



Final Draft NCA Self-Study Report, December 2001

Between now and Wednesday, 12/12, the final draft of the NCA Self-Study Report is available for review. Seventy-five copies of the report will be located throughout the college, with copies sent to Department Chairs and Managers. The Library will have six copies available at the west desk.

Please take the time to read the document for accuracy and readability. Please forward any changes for possible inclusion to the appropriate Contact listed below.

All suggested changes must be received by Wednesday, December 12, 2001

Chapter	Topics	Contact
Chapter 1	Introduction	Linda Hawbaker
Chapter 2	Responses to Interim Advisory Visit	Tessa Martinez Pollack
Chapter 3	Responses to 1992 Report and Significant Developments	Tessa Martinez Pollack
Chapter 4	GIR's and Federal Compliance Program	Tessa Martinez Pollack
Chapter 5	Criterion One - Mission	John Griggs
Chapter 6	Organizational Structure, Governance	
Chapter 6	Student Demographics, Staff Demographics	LINDA HAWBAKER
Chapter 6	Staffing	Jean Ann Abel
Chapter 6	Human Resource Planning	John Griggs
Chapter 6	Compensation & Benefits	Regis Della-Calce
Chapter 6	Professional and Staff Development	Deborah Krumtinger
Chapter 6	Performance Evaluations	Randy Kimmens
Chapter 6	Sources of Funding, Financial Management, Accounting and Purchasing Services, Financial Planning	Regis Della-Calce
Chapter 6	Grants Development	Alberto Sanchez
Chapter 6	Facilities, Maintenance	Charles Jeffery
Chapter 6	Physical Resource Planning	John Griggs
Chapter 6	Information Technology	Karen Schwalm
Chapter 7	Curricula & Development, General Education, Transfer Education	Jim Daugherty, Jean Ann Abel
Chapter 7	Occupational Education, Developmental Education	Randy Kimmens/Chuck Jeffery
Chapter 7	Support for Special Populations	Alberto Sanchez, Donna White
Chapter 7	Educational Program Assessment and Review	Jean Ann Abel
Chapter 7	Assessment of Student Learning	Jean Ann Abel
Chapter 7	Teaching Resources Faculty, Learning Resources Students	Charles Jeffery
Chapter 7	Collaborative Initiatives, Community Partnerships, Non-Credit Offerings	Randy Kimmens
Chapter 7	Enrollment Services	Mary Lou Massal
Chapter 7	Student Life	Donna White
Chapter 8	Institutional Planning, Institutional Research, Institutional Performance, Process Review	Linda Hawbaker
Chapter 9	Demonstrates Integrity	Tessa Martinez Pollack
Chapter 9	Publications, Academic Standards	Mary Lou Massal

Thanks to all for your involvement in our Self-Study process

GCC Campus Climate Study

Combined Results

Common Questions from Faculty & Staff Booklets

Fall 2001

Conducted by:
Survey Research Laboratory,
Arizona State University

Results

The following pages present the results of the GCC Campus Climate Study. This booklet contains results for the questions which were common across the faculty and staff versions of the study. Two separate reports present the results for the faculty respondents and the staff respondents, including the questions which only appeared on one form or the other of the survey.

Some questions were identical between the faculty and staff versions, and some asked about the same subject using the terms appropriate to each group (e.g., "RFP" and "Employee Group Manual"). Where the staff question wording differed, the text of the staff question is shown in italics following the faculty wording. The question numbers shown are those from the faculty survey booklet.

The questions and responses appear below as they did in the survey booklets. Each response is preceded by the proportion and number of respondents who marked that choice. Responses of "Can't Rate" and "Don't Know" are included in the calculation of proportions. Caution should be used in comparing the proportions of responses between items with widely different numbers of "Can't Rate" responses.

There were 370 total respondents. The total number of respondents shown for each question is usually somewhat smaller than this due to item non-response (where a respondent made no mark on the survey for a question). Also, there are some pairs of questions where respondents were instructed to skip the follow-up question depending on their answer to the first question (e.g., Q12/Q13, Q42/Q43, and Q48/Q49-Q50). For these questions the number of respondents shown for the follow-up question excludes those whose answer to the first question indicated that they should not answer the follow-up question.

Questions 4 and 9 allowed responses from 1 to 10. Because of this range, and because some respondents marked mid-points (e.g., 2.5), the results are shown as the mean and standard deviation. To help visualize the responses, the results are also shown as histograms.

Instructions:

This study is being conducted for GCC by the ASU Survey Research Laboratory (SRL).

Your survey booklet will go directly to the SRL, and the results will only be published as group outcomes. No one at GCC will ever see your individual answers. The SRL will also be careful not to publish any results for a group that would be so small that someone could guess the identity of any respondent. Your participation is highly encouraged, yet it is voluntary, and no one at GCC, the other colleges, the District Office, or the Governing Board will ever know that you participated.

On the back page is a stamped mail control number. The SRL will cut this off as soon as they receive this booklet, and enter it into a database that shows who needs to get a reminder to fill out the survey. **Please do not write your name anywhere on this survey booklet.**

Please seal your completed survey booklet in the pre-paid envelope and place it in any U.S. mailbox.

The SRL has conducted many surveys on sensitive issues, and we have never violated the confidentiality of any respondent. Please be assured that we will treat your responses with the same care.

If you have any questions about the procedures used in this study, please contact the Director of the SRL, Shapard Wolf, at 480-965-5009 or shap.wolf@asu.edu.

Unless the instructions for a question state otherwise, please mark only one answer per question. You may use pen or pencil.

