the Dean of Students. Two associate deans and a director complete the administrative ranks of the college: the Associate Dean of Instruction, the Associate Dean of Students, and the Director of Evaluation and Research.

Department Chairpersons function on a mid-management level between the administration and the faculty. There are twenty-three departments. Some include only one discipline, some have two or more related disciplines. Chairpersons report to the Dean of Instruction with the exception of the head of the counseling department who reports to the Dean of Students.

Executive Dean

The Executive Dean is appointed by the Board and is the chief administrative and executive officer for the Board at Glendale Community College. The Executive Dean represents the college at District Board meetings and on the Management Council. In accordance with District policies, he executes directly or by delegation all executive administrative duties necessary for operation of the college.

Dean of Instruction

The Dean of Instruction reports directly to the Executive Dean. Her chief responsibility is the development and operation of the instruction program. She is assisted by the Associate Dean of Instruction and twenty-three department chairpersons.

Dean of Continuing Education

The Dean of Continuing Education reports directly to the Executive Dean. His chief responsibility is the maintenance and operation of the continuing education and summer programs. He is also responsible for developing and operating community service programs.

Dean of Admissions

The Dean of Admissions reports directly to the Executive Dean. He is responsible for the operation of the Admissions and Records Office, including

the organization and supervision of the registration of students. He also supervises the Veterans' Cost of Instruction Program and coordinates the articulation program between the college and local high schools.

Dean of Students

The Dean of Students reports directly to the Executive Dean. She is responsible for student concerns not directly related to instruction. She also supervises the Director of Placement, the Director of Financial Aid, the Coordinator of Chicano Services, and the Counseling Department.

Associate Dean of Instruction for Occupational Education

The Associate Dean of Instruction for Occupational Education reports to the Dean of Instruction. He is responsible for occupational program planning, promotion, recruitment, and placement.

Associate Dean of Students

The Associate Dean of Students reports to the Dean of Students. He administers those student service programs delegated to him by the Dean of Students.

Director of Evaluation and Research

The Director of Evaluation and Research reports to the Dean of Instruction. He is responsible for institutional research, program evaluation assistance, and project development.

College Operations Controlled by District

Four areas of operation sometimes considered to be local matters are controlled by the district office: food services, maintenance and operations, bookstore, and fiscal service.

College Administrative Council (CAC)

The CAC is composed of the college administrators, the president of the Faculty Senate, and the president of the Associated Students. This council serves as an advisory group to the Executive Dean on matters of college operations. An important function of the group is to oversee the college committee structure and appointments to those committees.

The CAC meets as needed during the college year, agenda items being initiated by members of the council. Reports of the meetings are distributed by means of the college bulletin.

College Committees

A number of committees have been established to perform specific functions. They include the following:

- Associated Students Advisory Board
- Budget Advisory Committee (student)
- Commencement Committee
- Literary Magazine Committee
- Ombudsman Committee
- Recognition Day Committee
- Admissions and Standards Committee
- Athletics Committee
- Book Review Committee
- Buildings and Grounds Committee
- Curriculum Committee
- Calendar Committee
- Campus Loan Committee
- I.M.C. Advisory Board
- Lost and Stolen Property Committee
- Safety Committee
- Scholarship Committee
- Staffing Committee
- Travel Committee

Departmental Organization of the College

The college is organized into twenty-three academic departments and two service support departments. The departments and the number of full-time faculty members in each is listed below:

Agriculture	2	Music	5
Automotive	3	Philosophy	4
Art & Photography	8	Physical Ed-Men	9
Biology	8	Phy. Ed-Women	4
Business	18	Phy. Science	7
Chemistry	4	Psychology	8
Drafting	3	Reading	5
Electronics	6	Social Science	14
English	22	Speech/Drama	4
Foreign Language	4	Nursing	7
Home Economics	4	Counseling	10
Mathematics	11	I.M.C.	6

Department Chairpersons are selected by a process which involves the members of the department as well as the Executive Dean.

The Executive Dean conducts meetings of the Department Chairpersons as needed for management purposes. Reports of the meetings are distributed in the college bulletin.

FACULTY

Maricopa County Community College District faculty are certificated employees involved in instruction or instructional support service. The support services include counseling, financial aid, placement, library, and audio-visual services.

Faculty are classified as follows:

Appointed faculty member: A certificated employee under a full-time residential contract for the fourth consecutive year. This employee is designated a professor.

Provisional faculty member: A certificated employee under a full-time residential contract who has not attained appointed faculty status. This employee is designated as instructor.

Part-time faculty member: A certificated employee hired for less than full time with pay prorated on the residential faculty pay schedule.

Visiting Staff faculty member: All other certificated faculty working under the provisions of Chapter III in day and evening programs.

Faculty members have responsibility in the following areas:

1. Instruction or Support Services
2. Advisement and Registration
3. Curricula Development
4. Committee Assignments

Specific policies relating to faculty are contained in Chapter III of the District Policy Book.

The Faculty Senate

The faculty of Glendale Community College has established a Senate for the following purposes quoted from the Constitution of the Faculty Senate:

The primary functions of the Senate shall be to serve as the exclusive representative of the faculty of this college to the local college or district administrations and to the governing board with respect to academic and professional matters, to select representatives to serve on administrative councils and on coordinating committees of the faculties of the colleges of the district, and to participate in the formation and implementation of educational policies for the local college and district.

The fifteen Senators are elected from the faculty at large, five every year to serve three-year terms.

The Senate meets at least once a month. The meetings are open to all faculty members who may participate in the meetings as non-voting members. Agendas are circulated one week in advance of all meetings and minutes are published.

The president of the Senate is elected from and by the faculty at large to serve a two-year term. He is also a member of the College Administrative

Council, the District President's Council, and the District Executive Council. The president also appoints faculty members to a number of faculty committees. He also serves and appoints other faculty to serve on administrator selection committees.

STUDENT GOVERNMENT

The Associated Student Government represents the student body through the elected officers and appointed commissioners. The purpose of the Association is to promote and maintain, in cooperation with the administration and faculty, a democratic college community life and to serve the intellectual, moral, physical, and social needs and interests of the college community. Control and management of the Association is vested in the Executive Board which is composed of association officers and commissioners, an advisor and the fiscal agent.

Although the Associated Student Government can exert a considerable influence in the formation of college policy and has a large measure of control over the expenditure of great amounts of money, it has been difficult to find students willing to serve, and student elections result in a very small turnout. Students rarely take advantage of opportunities to serve on significant college committees.

CLASSIFIED STAFF

Maricopa County Community College District classified staff are divided into three distinct groups: clerical personnel, maintenance and operations people, and food service employees. Each group is a separate unit for administrative control. All are covered under Chapter IV Policies and Procedures for Classified Personnel of the District Policy Book.

Clerical employees serve as clerks and secretaries in the Admissions and Records Office, the Instructional Materials Center, the bookstore, the fiscal office, and other administrative offices. Maintenance and operations employees are responsible for buildings, grounds, and materiel. Food service workers prepare and serve food in the cafeteria and snack bar.

Each group elects representatives to its respective District Employees Relations Committee. These committees represent their groups in salary discussions with the Executive Vice-President for Business Services, who presents classified salary proposals to the Governing Board. These committees also serve in the grievance procedures outlined in Chapter IV.

DISTRICT AND COLLEGE POLICY PUBLICATIONS

District Policy Book

The District Policy Book is a working document that codifies the responsibilities and rights of all elements of the college community.

The five chapters are listed below:

Chapter I	Policies Pertaining to the District Governing Board
Chapter II	Administrative Organization
Chapter III	Policies for Certificated Personnel
Chapter IV	Policies and Procedures for Classified Personnel
Chapter V	Student Policies

Faculty Orientation Handbook

The Faculty Orientation Handbook is published annually by the Dean of Instruction. This document includes many college policies and procedures along with many other items of information for the faculty.

Student Handbook

The Student Handbook is issued annually by the Dean of Students. The work contains the Associated Student Constitution and a wide variety of information of use to the students and staff.

Weekly Bulletins

The office of the Executive Dean distributes a weekly bulletin to faculty and staff. This publication contains notices and items of interest to college employees along with College Administrative Council notes, Governing Board meeting reports, and Management Council meeting reports.

CONCLUSION

The Maricopa County Community College District is a highly centralized organization wherein most of the important decisions which affect the operation of Glendale Community College and the other district colleges are made at the district level. Those strengths and efficiencies which accrue to this type of organization are found in this district to a considerable degree.

Many of the college staff are more inclined to be concerned about the disadvantages of central control than with the advantages. For example there is a firm belief that the centrally operated food service is sub-par and completely unresponsive to campus opinion. Many also believe that there is little need for central control of campus maintenance, and that local control would result in better maintenance.

In theory the Executive Dean of the college, who is also a District Vice-President, participates in policy and operational determinations. If he did so in fact he could provide the necessary local point of view and also provide an essential communication link between district and college personnel. In practice district personnel make significant decisions affecting the college without consulting the Executive Dean.