1. How would you characterize overall morale at GCC today?

4%	15	Very High
28%	102	High
44%	162	Average
16%	58	Weak
7%	24	Very Weak
2%	7	Can't Rate

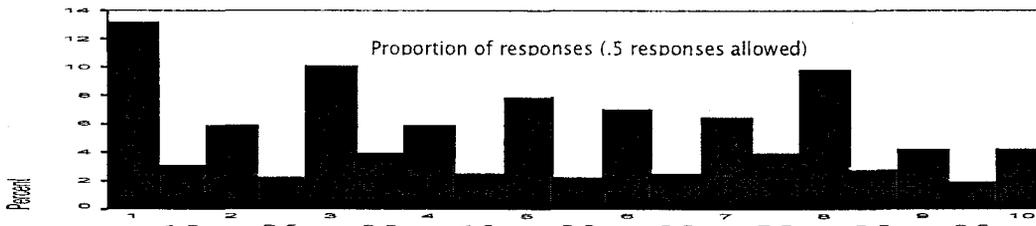
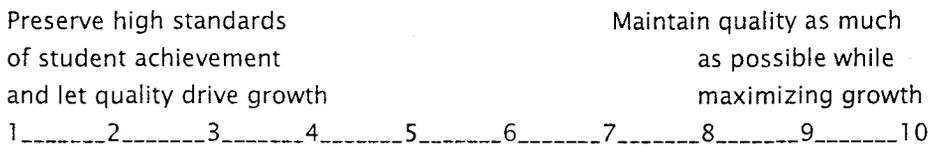
2. "I feel that I play an important part in teaching and learning at GCC."
How much do you agree or disagree with this statement?

58%	210	Strongly Agree
31%	112	Somewhat Agree
7%	27	Somewhat Disagree
4%	16	Strongly Disagree

3. "GCC has a distinct role as an institution of academic quality in the MCCD."
How much do you agree or disagree with this statement?

68%	249	Strongly Agree
25%	92	Somewhat Agree
5%	18	Somewhat Disagree
1%	4	Strongly Disagree
1%	5	Can't Rate

4. How do you see GCC's mission in response to the challenge of growing enrollment?
(Mark the position along the line below that best reflects your opinion.)



The mean was 5 (the midpoint of the scale is 5.5), however the standard deviation was large at 2.78.

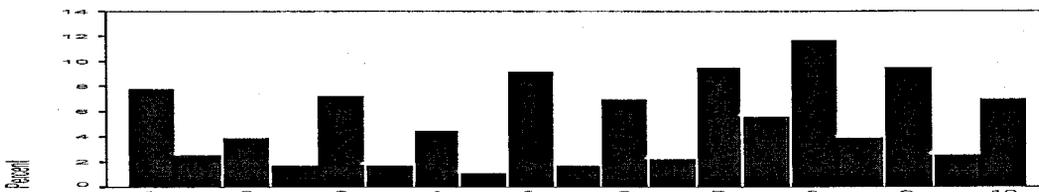
The chart to the left shows the wide distribution of responses.

5. Have morale problems been caused by disagreements about what should be the top priorities for GCC?
- | | | |
|-----|-----|------------|
| 26% | 95 | Yes, A Lot |
| 38% | 138 | Yes, Some |
| 17% | 61 | No |
| 20% | 73 | Can't Rate |
6. Do you think overall morale is better, about the same, or worse since President Pollack came to GCC?
- | | | |
|-----|----|----------------|
| 23% | 84 | Better |
| 24% | 88 | About The Same |
| 26% | 97 | Worse |
| 27% | 99 | Can't Rate |
7. Administrators and faculty may sometimes have different interpretations of the Residential Faculty Policies (RFP). Is this a problem at GCC?
- Supervisors and staff may sometimes have different interpretations of the employee group's Policy Manual. Is this a problem at GCC?*
- | | | |
|-----|-----|--------------------------|
| 10% | 37 | Very Serious Problem |
| 22% | 81 | Serious Problem |
| 40% | 145 | Not Very Serious Problem |
| 10% | 36 | Not A Problem At All |
| 18% | 67 | Can't Rate |
8. To what extent do you think rumors affect the spirit of cooperation and trust at GCC?
- | | | |
|-----|-----|--------------------------|
| 21% | 76 | Very Serious Problem |
| 41% | 150 | Serious Problem |
| 25% | 91 | Not Very Serious Problem |
| 4% | 16 | Not A Problem At All |
| 9% | 34 | Can't Rate |

9. How do you believe GCC faculty are viewed by the following persons and groups?
How do you believe GCC support staff are viewed by the following persons and groups?
 As "mere employees," as "central to the heart and soul" of the college, or somewhere in-between?
 (Mark the position along each line below that best reflects your opinion.)

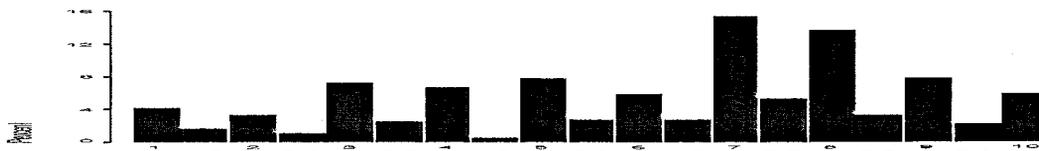
by the President: mean=5.9, standard deviation=2.75

"Mere Employees" 1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 "Central to Heart and Soul"



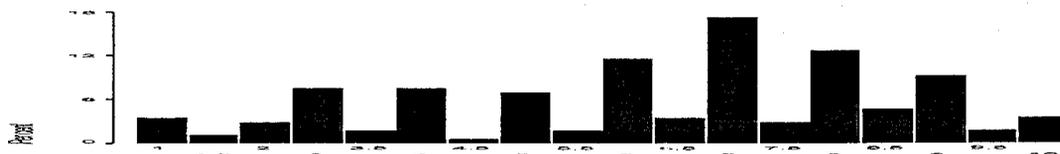
by the Deans: mean=6.2, standard deviation=2.48