Communication seems to be an inherent problem with centralized control. Rumors of what is happening "downtown" spread throughout the district seemingly in minutes, while the truth often appears so long after the fact that campus personnel feel that something has been "put over on them." The Management, President's and President's Administrative-Student Councils have all been established at least in part to improve communication, but it is obvious that a problem still exists. If administration is to remain centralized, greater involvement of campus personnel at the district level seems necessary to improve communication.

Another variation of centralized control, the Governing Board's predilection for operations, is causing some concern at the college level. The Board, in its present conformation, has moved out of its traditional role of policy making into operations even down to the college level in some aspects. Glendale's representative on the Board maintains that this is only a temporary condition.

Although it seems highly improbable that district colleges will become autonomous, careful consideration should be given to locating the decision-making power at the lowest possible level thus keeping the decision-maker available and responsive to those affected by the decision. Where it is necessary to keep decision-making on the district level, college personnel should be given the opportunity to participate in making those decisions which will affect the college.

VII INSTITUTIONAL RESOURCES



INSTITUTIONAL RESOURCES

Lofty educational dreams and objectives are splendid, but they remain mythic without physical means to achieve them. Glendale Community College is fortunate in having not only the physical plant to attain its goals, but also the public backing to continue program growth as need is indicated.

FINANCIAL RESOURCES

Like all other districts in Arizona, the Maricopa County Community College District is a legal entity. Glendale Community College is thus financially supported by Maricopa County and by the State of Arizona. Revenue bonds are issued by the District to fund construction of student centers, stadiums, performing arts centers, and the like. Federal funds are also granted to the District. The community college resorts to innovation and experiment in accomplishing its purposes. When such experiments appear workable and useful on a wide scale, federal and state funds designated for innovative programs should be available and should become parts of the regular budget. Federal funds are also important for special circumstances of short duration until local resources are available. Joining business and industry in cooperative employe training results in the supply by the employer of funds to cover costs of improving employe performance. Glendale has such a plan, set for implementation two or three years in the future.

The State of Arizona provides initial matching funds up to \$500,000 for construction of each new community college campus. The state also furnishes annually \$150 per full-time student equivalent (FTSE) for capital outlay purposes, as well as annual operational support of \$680 for the first

one thousand full-time student equivalents and \$440 for each additional FTSE. Students entered in vocational/technical areas are further supported by \$276 for the first one thousand FTSE and \$172 for each additional FTSE. Maricopa County Community College District received an average of \$1273 per FTSE in 1975-1976. Glendale Community College had an average of 11,939 students (FTSE 7084.6) for the 1975-1976 fiscal year, for whom the District received \$956,000 in capital support and \$3,475,000 operational income. The balance of revenue to meet expenditures was derived from the county.

Accountability and Control

The Maricopa County Community College District has implemented the provisions set forth in the Guide to Budgeting, Accounting, and Reporting for Junior College Districts of the State of Arizona, as required by the Arizona State Board of Directors for Community Colleges. District budgets are recommended by the President and his staff for adoption by the District Governing Board. Budget approval by the proper authorities in accordance with provisions of the Arizona Revised Statutes constitutes authorization to incur the expenditures and to collect the estimated revenues. A budget has been established for each charge center of Glendale College, and all expenditures are controlled through requisitions, purchase orders, invoices, receiving reports, and warrants. A weekly budget report indicates total budget amount, expenditures, encumbrances, and unspent balance. A detailed monthly print-out from the District's Univac 1106 computer shows all charges to budget amounts, expenditures, and encumbrances. It also gives the source references and unspent balance. The computer is also used to develop and maintain student files, having

historical storage capability. Schedules are built using stored information on District college courses. Registration of students is handled by data processing to maintain records, obtain official enrollment data, and to secure information for a limited amount of decision-making in analysis of faculty workloads, class schedule building, and staff planning. Currently, the college does not have all methods developed to proceed to on-line registration. This is seen as a necessary practice for the near future if Glendale is to secure a growing student body at multiple sites in the area.

New approaches are needed to provide management information through data processing systems. Our present reports do not supply the type of information actually required, and with the needed timeliness. A considerable number of data printouts are regularly received but not used, creating a waste problem. Direct on-line access for inquiry and update would be extremely useful, providing rapid information access as needed to particular and limited data. Periodic CRT update capability would reduce present cumbersome manual updating.

Presently, minimum records for all funds include a cash receipts journal, cash disbursements journal, and a general ledger. All subsidiary ledgers are reconciled to their respective control accounts monthly, and detailed listings are prepared where appropriate. The respective accounts are encumbered whenever a purchase order is prepared, a contract signed, or funds are otherwise obligated. All purchasing for Glendale is thus processed. Amount of debt to outside parties as of 1974-1975 totals \$3,567,150 for Glendale Community College.

Strengths in Financial Resources

Any educational institution must have solid backing. This is difficult to maintain with inflation and shifting economic conditions. Special care must be used in spending public funds to fulfill educational goals and, since planning and budgeting are primarily the responsibility of District, Glendale Community College has little autonomy in major fiscal matters. The college benefits, however, from an excellent system of state, county, and district financing which assures solvency and permits expansion in one of the most rapidly growing regions in the nation. These financial strengths emerge to the benefit of Glendale's future growth:

1. Financial support from county and state has been adequate for the operation of the college to date.
2. State statute guarantees operational funds as well as capital outlay funds.
3. The college receives additional state aid for all students enrolled in vocational programs.
4. The Maricopa County Community College Governing Board has authority to approve the budget for District colleges, and County Board of Supervisors is obligated to levy funds accordingly.
5. Rapid influx of people into the (college) area has continually increased the assessed evaluation of the county.
6. Annual bond interest and principal payments have been provided through state aid capital outlay funds.
7. The Maricopa County Community College Governing Board may request revenue bond authorization from the Arizona Board of Directors of Community Colleges. Bond interest and payments on principal are made annually from part of funds collected from student assessments.
8. Glendale's fine campus image has engendered solid community support of the college and its programs.

Weaknesses in Financial Resources

Despite the above encouraging evidence of financial stability, it is felt that new ways should be explored to fund college programs. There is a limit to what the public can be expected to pay in taxes. The original intent of community college legislation was that the State would provide 50% of funding and the local tax base the other 50%. Over recent years this understanding has gradually eroded, so that for 1976-1977 about 35% of operational funds will come from State appropriations and 65% from the local tax base. This shift has determined that "belt tightening" is essential to operate during the coming year. Although this measure will not prove detrimental to program operation even if it continues for several years, prolonged imbalance in proportioning financial support could become of such concern to taxpayers that total resources would eventually suffer.

For 1976-1977 the State established a ceiling on the funds available to reimburse for FTSE at the Maricopa County community colleges. Any excess of projected enrollment, therefore, will not be reimbursed. This becomes a serious problem for an institution with an Open Door policy in discharging its obligations to members of a community who desire educational access. An unpalatable way out of financial shortage might lie in a requirement of student tuition payments.

Campus Facilities

Glendale Community College is located on 160 acres at Olive Avenue and 59th Avenue in Glendale, Arizona, on land purchased in 1962. College buildings are arranged to create open spaces, malls, and courts. Architecture is contemporary, with touches of Spanish and American Indian. There are

currently 95 teaching stations and 21 permanent buildings on the campus. The new Language Arts building will provide an additional 14 teaching stations and 18 faculty offices. This should relieve the pressure for more classrooms and increased staff which was felt during the 1975-1976 year. In addition, work has begun on a Performing Arts facility at the northeast end of the campus which, when completed, will add greatly to Glendale's professional capability in this important area of student interest. The Instructional Materials Center offers a broad range of library and media services, and can seat approximately 400 students. Resources include a book collection of some 50,000 volumes, more than 600 periodical titles, newspapers, a circulating art print collection, music scores, microforms, pamphlets, and college catalogs.

The college was originally planned to accommodate 5000 FTSE in day enrollment. As Glendale has presently 4343.9 FTSE, it is rapidly nearing its planned maximum enrollment. Facilities expansion still to be completed to fulfill the master plan include remodeling of Technology buildings better to serve the needs of Agriculture, Automotive Technology, and Administration of Justice programs. Art and Photography areas will be enlarged, and Physical Education accommodations will expand to handle women's programs. Some additional spaces will be provided for better coordinated student services, and our present overcrowded Bookstore will acquire badly needed storage space presently "borrowed" from student service areas. One additional classroom building still remains on the plans for the "completed college."

Community Resources

The community surrounding Glendale Community College comprises not only the people who receive its educational services, but it is also a well of human activity contributing richly to the college's resources.

Some of the ways in which the community reinforces the college include:

1. Financial backing. As property taxpayers of Maricopa County, community members contribute to the financial resources of the Maricopa County Community College District.
2. Curriculum planning. Each occupational program and some general educational programs are developed in consultation with representatives of business, industry, government, and local community services. Such participation and practical advice enables Glendale to offer curricula which are current and valid.
3. Faculty assistance. A modern community college depends heavily upon local community experts, many of whom provide instruction in their special areas both for credit and non-credit. Thus, a thriving Real Estate training program operates at Glendale largely because its teachers are local practitioners.
4. Other special aid. Regular Glendale faculty frequently tap the resources of local experts on special topics. Their experiences related in the classroom give deeper meaning to the subjects being studied, and a field trip to a local business arena is invaluable reinforcement to textbook materials. For example, an Associate Degree Nursing program conducts intensive clinical experience in local hospitals at no charge to the college.
5. Employment. Glendale relies heavily on the potential opportunities for jobs at local business, industries, government and social agencies. Students avail themselves of employment opportunities with electronics manufacturers, automotive repair facilities, agricultural services, city and county government, hospitals, educational institutions, real estate enterprises, insurance and retail sales.

Glendale Community College probably fails to tap such community resources fully. Although the college has many scholarships which have been established by business and individuals, this type of support could probably be developed further into a possible small loan program to assist deserving students. While businesses occasionally donate equipment useful to certain programs, more might be available if the college suggested the possibility to the many institutions which are visited during the year.

APPENDIX



Appendix I

Associate in Arts Degree Requirements for the Academic Years through 1974-75. (Based on the 1974-75 GCC General Catalog.)

To obtain the Associate in Arts degree from Glendale Community College candidates must:

1. Satisfy entrance requirements as regular students.
2. File a petition for graduation not later than April 15. A student eligible for graduation at the end of the first semester must petition for graduation not later than November 15.
3. Be credited with not fewer than 64 semester hours*, of which a maximum of nine hours of courses numbered under 100 may be counted toward graduation. Graduation requirements shall include successful completion of courses in the following areas:

English..... 6 semester hours
to be distributed as follows:

EN 100 or 101 or 104..... 3 hours
EN 102 or 106 (a literature course
may be substituted if EN 104 is
taken)..... 3 hours

Health (HL), Physical Ed (PE), or
Recreation (RC)..... 2 semester hours

Social and Behavioral Sciences..... 6 semester hours
(Requirement may be satisfied by any
courses offered in Anthropology,
Geography, History, Political Science,
Psychology, Sociology subject areas or
Home Economics 157 and 159)

Science and Qualitative Studies..... 6 semester hours
(Requirements may be met by any
courses in Biology, Chemistry,
Electronics, Geology, Mathematics,
Physical Science, and Physics
subject areas, as well as the
specific courses listed below
from certain departments**)

Appendix I (2)

Humanities..... 2 semester hours
(Requirements may be met by any courses
in Foreign Language or Philosophy
subject areas, as well as specific
courses listed below from certain
departments***)

It should be noted that no course numbered 198 in any subject
area may be used to meet specific area requirements in English;
Health, P.E. and Recreation; Social & Behavioral Sciences,
Science & Quantitative Studies, or Humanities.

Students may offer as a substitute for Item 3 the completion of a
recognized curriculum as stated in this catalog.

4. Have a grade point average of 2.000 or better in all work
completed at Glendale Community College, including failures.
The average for students who have earned fewer than 32 semester
hours at Glendale Community College must include both grades
earned in residence and grades transferred.
5. Have acquired a minimum of twelve semester hours in residence, a
minimum of three being in the academic year of graduation.
6. Have removed, thirty days prior to the day of commencement, all
marks of deficiency on their records if they expect to use
credit in those subjects toward graduation.
7. Have removed any indebtedness to the College.

Students whose registration and attendance is continuous may be
graduated under the curriculum and course requirements and regulations for
graduation as stated in the catalog for the first year the students
registered, except that, after May, 1974, all students must have met the
two-hour requirement in Health, P.E., and Recreation.

* Students may satisfy the 64-hour requirement for the Associate in
Arts degree after leaving Glendale Community College by transferring up to
9 credits completed in accredited institutions. These credits must be
earned and transferred no later than the semester immediately following the
last enrollment at Glendale Community College. In such cases the 3 credit
hours in the academic year of graduation may be waived.

Appendix I (3)

** Additional courses meeting Science and Quantitative Studies requirements are:

AC 117	Applied Accounting	DR 203	Electronic Computing Methods
AC 119, 120	Accounting Principles	DR 211	Strength of Materials
AC 219, 220	Intermediate Accounting	FS 103	Fire Hydraulics
AJ 215, 216	Criminalistics	GB 131	Business Calculations
AG 110	Introduction to Animal Husbandry	GB 161	Mathematics of Business
AG 161	Origin and Composition of Soils	GB 231	Business Statistics
AG 165	Crop Science	GE 105	Physical Geography
AG 180, 280	Horticulture	GE 115	Elements of Geography
DR 101, 102	Mathematics for Drafting Technology	HE 141	Nutrition
DR 117	Slide Rule & Calculators	PS 112	Introduction to Experimental Analysis or Behavior

Psychology 290 may be used to satisfy either the Behavioral and Social Science requirement or Science and Quantitative Studies.

*** Additional courses meeting Humanities requirements for graduation:

AH 100	Introduction to Art	EN 251	Mythology
AH 105	Western Art to the Renaissance	HI 243	History of Religions
AH 106	Western Art to the Renaissance	HU 103, 104	Ideas and Values in the Humanities
DR 111	Introduction to the Theatre	MU 141, 142	Appreciation and Literature of Music
EN 103	Introduction to Literature	PI 101, 102	Introduction to Philosophy
EN 201, 202	World Literature	SE 100	Elements of Speech Communication
EN 221, 222	Survey of English Literature	DR 205	Introduction to Cinema
EN 241, 242	American Literature		

A student completing a two-year occupational program may elect to receive an Associate in Arts degree in his field of study.

Courses that meet the general education graduation requirements at other Maricopa County Community College District colleges will meet the general education requirements at Glendale Community College.



Appendix II

Graduation Requirements for Associate in Arts Degrees at GCC Effective with 1975-76 Academic Year. (Source: GCC General Catalog, 1975-76, 1976-77.)

The colleges of the Maricopa County Community College District offer three Associate in Arts Degrees, one of which is conferred on all students who are graduated. These degrees are: (1) The Associate in Arts for college transfer; (2) The Associate in Arts (General Studies); and (3) The Associate in Arts (Career Program Specified). Students are urged to meet with a faculty advisor or counselor as soon as possible to determine which degree program meets their needs and plan their program to meet the requirements necessary.

All candidates must have completed the requirements outlined under General Graduation Requirements and in addition satisfy the specified degree requirements as outlined under Associate in Arts Degrees.

General Graduation Requirements

1. Satisfy entrance requirements as a regular student.
2. File a petition for graduation with the Office of Admissions not later than March 15 for graduation at the end of second semester and not later than November 15 for graduation at the end of the first semester.
3. Have a cumulative grade point average of 2.000 (C grade) in all completed work at the college including failures. The graduating average for students completing fewer than 32 semester hours will include grades earned in residence and grades transferred from other accredited institutions.
4. Have acquired a minimum of 12 semester hours of credit in residence.
5. Have removed, thirty days prior to the day of commencement, all marks of deficiency on the record if the candidate expects to use credit in those subjects toward graduation.
6. Have removed any indebtedness to the college.

Appendix II(2)

ASSOCIATE IN ARTS DEGREE

Associate in Arts. This degree is the college transfer degree and is recommended to students who plan to complete the first two years of a Baccalaureate program at the community college. Because the first two years of a Baccalaureate program vary considerably between curriculums and institutions, it is necessary to design the coursework for this degree to satisfy specifically the curriculum as outlined in the catalog of the university to which the student intends to transfer.

The requirements for this degree are specified below:

1. Complete items 1 through 6 outlined under General Graduation Requirements.
2. Be credited in the Office of Admissions with not less than 64 semester hours of college transferable credit.
3. Complete a minimum of 36 semester hours in general education courses, with at least the minimum number of hours indicated in each category below:

English.....	6 semester hours (English 101, 102, or the equivalent)
Humanities.....	8 semester hours
Health/Physical Education/Recreation....	2 semester hours
Science and Quantitative Studies.....	8 semester hours
Social and Behavioral Sciences.....	8 semester hours

Associate in Arts (General Studies). This degree provides for more elective options on behalf of the student to pursue general studies and is designed to allow the student flexibility in investigating areas of interest. The courses taken in this plan may or may not fully transfer to a university. The requirements for this degree are listed below:

1. Complete items 1 through 6 outlines in General Graduation Requirements.
2. Be credited with the Office of Admissions with not fewer than 64 semester credit hours to include:

English.....	6 semester hours
Health/Physical Education/Recreation....	2 semester hours

Appendix II (3)

Social and Behavioral Sciences.....	6 semester hours
Science and Quantitative Studies.....	6 semester hours
Humanities.....	2 semester hours

A student may satisfy the 64 semester hour requirement after leaving the college by transferring up to 9 credits completed in an accredited institution.

Note: Consult the Counseling Office or the Office of Admissions for a list of specific courses that meet these graduation requirements.

Associate in Arts (Career Program Specified). This degree is awarded to students who elect to complete a specified two-year career program and meet all requirements in that program:

1. Complete items 1 through 6 as outlined in General Graduation Requirements.
2. Be credited in the Office of Admissions with not fewer than 64 semester credit hours to include:

English.....	6 semester hours
Health/Physical Education/Recreation....	2 semester hours
Social and Behavioral Sciences.....	6 semester hours
Science and Quantitative Studies.....	6 semester hours
Humanities.....	2 semester hours
3. Complete all specific coursework and requirements outlined in the career program of study.