"Mere Employees" 1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 "Central to Heart and Soul"



by the GCC Staff (Answered by faculty): mean=6.2, standard deviation=2.30

"Mere Employees" 1-----2-----3-----4-----5-----6-----7-----8-----9-----10
 "Central to Heart and Soul"



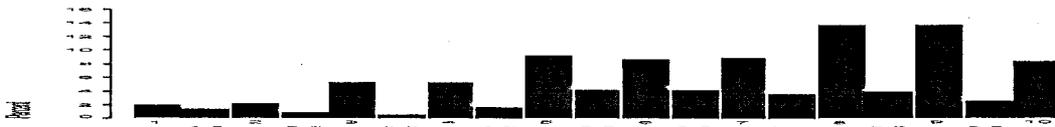
by the GCC Faculty (Answered by staff): mean=6.1, standard deviation=2.65

"Mere Employees" "Central to Heart and Soul"
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10



by the students: mean=6.7, standard deviation=2.34

"Mere Employees" "Central to Heart and Soul"
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10



by the community: mean=6.2, standard deviation=2.23

"Mere Employees" "Central to Heart and Soul"
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10



10. How much influence do you believe faculty have in decision-making?

- 27% 99 Too Much
- 32% 118 About Right
- 27% 101 Not Enough
- 3% 11 Not At All
- 11% 41 Can't Rate

11. How much influence do you believe staff have in decision-making?

10%	35	Too Much
29%	105	About Right
39%	143	Not Enough
11%	39	Not At All
13%	46	Can't Rate

12. The President's Executive Committee (PEC, now called President's Advisory Committee) is an advisory group to the President, composed of members of all employee groups.

Since the creation of PEC, does the faculty have more or less influence on decision-making?

Since the creation of PEC, does the staff have more or less influence on decision-making?

19%	71	More
28%	103	About The Same (skip Q13)
18%	66	Less
35%	127	Can't Rate (skip Q13)

13. If you believe faculty influence has changed, do you believe that the change in faculty influence is for the better or for the worse?

If you believe staff influence has changed, do you believe that the change in staff influence is for the better or for the worse?

10%	14	Much Better
36%	50	Better
30%	42	Worse
14%	20	Much Worse
4%	6	Influence Didn't Change
5%	7	Can't Rate

18. Sometimes the President accepts faculty recommendations and sometimes she rejects them. When rejecting faculty recommendations, would you say that the President gives persuasive reasons?

Sometimes the President accepts staff recommendations and sometimes she rejects them. When rejecting staff recommendations, would you say that the President gives persuasive reasons?

14%	51	Usually
14%	53	Often
17%	61	Sometimes
8%	31	Seldom
8%	31	Rarely
38%	142	Can't Rate

19. When decisions are being made on difficult or controversial issues, would you say the Deans have about the right amount of influence on the President, too much or too little?

14%	51	Too Much
31%	113	About Right
12%	44	Too Little
2%	6	None At All
42%	154	Can't Rate

20. How often do you agree with the decisions the President makes?

3%	9	Always
51%	181	Often
37%	130	Sometimes
9%	31	Rarely
1%	3	Never

21. How often do you agree with the decisions the Deans make?

2%	6	Always
53%	188	Often
38%	134	Sometimes
6%	20	Rarely
1%	4	Never

22. Does your department chair provide faculty with enough information to participate in decision-making?

Does your supervisor provide staff with enough information to participate in college activities?

32%	115	Always
32%	116	Often
19%	68	Sometimes
15%	55	Rarely
3%	11	Never

24. Some people believe that when different employee groups are asked for their input on important decisions, administrators disregard, distort, or misrepresent what the employees have said. Other people do not believe this is the case.

How often, if ever, do you believe that this occurs at GCC?

4%	13	Always
23%	83	Often
32%	117	Sometimes
20%	72	Rarely
1%	5	Never
21%	77	Can't Rate

25. Some people may think others are not treated fairly, or that they may be given special breaks in hiring, raises or job reclassifications. Others do not believe this happens at GCC.

Do you think persons in each of the categories below are treated fairly at GCC, treated unfairly, or do you think they get special breaks?

(Mark one box in each row.)

	Treated Fairly at GCC	Treated Unfairly at GCC	Get Special Breaks at GCC	Don't Know
Faculty	52% 186	9% 32	22% 81	17% 62
Staff	54% 193	21% 76	6% 23	18% 66
Administrators	42% 149	4% 16	31% 110	23% 84
Men	67% 239	7% 25	6% 21	20% 72
Women	65% 233	7% 25	9% 33	18% 66
Minority group members	46% 167	11% 41	25% 92	17% 61
Non-minority group members	63% 226	11% 38	4% 16	22% 78
Persons who are not of U.S. origin	52% 188	6% 22	10% 37	31% 112
Persons with certain religious beliefs	59% 212	3% 12	3% 11	35% 125
Veterans	57% 205	1% 4	5% 17	37% 132
Persons with disabilities (aside from ADA accommodations)	60% 216	2% 7	11% 39	27% 97
Gay, lesbian, bisexual and transgendered persons	49% 176	5% 18	8% 28	38% 138

26. Do you hold back from voicing your opinion or participating in college activities and committees because you worry that actions may be taken against you, or do you speak out?
(Faculty answers about staff are combined with staff answers about faculty; faculty answers about other faculty are combined with staff answers about other staff.)