A student may satisfy the 64 semester hour requirement after leaving the college by transferring up to 9 credits completed in an accredited institution.

Note: Consult the Counseling Office or the Office of Admissions for a list of specific courses that meet these graduation requirements.

Appendix II (4)

"1976-77 Catalog Addendum (August, 1976):

"Clarification of the English Requirement for graduation: To be eligible for graduation with an Associate in Arts (General Studies) page 37, or the Associate in Arts (Career Program Specified) pages 37-38, the English requirement of 6 semester hours must be satisfied by credit earned in English 101, 102, or the equivalent."

APPENDIX IV

Course Title Offerings, January 1976 - December 1976

Program	Spring 1976					Fall 1976					Different Course Titles Offered at Least Once in 12 month period					Total Course Titles Offered Day & Night in 12 month at Least Once									
	Day		Night			Day		Night			Day		Night												
	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans		Total								
Accounting (AC)	-	2	4	6	-	2	4	6	-	2	4	6	-	2	3	5	-	3	5	8	-	2	4	6	8
Aeronautics (AE)	-	-	-	-	-	2	6	8	-	-	-	-	-	1	2	3	-	-	-	-	-	2	6	8	8
Air Force ROTC (AF)	-	-	2	2	-	-	-	-	-	-	2	2	-	-	-	-	-	-	4	4	-	-	-	-	4
Agriculture (AG)	-	8	3	11	-	5	1	6	-	7	3	10	-	2	2	4	-	13	5 ^a	18 ^a	-	7	2	9	26 ^a
Art Humanities (AH)	-	-	2	2	-	-	2	2	-	-	2	2	-	-	2	2	-	-	3	3	-	-	3	3	3
Admin. of Jus. (AJ)	-	11	1	12	-	13	-	13	-	14	1	15	-	15	-	15	-	18	1	19	-	21	-	21	23
Anthropology (AN)	-	-	3	3	-	-	4	4	-	-	3	3	-	-	4	4	-	-	3	3	-	-	4	4	4
Art (AR)	-	4	29	33	-	4	27	31	-	4	28	32	-	4	25	29	-	4	29	33	-	4	27	31	33
Automotive Tech. (AU)	-	6	2	8	-	12	-	12	-	7	2	9	-	12	-	12	-	10	2	12	-	16	-	16	19
Building Insp. (BG)	-	-	1	1	-	5	-	5	-	-	1	1	-	4	-	4	-	-	1	1	-	5	-	5	6
Biology (BI)	-	2	6	8	-	-	3	3	-	2	4	6	-	-	1	1	-	3	6	9	-	-	3	3	10
Chemistry (CH)	-	-	9	9	-	-	4	4	-	-	6	6	-	-	3	3	-	-	11	11	-	-	5	5	11

^a One AG course was offered only in day during summer 1976. This is included in totals.



Appendix IV (2)

Course Title Offerings, January 1976 - December 1976

Program	Spring 1976				Night				Fall 1976				Day				Night				Total in 12 months									
	Day				Night				Day				Night				Different Course Titles													
	Dev	Occup	Other	trans	Total	Dev	Occup	Other	trans	Total	Dev	Occup	Other	trans	Total	Dev	Occup	Other	trans	Total		Dev	Occup	Other	trans	Total				
Chinese (CN)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	1	1
Counseling (CO)	-	-	7	7	-	-	-	4	4	-	-	-	6	6	-	-	-	7	7	-	-	-	9	9	-	-	-	6	6	10
Civil Technology (CT)	-	1	-	1	-	-	3	-	3	-	-	1	-	1	-	-	1	-	1	-	-	2	-	2	-	-	3	-	3	3
Data Processing (DP)	-	3	2	5	-	-	5	2	7	-	-	3	2	5	-	-	5	1	6	-	-	5	2	7	-	-	8	2	10	11
Drama (DR)	-	-	8	8	-	-	-	1	1	-	-	-	9	9	-	-	-	1	1	-	-	-	9	9	-	-	-	1	1	9
Drafting (DT)	-	18	1	19	-	-	13	-	13	-	-	14	1	15	-	-	13	-	13	-	-	22	1	23	-	-	15	-	15	26
Economics (EC)	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	-	-	-	2	2	2
Education (ED)	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	1	1	-	-	-	2	2	-	-	-	1	1	2
English Hum. (EH)	-	-	9	9	-	-	-	5	5	-	-	-	5	5	-	-	-	6	6	-	-	-	12	12	-	-	-	8	8	12
Electronics (EL)	-	10	3	13	-	-	12	1	13	-	-	12	3	15	-	-	11	1	12	-	-	16	3	19	-	-	17	1	18	24
English (EN)	2	1	7	10	1	1	1	4	6	4	4	-	7	11	1	1	1	5	7	4	4	1	9	14	1	1	6	8	14	14
Eng. Science (ES)	-	-	6	6	-	-	-	3	3	-	-	-	5	5	-	-	-	4	4	-	-	-	6	6	-	-	-	5	5	6
French (FR)	-	-	3	3	-	-	-	2	2	-	-	-	3	3	-	-	-	2	2	-	-	-	6	6	-	-	-	4	4	6
Fire Science (FS)	-	-	1	1	-	-	5	-	5	-	-	-	1	1	-	-	2	-	2	-	-	-	1	1	-	-	5	-	5	6



Appendix IV (3)

Course Title Offerings, January 1976 - December 1976

Program	Spring 1976				Fall 1976				Different Course Titles				Total in 12 months								
	Day		Night		Day		Night		Day		Night										
	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total									
General Business (GB)	-	2	10	12	-	5	9	14	-	3	10	13	-	6	10	13	-	6	12	18	18
Geography (GE)	-	-	-	-	-	-	3	3	-	-	-	-	-	-	-	3 ^a	-	-	3	3	3
Geology (GL)	-	-	9	9	-	-	3	3	-	-	7	7	-	-	3	3	-	-	9	9	10
German (GR)	-	-	1	1	-	-	2	2	-	-	-	-	-	-	3	3	-	-	1	1	5
General Tech. (GT)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Home Economics (HE)	-	5	10	15	-	3	10	13	-	6	12	18	-	2	11	13	-	7	12	19	21
History (HI)	-	-	10	10	-	-	11	11	-	-	1	10	-	-	11	11	-	-	12	12 ^b	16
Health (HL)	-	-	4	4	-	-	4	4	-	-	4	4	-	-	3	3	-	-	4	4	4
Health Related (HR)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Humanities (HU)	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-	2	2	2
Journalism (JL)	-	-	6	6	-	-	2	2	-	-	6	6	-	-	2	2	-	-	6	6	6
Mathematics (MA)	2	1	12	15	2	1	11	14	2	1	12	15	2	1	11	14	2	1	12	15	15

^a Three GE courses are offered in the day in Summer 1976 only. These are included in total.

^b One HI course is offered in the day in Summer 1976 only. This is included in total.



Appendix IV (4)

Course Title Offerings, January 1976 - December 1976

Program	Spring 1976					Fall 1976					Different Course Titles					Total in 12 months									
	Day			Night		Day			Night		Day			Night											
	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans		Total								
Management (MG)	-	5	1	6	-	14	-	14	-	6	1	7	-	14	-	14	-	6	1	7	-	14	-	14	15
Marketing (MK)	-	2	1	3	-	4	-	4	-	2	1	3	-	4	-	4	-	2	1	3	-	4	-	4	5
Music Performance (MP)	-	-	12	12	-	-	7	7	-	-	15	15	-	-	7	7	-	-	19	19	-	-	8	8	21
Military Science (MS)	-	-	1	1	-	-	-	-	-	-	2	2	-	-	-	-	-	-	3	3	-	-	-	-	3
Music (MU)	-	-	5	5	-	-	3	3	-	-	5	5	-	-	3	3	-	-	10	10 ^a	-	-	4	4	10
Nursing (NU)	-	3	-	3	-	2	-	2	-	2	-	2	-	3	-	3	-	5	-	5	-	3	-	3	8
Office Education (OE)	-	8	3	11	-	6	2	8	1	9	3	13	-	3	2	5	1	10	3	14	-	7	2	9	14
Public Admin. (PA)	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	1	1
Physical Education (PE)	-	-	9 ^b	9	-	-	2	2 ^c	-	-	8	8 ^d	-	-	4	4 ^e	-	-	12	12	-	-	3	3	13 ^f
Physics (PH)	-	-	5	5	-	-	2	2	-	-	3	3	-	-	2	2	-	-	5	5	-	-	4	4	5
Philosophy (PI)	-	-	3	3	-	-	2	2	-	-	4	4	-	-	2	2	-	-	5	5	-	-	3	3	5
Physical Science (PL)	-	-	2	2	-	-	1	1	-	-	2	2	-	-	1	1	-	-	3	3	-	-	1	1	3

^a One MU course is offered in the day in Summer 1976 only. This is included in total.
^b Two of these courses use a total of 26 different approved PE modules. These are not included in total.
^c These courses use a total of 18 different approved PE modules. These are not included in total.
^d These courses use a total of 31 different approved PE modules. These are not included in total.
^e These courses use a total of 13 different approved PE modules. These are not included in total.
^f Total includes PE 102 which is offered only in Summer 1976, both day and night. Eight modules are included in day courses, and seven in night courses. These are not included in total.



Course Title Offerings, January 1976 - December 1976

Program	Spring 1976					Fall 1976					Different Course Titles					Total in 12 months									
	Day		Night			Day		Night			Day		Night												
	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans	Total	Dev	Occup	Other trans		Total								
Photography (PO)	-	2	6	8	-	2	2	4	-	2	5	7	-	2	2	4	-	2	6	8	-	2	2	4	8
Public Relations (PR)	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	1	1
Political Science (PS)	-	-	6	6	-	-	4	4	-	-	6	6	-	-	5	5	-	-	6	6	-	-	5	5	7
Psychology (PY)	-	-	10	10	-	-	11	11	-	-	11	11	-	-	12	12	-	-	11	11	-	-	12	12	15
Quality Control (QC)	-	-	-	-	-	4	-	4	-	-	1	1	-	3	-	3	-	-	1	1	-	7	-	7	8
Recreation (RC)	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1	1	-	-	1	1	-	-	1	1	2
Reading (RE)	6	-	5	11	5	-	3	8	6	-	5	11	5	-	4	9	7	-	6	13	5	-	4	9	12
Speech (SE)	-	-	6	6	-	-	1	1	-	-	5	5	-	-	1	1	-	-	7	7	-	-	1	1	7
Sociology (SO)	-	4	12	16	-	2	4	6	-	4	9	13	-	2	7	9	-	6	15	21	-	3	9	12	21
Spanish (SP)	-	-	7	7	-	-	6	6	-	-	7	7	-	-	5	5	-	-	8	8	-	-	6	6	8
Social Science (SS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals	10	98	268	376	8	126	181	315	13	101	258	372	8	115	188	311	14	139	323	478	8	159	224	391	579



APPENDIX V

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT
MANUAL C

DEVELOPMENT AND PROCESSING OF CURRICULUM

Man- ual	Type		<u>College District Administration</u>						
			Col Curr Comm	Exec Dean	Deans of Inst Serv Comm	Dist Educ Rev Grp	Pres of Dist	Gov'n Brd	Stat Brd
A	I	New Curriculum/Program to District	R	R	I	R	A	A	A
A	II	New Curriculum/Program to College (Exists in Dist.)	R	R	I	R	A	A	
B	III	New Course to District (Non-Occupational)	R	R	I	R	A	A	
B	IV	New Course to District (Occupational)	R	R	I	R	A	A	A
B	V	Pilot Experimental Course in District (299 Series)	R	R	I	R	A	A	
C	VI	Special Projects (199 Series)	R - Department/Division Chairman A - Dean of Instruction						
D	VII	Course Taken From Dist. Course Bank	R	R	I	R	A		
E	VIII	Curriculum/Program Modifications	R	R	I	R	A		

Cont.

Appendix V (2)

Manual	Type		IC	College		District		Administration		
				Col Curr Comm	Exec Dean	Deans of Inst Serv Comm	Dist Educ Rev Grp	Pres of Dist	Gov'n Brd	State Brd
F	IX	Course Modifications (Non-Occupational)	R*	R	R	R*	R	A		
F	X	Course Modifications (Occupational)	R*	R	R	R*	R	A		I
F	XI	Course Deletion (Non-Occupational)	R*	R	R	R*	R	A	A	
F	XII	Course Deletion (Occupational)	R*	R	R	R*	R	A	A	I
Y	XIII	New Course Development for Radio/Television	R		R**	R	R	A	A	

A - Approves

R - Recommends

I - Information

IC - Inter-College Instructional Council

* For courses offered on only one campus, these do not apply.

** MTCC only.

APPENDIX VI

CURRICULUM COMMITTEE ACTIVITY DURING 1974-75 ACADEMIC YEAR

	I Course Additions Recommended	II Course Deletions Recommended	III Credit, Title, or Name Changes Recommended	IV Changes Accepted by Committee	V Changes Rejected by Committee	VI Changes Accepted Still in Effect
AJ Admin. of Justice	7	1	3	10		6
AG Agriculture	36	6	6	48		16
AR Art	19		6	28		3
AN Anthropology	2		1	3		1
AU Automotive	9		1	10		7
GB Business	18	1	1	20		6
BG + CT DT Drafting	23		5	28		10
AE Aeronautics	3		11	5		5
BI Biology	3		1	4		
MG Management	3		3	6		3
MK Marketing						
AC Accounting						
DP Data Processing	1			1		1
OE Office Education	3		1	4		3
CH Chemistry	1		1	2		1
CO Counseling						
EC Economics						



Appendix VI (2)

	I	II	III	IV	V	VI
	Course Additions Recommended	Course Deletions Recommended	Credit, Title or Name Changes Recommended	Changes Accepted by Committee	Changes Rejected by Committee	Changes Accepted Still in Effect
ED Education	2			2		2
EL Electronics	6	1	6	13		5
ES Engineering						
EN English			1	1		
FS Fire Science						
FR Foreign Language	1			1		1
GR						
SP						
GE			3	3		3
GL Geology	4		4	8		5
PE Health, Phy. Ed. & Recreation	5			5		
HL						
HR						
HI History	7	6	9	22		9
HE Home Economics	17		4	17		7
JL Journalism		6	4	10		2
MA Mathematics	4	5	14	20		9
MS Military Science	1			1		1
MU Music	5		4	10		3



Appendix VI (3)

	I	II	III	IV	V	VI
	Course Additions Recommended	Course Deletions Recommended	Credit, Title or Name Changes Recommended	Changes Accepted by Committee	Changes Rejected by Committee	Changes Accepted Still in Effect
NU Nursing	15			15		10
PI Philosophy			2	2		1
PO Photography	5		2	7		5
PL Physical Science			1	1		1
PH Physics	5	2	1	8		2
PS Political Science	1			1		1
PY Psychology	5		3	8		2
PA Public Administration						
QC Quality Control						
RE Reading	1			1		1
SO Sociology	2		6	8		2
DR & SE Speech & Drama	4		6	10		6
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	218	28	110	343	0	140



APPENDIX VII

DUTIES AND RESPONSIBILITIES OF DEAN FOR CONTINUING EDUCATION AT G. C. C.

APRIL 1976

I. COLLEGE CREDIT PROGRAM

A. Faculty:

1. Part-time, visiting faculty numbers 300+
2. Regular faculty teaching continuing education numbers 98
3. Requirements relating to above part-time faculty
 - a. Correspondence, recruiting, applications
 - b. Interviews
 - c. Certification
 - d. Payroll, contracts
 - e. Evening Faculty Handbook
 - f. Orientation
 - g. Schedule of classes - 3:00 on ?
 - h. Assignment of classrooms, Room Book, Change Forms
 - i. Substitutes, Certification of
 - j. Guest Speakers, Honorariums, Field Trips, etc.
 - k. Evening registration, Drop/Add
 - l. Evaluation of instruction
 - m. Evening Bulletin
 - n. Faculty parking permits

B. Budget:

\$1,081,959.00 for Continuing Education credit program

C. Printing for which Dean is responsible:

1. Off-Campus brochure
2. Small Business Administration flyer
3. Cover to Evening Faculty Handbook
4. Speaker's Bureau brochure
5. Evening bulletin
6. I.D. Cards for students and faculty
7. Change forms
8. Parts of class schedules
9. Evaluation forms

Appendix VII (2)

D. Curriculum planning:

1. Banking & Finance
2. Real Estate

E. Support Services:

1. Library evening and weekend hours and contracts
2. Counseling evening and registration hours and contract
3. Food Service
 - a. Snack bar
 - b. Chuck Wagon
4. Offer services normally handled by others from 8:00 to 5:00

F. Off-Campus responsibilities:

1. Work with organizations including
 - a. Small Business Administration
 - b. American Institute of Banking
 - c. Office of State Fire Marshal and Community Fire Departments
 - d. Boards of Education
 - e. Hospitals
 - f. Luke Air Force Base
2. Work with facilities about offering credit classes including schedules, written agreements, requisitions, invoices, routine business, and problems at:
 - a. National Guard Armory (7 classes - 220 students)
 - b. Three Fire Departments (6 classes - 208 students)
 - c. Luke Air Force Base (11 classes - 375 students)
 - d. Glendale Airport (4 classes - 143 students)
 - e. Eleven high schools (111 classes - 3712 students)
 - f. Two hospitals (2 classes - 61 students)
 - g. Sun City (28 classes - 587 students)
3. The Sun City satellite campus
 - a. Twenty volunteers
 - b. Two District employees
 - c. Responsible for supplies, equipment, and operation

Appendix VII (3)

II. PUBLIC RELATIONS/COMMUNITY SERVICE

- A. Letter each semester to every evening student
- B. Glendale Development Board
- C. C.E.A.S. activities
- D. Speakers Bureau
- E. Co-sponsor of workshops
- F. Marquees