Because of actions by:	Usually hold back	Sometimes hold back	Sometimes speak out	Usually speak out	Can't Rate
President	19% 70	12% 44	17% 60	25% 88	27% 97
Deans	18% 66	12% 42	18% 64	30% 108	22% 77
Department Chairs	14% 51	12% 43	15% 53	43% 152	16% 58
Other faculty Other staff	8% 30	13% 46	16% 59	49% 176	13% 47
Faculty Staff	13% 46	12% 43	17% 61	40% 141	18% 65
MCCD Administrators	18% 64	15% 52	15% 52	22% 78	30% 107
Other: _____	16% 14	7% 6	4% 4	22% 20	51% 46

29. Should department chairs be expected to represent overall faculty interests when serving on college-wide committees, over the interests of their own departments?
Should supervisors be expected to represent overall staff interests when serving on college-wide committees, over the interests of their own departments?
- 35% 129 Strongly Agree
 - 33% 121 Somewhat Agree
 - 16% 58 Somewhat Disagree
 - 11% 40 Strongly Disagree
 - 5% 18 Can't Rate

31. Overall, how fairly do you believe that resources (staff, space, and money) are allocated among departments?
- 10% 37 Very Fairly
 - 36% 132 Somewhat Fairly
 - 23% 86 Somewhat Unfairly
 - 22% 79 Not Fairly At All
 - 9% 33 Can't Rate

32. How fairly do you believe the Deans distribute those funds that are under their control?

15%	54	Very Fairly
35%	128	Somewhat Fairly
19%	71	Somewhat Unfairly
12%	42	Not Fairly At All
19%	70	Can't Rate

33. Do you believe that disputes between faculty and administrators are resolved fairly at GCC?

Do you believe that conflicts between staff and supervisors are resolved fairly at GCC?

4%	13	Always
28%	103	Often
35%	129	Sometimes
11%	41	Rarely
4%	15	Never
18%	64	Can't Rate

34. Do you believe that disputes between faculty members affect the climate at GCC?

Do you believe that disputes between staff members affect the climate at GCC?

44%	160	Strong Negative Effect
33%	120	Weak Negative Effect
7%	27	No Effect
3%	11	Weak Positive Effect
3%	11	Strong Positive Effect
9%	34	Can't Rate

35. Do disagreements over difficult issues affect the climate at GCC?

2%	7	I don't believe there are disagreements about difficult issues at GCC
28%	100	Very Strong Negative Impact
44%	161	Somewhat Strong Negative Impact
8%	28	Neutral Or No Impact
3%	11	Weak Positive Impact
3%	11	Strong Positive Impact
12%	45	Can't Rate

36. Can persons at GCC discuss difficult issues without the conversation becoming uncivil?

3%	11	Always
33%	120	Often
41%	150	Sometimes
12%	44	Rarely
2%	7	Never
9%	33	Can't Rate

37. Do you believe that GCC administrators act in good faith when working to resolve differences in interpretation of the RFP?

Do you believe that GCC administrators act in good faith when working to resolve differences in interpretation of the employee group Policy Manuals?

13%	48	Always
32%	117	Often
24%	89	Sometimes
11%	41	Rarely
2%	7	Never
17%	62	Can't Rate

38. Do the statements and actions of the Dean of instruction (Dean Abel) inspire trust?

48%	175	Mostly True
31%	113	More True Than False
3%	12	More False Than True
4%	16	Mostly False
13%	49	Can't Rate

39. Do the statements and actions of the Dean of Administrative Services (Dean Elsner) inspire trust?

19%	69	Mostly True
26%	96	More True Than False
18%	66	More False Than True
13%	49	Mostly False
23%	85	Can't Rate

40. Do the statements and actions of the Dean of Educational Services (Dean Sanchez) inspire trust?
- | | | |
|-----|-----|----------------------|
| 30% | 108 | Mostly True |
| 32% | 118 | More True Than False |
| 11% | 39 | More False Than True |
| 3% | 12 | Mostly False |
| 24% | 89 | Can't Rate |
41. Do the statements and actions of the GCC President (President Pollack) inspire trust?
- | | | |
|-----|-----|----------------------|
| 30% | 109 | Mostly True |
| 34% | 123 | More True Than False |
| 14% | 53 | More False Than True |
| 11% | 40 | Mostly False |
| 11% | 41 | Can't Rate |
42. Some people believe that the GCC campus is divided into groups with different attitudes towards the President, while others do not believe the campus is divided in this way. Do you believe that the GCC campus is divided into groups like this?
- | | | |
|-----|-----|------------------------|
| 79% | 290 | Yes |
| 13% | 46 | No (skip Q 43) |
| 8% | 30 | Don't Know (skip Q 43) |
43. If you do believe the campus is divided into groups, what do you believe their impact is on the campus climate at GCC?
- | | | |
|-----|-----|---|
| 1% | 2 | I don't believe the campus is divided like this |
| 54% | 158 | Strong Negative Impact |
| 33% | 95 | Weak Negative Impact |
| 6% | 17 | Neutral Or No Impact |
| 2% | 5 | Weak Positive Impact |
| 1% | 2 | Strong Positive Impact |
| 4% | 11 | Can't Rate |

44. How effectively do you believe the President represents GCC to the following entities?

	Very Effectively	Somewhat Effectively	Somewhat Ineffectively	Very Ineffectively	Can't Rate
Community	42% 154	30% 111	7% 26	6% 23	14% 51
MCCD Administration	27% 97	30% 111	14% 50	9% 34	20% 72
Legislature	22% 78	26% 95	7% 26	7% 27	38% 136

45. "The President has expressed a clear direction for the future of GCC." Do you:

- 26% 96 Strongly Agree
- 37% 137 Somewhat Agree
- 11% 41 Somewhat Disagree
- 11% 39 Strongly Disagree
- 15% 54 Can't Rate

46. How much do you agree or disagree with the President's direction for the future of the college?

- 26% 93 Strongly Agree
- 37% 131 Somewhat Agree
- 9% 34 Somewhat Disagree
- 5% 19 Strongly Disagree
- 23% 81 Can't Rate-President hasn't expressed a direction

47. If given the chance of taking a similar job at another school, how many faculty do you think would choose to leave GCC because of the current campus climate?