III. SPECIAL INTEREST PROGRAM

A. Faculty:

- 1. Special Interest faculty numbers 96
- 2. Sections being offered number 226
- 3. Requirement relating to faculty
 - a. Correspondence, recruiting, applications, interviews
 - b. Payroll, contracts
 - c. Orientation
 - d. Schedule of classes
 - e. Assignment of classrooms and locations
 - f. Certification in some cases
 - g. Registration including payment of fees
 - h. Evaluation of instructors
 - i. Vocational course reimbursement

B. Budget:

\$86,500.00 for the 1976-77 Special Interest program

C. Printing necessary:

- 1. Special Interest brochure
- 2. Forms for registration
- 3. Advertising
- 4. Signs and cards for Sun City Office
- 5. Cards and certificates for completion of certain courses
- 6. "62" cards for mature adults

D. Off-Campus responsibilities:

Work with facilities about offering non-credit classes, including schedules, written agreements, requisitions, invoices, routine problems at

- a. Fifteen off-campus locations (churches, banks, elementary schools, high schools, LAFB, Sun City
- b. Council on Aging

Appendix VII (4)

IV. SUMMER SESSIONS, DAY AND EVENING

A. Administration of the entire summer program

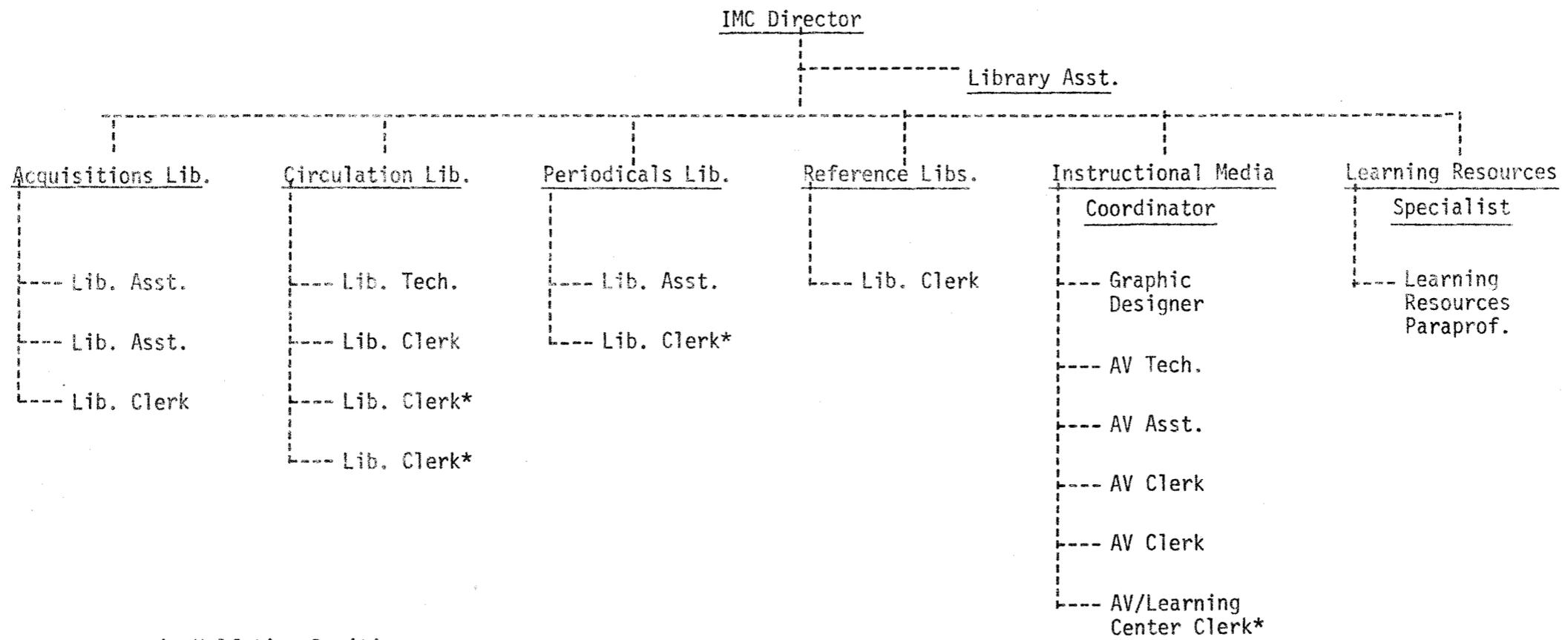
B. Budget of \$314,000.00 for Summer 1976 for everything from
faculty salaries to Xerox supplies

V. C.E.A.S. Government and Activities

APPENDIX IX

GLENDALE COMMUNITY COLLEGE INSTRUCTIONAL MATERIALS CENTER

Chart of Organization





APPENDIX X

IMC SERVICES 1975-76

	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>Total</u>
<u>MATERIALS CIRCULATED</u>			
Art Prints			
Faculty	12		
Students	28	24	64
Books			
Community Borrowers	410	433	843
Faculty	5,512	6,924	12,436
Students	18,902	21,370	40,272
Reserve	3,469	2,665	6,134
Microfiche			
Faculty	16	12	28
Students	69	49	118
Microfilm			
Faculty	29	15	44
Students	908	1,016	1,924
Periodicals/paper issues			
Faculty	284	391	675
Students	10,354	13,638	23,992
Tape players to students	249	105	354

Days open			
Days	80	79	159
Evenings	65	63	128
Exit count			
Days	124,917	117,386	242,303
Evenings	21,505	21,881	43,386
Community borrowers	118	128	246

Appendix X (2)

	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>Total</u>
<u>MEDIA</u>			
Equipment			
Circulated to faculty	1,907	1,679	3,586
Departmental loans	175	225	400
Facility requests	97	116	213
Films			
Titles received	748	630	1,378
Showings	1,514	1,287	2,801
Listening center*	309	1,863	2,172
Production			
Ditto Masters	535	402	937
Transparencies	616	422	1,038
Graphics			
Laminating/Drymounting	168	4	172
Photography			
Prints	29	105	134
Slides	274	1,605	1,879
Posters/Flyers/Covers	15	17	32
Programs/Brochures	12	13	25
Signs	698	724	1,422
Tape duplication (audio)			
Cassette	1,625	1,388	3,013
Reel	24	4	28
Tape duplication (video)			
Playback	59	102	161
Record	20	54	74

* Service began in November, 1975

Appendix X (3)

<u>PHOTOCOPYING</u>	<u>1st Sem.</u>	<u>2nd Sem.</u>	<u>Total</u>
Microfiche photocopies	10	8	18
Microfilm photocopies	402	619	1,021
Microform copying receipts	\$52.00	\$66.10	\$118.10
Royal Bond/Minolta			
Copies	32,789	51,198	83,987
Receipts	\$1,859.85	\$2,380.00	\$4,239.85
Rental cost	<u>1,475.52</u>	<u>2,156.26</u>	<u>3,631.78</u>
Profit	\$ 384.33	\$ 223.74	\$ 608.07

- - - - -

REFERENCE

Interlibrary loans:			
Lent	47	107	154
Borrowed	71	146	217
No. libraries involved	22	22	44
Independent research	167	117	284
Students	2,811	2,672	5,483
Orientation lectures	70	34	104
Students	2,054	813	2,867
Assistance requests			
Faculty	157	159	316
Students	3,898	2,981	6,879