If given the chance of taking a similar job at another school, how many staff do you think would choose to leave GCC because of the current campus climate?

- 2% 9 Most
- 10% 36 Many
- 32% 116 Some
- 38% 140 Few
- 10% 35 None
- 9% 32 Can't Rate

48. Have there been instances where the current administration has taken some action that you disagreed with strongly?

	Yes	No
President	38% 133	62% 218
Deans	35% 122	65% 226
Department Chair	21% 71	79% 274

If no to all, please skip the next two questions.

49. If yes to question 48, please give an example of the action(s) with which you disagreed:
(tabulated in separate report)
50. If yes to question 48, did you take any kind of action?

	Yes	No
Discussed with your employee group representative	40% 54	60% 81
Attended PEC	7% 9	93% 117
Discussed with Department Chair <i>Discussed with Supervisor</i>	68% 101	32% 47
Sent an email to persons involved	31% 42	69% 92
Took any other action (describe below)	40% 48	60% 73

If you took any other action, please describe below:

(tabulated in separate report)

51. What concrete steps do you think could be taken to improve the climate at GCC?
(tabulated in separate report)

Information About You

GCC staff members may have different views and experiences according to their positions and backgrounds.

In order to better understand the answers to this questionnaire, we need to be able to compare the responses from people employed for different lengths of time and those in different jobs, for example.

Remember that all of this information is **strictly confidential**. The data will never be used in any way that would allow you to be identified.

52. How long have you worked at Glendale Community College?

14%	50	Less than 2 years
18%	65	3 to 5 years
19%	70	6 to 10 years
49%	179	Over 10 years

57. Are you male or female?

43%	153	Male
57%	206	Female

58. What is your age group?

4%	13	under 25
10%	35	25 to under 35
22%	78	35 to under 45
43%	152	45 to under 55
22%	78	55 and over

59. How would you describe yourself? (Check as many as apply)

75%	259	White, Non-Hispanic
14%	49	Hispanic, Latino
3%	12	African-American, Black
1%	3	Asian American, Pacific Islander
3%	10	Native American
6%	22	Other

LIBRARY/MEDIA CENTER
GLENDALE COMMUNITY COLLEGE
6000 WEST OLIVE AVENUE
GLENDALE, ARIZONA 85302

322616

FE 24 05

Spec ID 6501 055 Q58 2001

Glendale Community College
(Maricopa County, Ariz.)

Final draft. NCA self-study
report, December 2001

Chapter 1 -- Introduction

CHAPTER ONE

Introduction

Glendale Community College Self-Study Report

Introduction

Glendale Community College (GCC) is one of ten public, not-for-profit colleges in the Maricopa County Community College District (MCCCD). The photo at the end of this chapter shows GCC's campus in 1965. While only a few might have predicted the phenomenal growth the College and surrounding area would experience in the next 35 years, the proof is in the number of students we have and continue to educate and serve.

2002 Team Visit

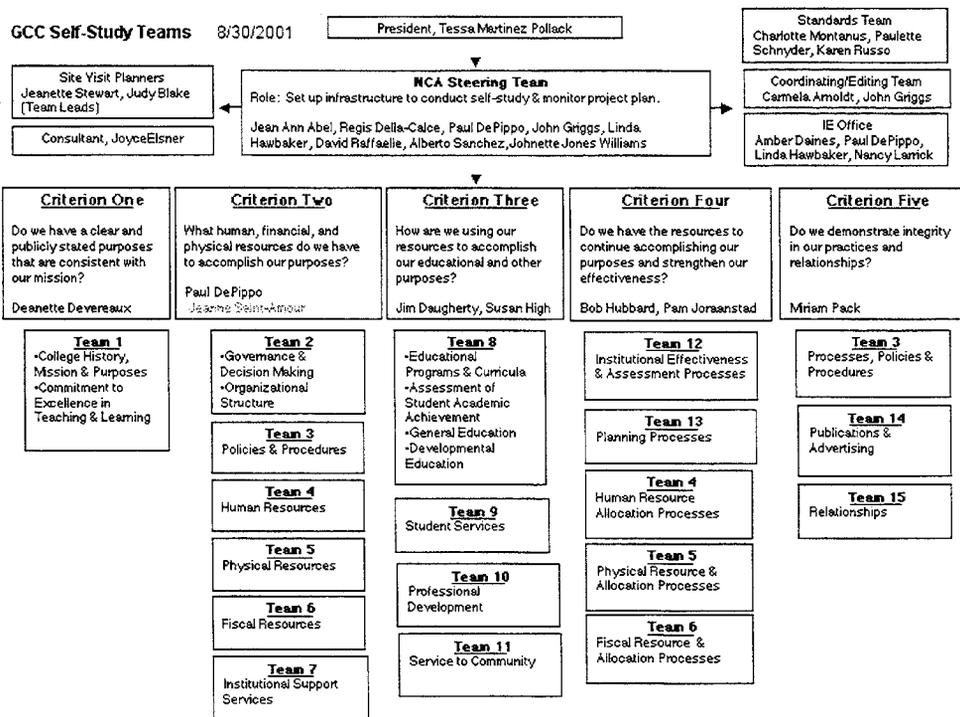
On March 4-6, 2002, Higher Learning Commission consultant evaluators will conduct an on-site visit. With the submission of this Report, Glendale Community College formally requests continuing accreditation. Expecting the next ten years to be as equally challenging and rewarding as the last ten, we pledge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

Accreditation History

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

Overview of the Self Study Process

In Summer 1999, GCC began the task of producing a comprehensive self-study. President Pollock appointed Tri-Chairs, who in turn created the Steering Team Committee, which designated seven criterion chairs to lead 15 teams of volunteers from across the College. To involve as many people as possible in the self-study process, the Steering Team developed the concept of "expanding teams." During the analytical phases of the Self Study, teams expanded to include "content experts" for the topic areas. (Chart follows)



Purpose of Self Study

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

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

Organization of the Self Study Process

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

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

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

Linking the Self Study Process to Strategic Planning

In Fall 2001, an *ad hoc* work group reviewed and approved a revised strategic-planning process that was “outside-in” driven. The strategic planning process was designed to determine the gap between public needs and expectations, external forces and environmental trends, and the College’s current capabilities and performance, as identified through the Self Study process. Armed with this important information, the College will be able to position itself more appropriately for the future.