APPENDIX XI

INSTRUCTIONAL MATERIALS CENTER
Glendale Community College

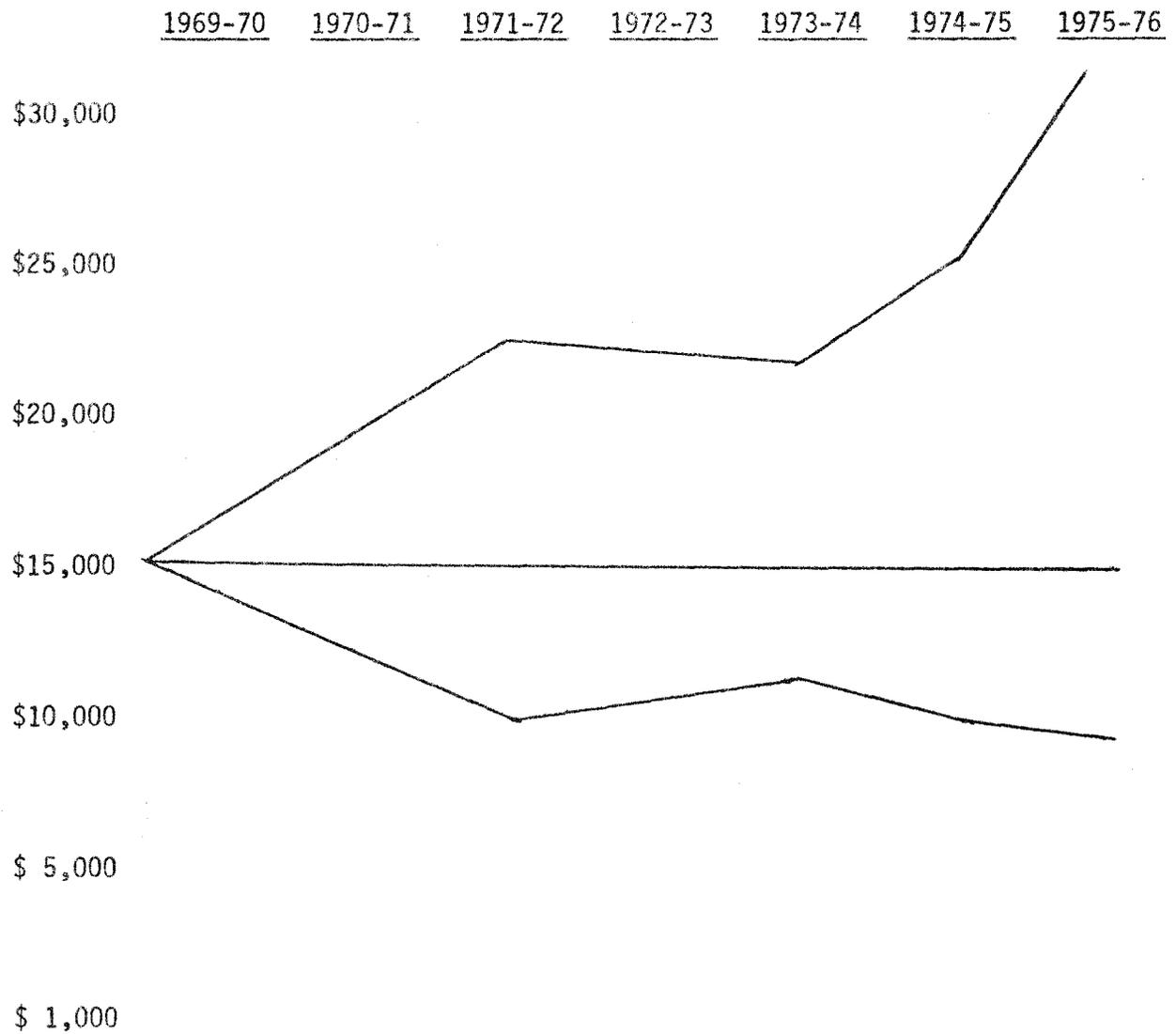
Growth Comparison Chart

<u>Year</u>	<u>Enrollment FTSE, Fall Semester</u>	<u>Enrollment Head Count Fall Semester</u>	<u>Total Number Day Faculty</u>	<u>Total Number Evening Faculty</u>	<u>Book Budget</u>	<u>Total Book Circulation</u>	<u>Hours of Service</u>	<u>Certificated Staff</u>	<u>Classified Staff</u>
1966-67	2,667	4,017	96.5	92	\$35,000	31,097	57	4	6
1967-68	3,336	4,833	129	132	35,000	39,143	63	5	8
1968-69	3,795	5,496	140	168	20,000	45,745	63	5	9
1969-70	4,258	6,120	150	161	10,000	44,854	63	5	9
1970-71	4,434	6,335	150	233	12,000	35,317	66	5	9
1971-72	4,503	6,589	160	225	15,000	37,276	66	5	11
1972-73	4,394	7,090	160	204	15,000	37,405	63	5	11
1973-74	4,868	8,346	150	223	15,000	43,440	67.5	5	12
1974-75	5,518	9,794	151	194	15,000	48,743	67.5	5	12.5
1975-76	7,143	12,094	155	274	15,000	59,685	69.5	6	14.5



APPENDIX XII

Graph of Inflation and Devaluation Effect
on Book Budget for IMC



- I What Book Budget should have been to continue buying power of 1969.
- II Actual Book Budget.
- III Purchasing power in terms of 1969 dollars.



Appendix XII (2)

BOOK BUDGET
INFLATION AND DEVALUATION
GRAPH

The following set of statistics was used in the graph:

<u>Year</u>	<u>Books Avg. Price*</u>	<u>Purchasing Power With \$15,000 Book Budget</u>
1969-70	\$ 8.77	1710 books
1970-71	11.66	1286 "
1971-72	13.25	1132 "
1972-73	12.99	1154 "
1973-74	12.20	1229 "
1974-75	14.09	1064 "
1975-76	16.19	926 "

Reading the graph:

I Using 1969 figures--to maintain a buying power of 1710 books per \$15,000, our budget would have had to increase as follows:

1710 books (1969)	x	11.66 (70-71 avg. price)	=	\$ 19,398
1710 "	x	13.25 (71-72 avg. price)	=	22,657
1710 "	x	12.99 (72-73 avg. price)	=	22,212
1710 "	x	12.20 (73-74 avg. price)	=	20,862
1710 "	x	14.09 (74-75 avg. price)	=	24,093
1710 "	x	16.19 (75-76 avg. price)	=	27,684

II This line represents the actual Book Budget. The budget in 1969 was actually \$12,000, the \$15,000 figure was used as a constant for convenience.

III Using the 1969 figures--our buying power has decreased as follows:

\$ 8.77 x 1286 (70-71 purchase power)	=	\$ 11,278
8.77 x 1132 (71-72 ")	=	9,927
8.77 x 1154 (72-73 ")	=	10,120
8.77 x 1229 (73-74 ")	=	10,778
8.77 x 1064 (74-75 ")	=	9,331
8.77 x 926 (75-76 ")	=	8,121

* Figures taken from the Bowker Annual
Ref. Z 731 A47 1976, 1973, 1972



APPENDIX XIII

INSTRUCTIONAL MATERIALS CENTER
Glendale Community College

Composite Faculty Appraisal of IMC

1. Does the IMC have instructional materials adequate for the courses you teach?
Yes 70 No 11

2. How often do you use the IMC?

Once a week	<u>44</u>	Several times a week	<u>5</u>
Once a month	<u>20</u>		
Once a semester	<u>8</u>	Daily	<u>6</u>

3. Do you make assignments which require students to use the IMC?
Yes 59 No 20

If yes, what kinds of materials will students have to use?
 - a. Books in subject area 55
 - b. Periodicals 51
 - c. Reference books 46
 - d. Reserve books 25
 - e. Listening center 12

4. Do you orient your students to the library? Yes 33 No 43
Do you ask a librarian to do it? Yes 15 No 35

5. As far as you can tell, are IMC hours adequate for your students' needs?
Yes 77 No 6

6. Do you feel that the atmosphere in the IMC encourages faculty use?
Yes 78 No 6

7. Do you feel that the atmosphere in the IMC encourages student use?
Yes 80 No 3

Appendix XIII (2)

8. Please indicate which of the following IMC services you use and how they might be improved.

a. Audio production	34
b. Circulating book collection	29
c. Circulation of equipment and materials	40
d. Closed circuit television	12
e. Consultation (for assistance in instructional materials selection)	15
f. Faculty requests for materials	43
g. Film rental	41
h. Graphic arts	19
i. In-service training (Media)	2
j. Interlibrary loan service	15
k. Microfilm and microfiche	11
l. Periodicals	47
m. Photography	8
n. Recreational reading	28
o. Reference collection	31
p. Reference service	28
q. Reserve book service	22
r. Research	24
s. Technical (equipment repair/service)	12
t. Transparencies	31

APPENDIX XIV
INSTRUCTIONAL MATERIALS CENTER
Glendale Community College

Faculty Comments of IMC

1. Does the IMC have instructional materials adequate for the courses you teach?

Not bad; it needs more money to buy contemporary books.

Yes, for most part; some buildup required in the linguistic area.

Reasonable. Compared to other areas, my guess is that the material is fairly comprehensive, but there certainly could and should be more.

No; need videotapes and 16mm films.

I suggest films be ordered through department chairman to abbreviate orders and get maximum use of orders (multiple use).

3. Do you make assignments which require students to use the IMC?

No, but I encourage them to investigate the IMC.

No; I do not require but make it hard for them to avoid it.

4. Do you orient your students to the library?

I consider this a responsibility of an adult student.

No, only by assignment.

No, English Department should do this.

5. As far as you can tell, are IMC hours adequate for your students' needs?

Sunday offerings would help students who work.

Summer hours are not adequate, but regular session hours are.

Yes, with possibility of a weekend schedule.

Appendix XIV (2)

6. Do you feel that the atmosphere in the IMC encourages faculty use?

Yes, in some respects. I would enjoy seeing texts that I could remove on extended time--to be returned at the conclusion of each semester and at student or other requests. I would then use it more frequently.

No; noisy--little special provision for faculty.

No; need separate, with more accessible professional references and periodicals.

Yes, I have always found the staff eager and pleasant to work with researching materials that make my presentation to the students more interesting.

7. Do you feel that the atmosphere in the IMC encourages student use?

Yes, except 8:30-11:30 a.m., seating is inadequate; most use it as a study and recreation hall rather than using the IMC resources for study.

No. The L. C. system does not encourage browsing, but this is not a situation which can be resolved. Students are unable to Identify Fiction from Non-Fiction. Students have difficulty locating restrooms, typing rooms, and the circulating books (as distinct from reference).

No; at times, very noisy. Students do not generally respect others' need for quiet.

Yes. Dirty bare feet in upholstered chairs in library noted--ugh!