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

A Reader's Guide

The self-study report is organized according to the Higher Learning Commission Criteria for Accreditation. Information for each chapter's topics was gathered by and described by 15-employee teams, who then wrote an analysis paragraph using the SWOT Analysis and Measures of Success and created lists of "Area for Improvement" and "Team Recommendations." Content sections conclude with a "Validation" paragraph written by the area manager, supervisor, or dean.



*Aerial Photo of Glendale Community College in 1965
From the South looking Northward (Photo from GCC 1965 Yearbook)*

6

Chapter 2 -- Responses to the Interim Advisory Visit

CHAPTER TWO

RESPONSES TO INTERIM ADVISORY VISIT

Interim Advisory Visit, May 2000

In January 2000, a letter from the GCC Faculty Senate informed Interim Chancellor Raúl Cárdenas of on-going communication difficulties between President Pollack and the faculty. Dr. Cárdenas recommended that Dr. Pollack request an NCA Visit to address these difficulties.

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

NCA/HLC Advisory Team Members

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

Advisory Team Report

The Higher Learning Commission Advisory Visit Report, received on July 11, 2000, concluded that GCC is "a strong and excellent institution suffering from a variety of problems, some of which are already being remedied and others that could be remedied if all parties chose to share a common goal for their work...[the team] has reason to believe that within the institution itself rested the good will and shared leadership to identify and work toward that common goal."

Concerns and Responses

Concern

Board Members should adhere to their Code of Conduct.

Response to be included

Concern

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

The Governing Board held a meeting at GCC on September 18, 2000. A videotape of this meeting is available in the Library Media Center.

Concern

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

At the 10/13/00 President's Advisory Committee (PAC) meeting an *ad hoc* committee, Campus Climate Subcommittee, was established. Dr. Pollack asked for PAC and members to serve along with several other faculty/staff employees on the subcommittee. Meeting over the spring and summer, with the guidance of Shapard Wolf of the ASU Research Lab, the Campus Climate Subcommittee created a survey instrument to be conducted to assess the campus climate at the beginning of Fall 01. A survey was written during this time and mailed to all full time, Board-approved employees at the end of September 2001. Survey results were tabulated and shared with College employees at the end of November 2001.

Concern

A Code of Conduct for employees should be developed, including guidelines for dealing with violations of the Code of Ethics (Criterion Five, page 58 of NCA Handbook).

At the 10/13/00 the President's Advisory Committee meeting a second *ad hoc* committee, Ethics and Campus Code of Conduct Subcommittee, was established. Dr. Pollack asked for PAC members to serve on the subcommittee. With guidance from Rushworth Kidder of the Institute for Global Ethics, this subcommittee wrote The Glendale Community College Standards of Conduct and Informal Conflict Resolution Process, which was approved and adopted on September 14, 2001.

Concern

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

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

Chapter 3 ✨ Responses to 1992 Report
and Significant Developments

Chapter 3 -- Responses to 1992 Report and Significant Developments

CHAPTER THREE

RESPONSES TO 1992 REPORT AND SIGNIFICANT DEVELOPMENTS

1992 Accreditation Visit and Significant Developments

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

1992 Accreditation Visit

GCC had its last comprehensive accreditation visit in 1992. The NCA Team recommended ten years of accreditation, noting these concerns:

- Mission Statement needs to be refined
- Failure to address the 1983 concern regarding the small number of occupational program completers
- Too few full-time faculty teaching in evening program
- Re-design academic advising to increase effectiveness
- Address students reporting that they did not always feel fully informed of activities and events taking place on campus
- Static library book budget does not support core curricula and new programs

Responses to the 1992 Concerns

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

Concern

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

The College-Wide Academic Achievement Committee (CWAAC) was formed to develop college-wide assessment measures. The Institutional Effectiveness Plan,

submitted in Spring of 1993, is available in the Resource Room. Faculty members have implemented the Student Academic Achievement Plan at the course, academic program, and college-wide general education levels, and assessment results to the planning and budgeting process.

Concern

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

For purposes of this response, the term “completers” has been broadened significantly. The College has come to view a completer as one who finishes a course, a certificate, and/or a degree. With the current student profile (older, taking few credits), the completion of a formal program is not necessarily the goal. Those who do complete programs are celebrated, but the College also recognizes that those who come to the College and learn enough to get a job, keep a job, and/or advance on the job are as important as those who attain formal degrees. The prior team may have been concerned about the total number of degrees and certificates, but the College does not define its success in that narrow fashion. Recognizing that certain occupational programs have low completion rates, the College has implemented a program review process. In programs such as Electronics, many students' prime objective is to acquire needed skills for immediate employment, choosing not to complete specific programs, degrees, or certificates, but rather continuing until they gain sufficient skills to find employment. Students can succeed without graduating from a program if the prime objective is to learn skills needed to find immediate gainful employment.

Concern

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

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

Concern

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

Since the last visit, the addition of 8 full time Academic Advisors has increased the total number to 10. In addition, 5 Athletic Specialists contribute one-half of

their time to academic advisement. Advisors participate in weekly updates and training and have greater access to advising resources such as transfer guides and course equivalency guides. The reliance on residential faculty for general advising was examined and their role in this area was reduced. Advisement is now a service that is taken out to the high schools and is provided at GCC North and other community sites when requested. The system has been redesigned for better student usefulness, including weekly advisor updates and advising by appointment

Concern

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

Bulletin boards, sandwich boards, e-mails, newsletters, and articles in the student newspaper were initiated to address this concern. Students can also access calendars and an announcement section on the web at

www.gc.maricopa.edu

Concern

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

The College has instituted an annual training program for club members and faculty advisors. In addition, a Student Life staff member now works with clubs, organizations, and the two student governments to policies and procedures required.

Concern

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

Increases in the book budget have occurred since the last visit. Equally important, the GCC Library Media Center is also fully networked with the District, the nine other District colleges, the state's university libraries, and the public libraries. Book-sharing processes have improved and expanded. Never before have so many library resources been available for students and staff. The amount of money allocated to the College from the District library bond funds has increased the number of electronic library resources as well. While books remain important to the library and students, all GCC students also have free access to the Internet. In 2001-02, the library was allocated \$100,000 in capital dollars for books, over \$18,000 for supplies, \$43,000 for subscriptions, and \$14,000 for electronic subscriptions.

The 1992 NCA Team Report suggested that Library/Media personnel serve on more committees to ensure adequate materials be available to support faculty and instruction. Library employees serve on the Curriculum Committee to ensure

understanding of faculty and student reference needs. Input from this committee is an integral part of the Library's acquisition plan.

The 1992 NCA Team also asserted that Library/Media personnel continually assess current information systems for adequate equipment replacement in the next 5-7 years. The Library Media Center's information and technology requirements are part of the Computer Technology Committee's Five-Year Plan. New requests for computing technology are submitted to the CTC annually.

The renovation of the Library Media Center has provided far more patron space than was recommended by the NCA Team Report. The 2000 renovation project generated an additional 7,120 square feet.

Significant Developments since 1992 NCA Visit

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

- Created a GCC web page, with links to all campus information and accessible by anyone connected to the Internet, including a centralized course bank with course descriptions and outlines
- GCC-North started classes in Fall 2000, offering university-transfer courses, job-related programs, and opportunities for career advancement. It also offers high-school-to-university bridge programs through a partnership comprised of the Deer Valley Unified School District and Arizona State University-West. GCC's newly renovated Library Media Center (LMC) opened in Fall 2000, and a comprehensive International Students Program established in 1994.
- Since the 1994 Bond Election, GCC has expanded and improved its facilities: new Humanities, Music, and Physical Science buildings, GCC-North, an addition and remodel of the Mathematics building, and remodel of the LMC. Additional construction includes the new 16,000 square foot One-Stop Enrollment Center, remodeling three additional buildings, providing updated facilities for student services and administrative offices, new entrances, and more parking. Additional information can be found on the web at

<http://www.gc.maricopa.edu/aboutgcc/construct.htm>

- Added 57 full-time faculty positions
- Created an Office of Institutional Effectiveness, reporting to the President, with a Director and research staff
- Revised programs, courses, degrees, and certificates in response to advances in technology and changing needs of the community, business, industry, and local educational institutions
- Established Arizona General Education Curriculum

- Working with the District Curriculum Committee, the General Education Degree Subcommittee (GEDS) developed a general education philosophy statement during Spring 01

Chapter 4  General Institutional Requirements
and Federal Compliance Program

Chapter 4 -- General Institutional Requirements and Federal Compliance Program

CHAPTER FOUR

GENERAL INSTITUTIONAL REQUIREMENTS AND FEDERAL COMPLIANCE PROGRAM

Glendale Community College fulfills all of the general institutional requirements for membership and complies with all Department of Education's mandates and policies and procedures recently approved by the Commission.

General Institutional Requirements

"The General Institutional Requirements (GIRs) describe the primary requirements for affiliation with the Higher Learning Commission (HLC) of Colleges and Schools. They establish a foundation within the accreditation process. The 24 GIRs are divided into seven (7) major areas: Mission, Authorization, Governance, Faculty, Educational Program, Finances, and Public Information." I.A.1c. GENERAL INSTITUTIONAL REQUIREMENTS (Adopted August 1992; revised February 1998).

An institution affiliated with the Commission by either accreditation or candidacy meets the following Requirements:

MISSION		
1	It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education	Glendale Community College has a mission statement, most recently modified in 1990. Approval of the statement by the Governing Board occurred on 10/23/2001 *(<i>General Catalog, p.4</i>). The 2001-02 Strategic Planning Process includes a review and potential revision of the mission and purposes statements
2	It is a degree-granting institution	The College confers the following degrees: Associate in Arts; Associate in Transfer Partnership, Associate in Business, Associate in Science, Associate in Applied Science, Associate in General Studies, and Certificates of Completion. (<i>General Catalog p.6</i>)

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

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

FACULTY		
9	It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution	The College employs a faculty who are credentialed by the State Board for Arizona Community Colleges, who meet the hiring qualifications of the Maricopa District, and who have earned degrees and/or occupational experience appropriate to the discipline that they teach. The names and degrees of full-time faculty appear in the <i>General Catalog</i>
10	A sufficient number of the faculty is full-time employees of the institution	In the Fall 2001, GCC employed 261 full-time faculty members of which 232 were permanent and 29 were One-Year-Only or One-Semester-Only
11	Its faculty has a significant role in developing and evaluating all of the institution's educational programs	Faculty at the College have a significant role in developing and evaluating all of GCC's educational programs. Faculty participate on College and District curriculum committees and District-wide Discipline-based Instructional Councils