8. Please indicate which of the following IMC services you use and how they might be improved.

Audio production	Good Copy or make tapes for personal use. Abolish Fine Cooperation needed here.
Circulating book collection	Books are outdated and limited in number. OK Needs drastic weeding and extensive replacement with newer materials.
Circulation of equipment and materials	Very good Excellent Equipment on loan (department) very simple and serviced. Good

Appendix XIV (3)

Closed circuit television	Abolish Very helpful OK Need more money and staff. Didn't know we had it. I hope to develop cassette treatments on Drama, Poetry, etc., so I am not at the mercy of rentals which are inconsistent in programming and quality.
Consultation	Cooperative excellent help.
Faculty requests for materials	Good service. Good. Always been taken care of. OK
Film rental	OK More sources (needed). Would like to use films but all films are expensive that are worthwhile (turned down on budget). Too many errors made by staff. Have films more accessible. Not so good (inconsistent in programming and quality). Abolish. Films are outdated that we receive from ASU. Need more finances.
Graphic arts	Slow but good. Must provide own materials.
In-service training (Media)	Abolish.
Microfilm & microfiche	Abolish.
Periodicals	OK Very good.
Photography	Have had excellent cooperation in making colored slides with stereo presentations.
Reference collection	OK Very good. Good. Materials need updating. A strong collection badly shelved, too crowded.

Appendix XIV (4)

Recreational reading

Need recreational reading area.

Reserve book service

I need to refine my offering and plan to do so this summer. I've had excellent service in this area. Since I use a linguistic reader for my English 101s, I have to supplement with private holdings. I hope to build up library holdings in these areas. I have completed the area of mythology and received excellent support (i.e., Man Myth & Magic Collection, etc.).

Excellent assistance obtained in locating information.

Technical (equipment repair/service)

Good

Yearly check in/out is a bit of a hassle; otherwise service is great.

Transparencies

Excellent assistance in taking my presentation to U of Michigan.

General Comments:

I have found everyone most cooperative in IMC.

The IMC is well run and helpful in the different ways it helps the teachers.

Effective library. (I share the staff desire that we have a larger book budget.)

APPENDIX XVII

STUDENT ENROLLMENT INFORMATION
Glendale Community College

Enrollment by Full and Part-time

	<u>Total Enrollment</u>	<u>Total Full-time</u>	<u>%</u>	<u>Total Part-time</u>	<u>%</u>
1967-68	4,833	2,330	48%	2,503	52%
1968-69	5,555	2,600	47%	2,955	53%
1969-70	6,175	2,857	46%	3,318	54%
1970-71	6,335	3,020	48%	3,315	52%
1971-72	6,589	2,943	45%	3,646	55%
1972-73	7,090	2,846	40%	4,244	60%
1973-74	8,347	3,151	38%	5,196	62%
1974-75	9,794	3,493	36%	6,301	64%
1975-76	12,094	4,400	36%	7,694	64%

Male/Female Enrollment

	<u>Total Enrollment</u>	<u>Males Total</u>	<u>%</u>	<u>Females Total</u>	<u>%</u>
1967-68	4,833	3,034	63%	1,799	37%
1968-69	5,555	3,467	61%	2,088	39%
1969-70	6,175	3,835	62%	2,340	38%
1970-71	6,335	3,862	61%	2,473	39%
1971-72	6,589	3,841	58%	2,748	42%
1972-73	7,090	4,165	59%	2,925	41%
1973-74	8,347	4,914	59%	3,433	41%
1974-75	9,794	5,867	60%	3,927	40%
1975-76	12,094	7,492	62%	4,602	38%

Appendix XVII (2)

Enrollment by Age

	<u>Total Enrollment</u>	<u>17 & Under</u>	<u>18-20</u>	<u>21-25</u>	<u>26-35</u>	<u>36-45</u>	<u>46-55</u>	<u>55 & Over</u>	<u>Not Coded</u>
1967-68	4,833	281	2,270	767	888	429	162	36	
1968-69	5,555	321	2,351	961	1,124	493	218	77	10
1969-70	6,175	65	2,878	1,095	1,246	564	214	58	55
1970-71	6,335	371	2,763	1,145	1,298	527	183	48	
1971-72	6,589	351	2,642	1,352	1,360	607	238	39	
1972-73	7,090	258	2,676	1,497	1,593	689	286	67	24
1973-74	8,347	255	2,781	1,679	2,204	999	348	76	5
1974-75	9,794	332	2,933	1,879	2,804	1,233	472	115	26
1975-76	12,094	364	3,245	2,199	3,721	1,770	609	165	21

Day/Evening Enrollment

	<u>Total Enrollment</u>	<u>Day</u>	<u>%</u>	<u>Evening</u>	<u>%</u>
1967-68	4,833	3,034	63%	1,799	37%
1968-69	5,555	3,427	62%	2,128	38%
1969-70	6,175	3,883	63%	2,292	37%
1970-71	6,335	4,117	65%	2,218	35%
1971-72	6,589	4,213	64%	2,376	36%
1972-73	7,090	4,112	58%	2,978	42%
1973-74	8,347	4,166	50%	4,181	50%
1974-75	9,794	4,814	49%	4,980	51%
1975-76	12,094	6,838	57%	5,256	43%

Appendix XVII (3)

Admission Status of Enrolled Students

	<u>Total Enrollment</u>	<u>College Transfer</u>	<u>High School Graduate</u>	<u>G.E.D.</u>	<u>Able and Ambitious</u>	<u>Mature Student</u>	<u>Not Coded</u>
1967-68	4,833	925	3,342	308	19	158	81
1968-69	5,555	1,082	3,866	368	40	187	12
1969-70	6,175	1,188	4,281	419	86	143	58
1970-71	6,335	1,248	4,409	444	113	121	
1971-72	6,589	1,331	4,462	482	113	201	
1972-73	7,090	1,557	4,349	486	110	581	7
1973-74	8,347	1,786	5,484	562	116	294	5
1974-75	9,794	2,035	6,505	869	70	301	14
1975-76	12,094	2,522	7,650	1,283	97	486	56

Enrollment in Curricular Programs

	<u>Total Enrollment</u>	<u>Transfer</u>	<u>%</u>	<u>General</u>	<u>%</u>	<u>Occupational</u>	<u>%</u>
1967-68	4,833	2,736	57%	1,355	28%	742	15%
1968-69	5,555	3,121	56%	1,605	29%	829	15%
1969-70	6,175	3,292	53%	1,825	30%	1,058	17%
1970-71	6,335	3,153	50%	1,884	30%	1,298	20%
1971-72	6,589	3,287	50%	2,015	30%	1,287	20%
1972-73	7,090	3,755	53%	2,049	29%	1,286	18%
1973-74	8,347	4,017	48%	2,350	28%	1,980	24%
1974-75	9,794	4,335	44%	3,044	31%	2,415	25%
1975-76	12,094	4,850	40%	4,348	36%	2,896	24%



APPENDIX XVIII

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

1976 - 1977

PROVISIONAL SALARY SCHEDULE

<u>Step</u>	<u>MA</u>	<u>Doctorate</u>
0	10,110	12,840
1	10,818	13,548
2	11,526	14,256
3	12,234	14,964
4	12,942	15,672
5	13,650	16,380
6	14,358	17,088
7	15,066	17,796
8	15,774	18,504
* 9	16,482	19,212
10	17,190	19,920
11	17,898	20,628
12	- -	21,336

* Top step - Non-degree
Hours above MA \$30.33

APPOINTIVE SALARY SCHEDULE

<u>Step</u>	<u>MA</u>	<u>Doctorate</u>
0	10,669	13,550
1	11,416	14,297
2	12,163	15,044
3	12,910	15,791
4	13,657	16,538
5	14,404	17,285
6	15,151	18,032
7	15,898	18,779
8	16,645	19,526
* 9	17,392	20,273
10	18,139	21,020
11	18,886	21,767
12	19,633	22,514
13 MA + 24 (base only)	20,380	23,261

* Top step - Non-degree
Hours above MA \$32.01

GLENDALE COMMUNITY COLLEGE LIBRARY

Appendix XVIII (2)

PROVISIONAL SALARY SCHEDULE

Occupational

<u>Step</u>	<u>MA</u>	<u>Doctorate</u>
0	10,110	12,840
1	10,818	13,548
2	11,526	14,256
3	12,234	14,964
4	12,942	15,672
5	13,650	16,380
6	14,358	17,088
7	15,066	17,796
8	15,774	18,504
* 9	16,482	19,212
10	17,190	19,920
11	17,898	20,628
12	- -	21,336

* Top step - Non-degree

Hours above MA \$30.33

The placement of full-time, non-degree instructional personnel at Maricopa Technical Community College on the salary schedule will be determined upon the recommendation of the Vice President for Educational Services to the President of the District.

APPOINTIVE SALARY SCHEDULE

Occupational

<u>Step</u>	<u>MA</u>	<u>Doctorate</u>
0	10,669	13,550
1	11,416	14,297
2	12,163	15,044
3	12,910	15,791
4	13,657	16,538
5	14,404	17,285
6	15,151	18,032
7	15,898	18,779
8	16,645	19,526
* 9	17,392	20,273
10	18,139	21,020
11	18,886	21,767
12	19,633	22,514
13	20,380	23,261

MA + 24 (base only)

* Top step - Non-degree

Hours above MA \$32.01