EDUCATIONAL PROGRAM		
12	It confers degrees	During fiscal year 2000/2001, 1572 degrees and certificates were awarded
13	It has degree programs in operation, with students enrolled in them	As of Fall 2001, there are 104 degree programs at the College, each of which has students enrolled
14	Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level	All degree programs at the College are appropriate to an institution of higher education with a mission committed to general education, career education, basic skills education, and transfer education
15	Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs	Degrees offered are appropriate for each program, and each has met the length and content approved by the College Curriculum Committee, the District Curriculum Committee, the Governing Board and State Board, and that follow practices common to institutions of higher education. The content areas are consistent with the College mission and purposes
16	Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry	All Maricopa County Community College District degree programs include a coherent general education requirement consistent with the institution's mission. General Education requirements are outlined in the College <i>General Catalog</i> (pp. 47-70) and include the skills and knowledge necessary for literate citizenship
17	It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs	Open admission policies and practices are consistent with the institution's mission and commitment to providing instructional programs accessible to all. Admissions criteria adopted by the Arizona State Board of Directors for Community Colleges are published in the College <i>General Catalog</i> (pp. 14-19)
18	It provides its students access to those learning resources and support services requisite for its degree programs	The College provides students access to all teaching and learning resources. Support services to enhance each student's academic, social, and career success are available

FINANCES		
19	It has an external financial audit by a certified public accountant or a public audit agency at least every two years	The State of Arizona Office of the Auditor General conducts an annual, independent audit of the District's financial statements. In 1996, NCA and the Maricopa District created a "Memorandum of Understanding" (MOU) as a result of the fact that the Governmental Accounting Standards Board's current Generally Accepted Accounting principles do not permit the State of Arizona's Auditor General's Office to issue individual audit reports for the Maricopa Colleges
20	Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs	In the 2001-02 budget, 64% of the operational funds (Fund 1) are dedicated to instruction; 20% for academic and student support; 5% for administration; 11% for physical plant and general institutional expenses. Additional student-services funds are provided from student fees from Fund 2. The 2001-02 capital allocations for instruction totaled 92%

FINANCES		
21	Its financial practices, records, and reports demonstrate fiscal viability	The College receives the majority of its funding from the Maricopa County Community College District through its own allocation processes. District and College practices reflect financial prudence in allowing the College to operate within budget, with carry over reserves. The fiscal reliability of the District is available in the Comprehensive Annual Report available in the Resource Room

PUBLIC INFORMATION		
22	Its catalog and/or other official published documents includes its mission statement along with accurate descriptions of: its academic calendars; its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators	The College publishes these elements in all pertinent publications: <i>General Catalog</i> , Course Schedules, and on the web at www.gc.maricopa.edu
23	It accurately discloses its standing with accrediting bodies with which it is affiliated	The College discloses its standing by the Higher Learning Commission and includes its website and phone numbers in its <i>General Catalog (p. 4)</i> , Class Schedule (<i>Spring 02, p 8</i>) and other relevant publications
24	It makes available upon request information that accurately describes its financial condition	Each year, the College reports summary data on its financial condition in the <i>Annual Report</i> . In addition, oversight on budget matters is provided via annual public budget hearings held by the Governing Board. After State Board approval, the District budget report is published and is available as a matter of public record

Federal Compliance Program

Credits, Program Length, and Tuition

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

Institutional Compliance with the Higher Education Reauthorization Act

The most recent default rate is 9% for fiscal year 1999. Documents relating to compliance with Title IV are available in the College Financial Aid Office. Financial Aid and Admissions and records are audited annually by external entities to determine if current practice is consistent with federal and state regulations.

Crime Statistics Reporting

Although the College Safety web site does cover lost and found questions and offers information about campus parking, its primary concern is with disclosure of safety policies and annual crime statistics. "The information contained in this document was prepared under the guidelines established by United States Code section 1092(f), known as the 'Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics.'"

Institution's Advertising and Recruitment Materials

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

Policy IV.B.4 Institutional Records of Student Complaint

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

Professional Accreditation

- Nursing Program: accredited by National League of Nursing
- Administration of Justice/Police Reserve Academy: accredited by Arizona Peace Officer Standards and Training Board
- Automotive: accredited by National Automotive Technicians Education Foundation
- Emergency Medical Technology: accredited by Arizona Department of Health
- Fire Academy
- Microsoft
- CISCO
- MOUS

Chapter 5 -- Criterion One

CHAPTER FIVE

CRITERION ONE

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

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

MCCCD Vision and Mission

The mission of the ten-college Maricopa County Community College District (MCCCD) was adopted after a process that included district-wide discussions through Strategic Conversations held by the Governing Board.

MCCCD Vision

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

MCCCD Mission

The Maricopa County Community Colleges create and continuously improve affordable, accessible, effective and safe learning environments for the lifelong educational needs of the diverse communities we serve. Our colleges fulfill the mission through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, and Community Education [amended July 27, 1999].

The complete listing of the vision, mission and values [amended July 22, 1997] can be found at

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

GCC Vision and Mission Statements

The College Vision, Mission and Purposes Statement has guided the College for many years.

GCC Vision Statement

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

GCC Mission and Purposes Statement

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

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

- To participate responsibly in a culturally diverse, technological and global society.
- For successful transfer to colleges and universities.
- For employment and advancement within chosen careers. [*General Catalog, 2001-02, p. 4*].

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

Decision Making and the Mission

The Mission and Purposes Statement has been used in a methodical fashion and, over the past ten years, produced programs and services responsive to key words:

Key Word(s)	Examples of Program or Service Directly Responsive to Mission
Higher Education Needs	<ul style="list-style-type: none"> • University-College Center at ASU-West • Dual Enrollment Programs with feeder high schools • Articulation agreements with surrounding colleges and universities • Continuing/credit education for registered nurses • Honors programs and organizations • University transfer Center • AZ Tech Program
Assists students	<ul style="list-style-type: none"> • Advisement Center • Testing Center • Disability Resources and Services • Veterans Services • Student Life Programs/Clubs and Activities • Math Solution; Physics Assist; Chemistry Assist; Accounting Assist (specialized tutorial services that are faculty led)

Key Word(s)	Examples of Program or Service Directly Responsive to Mission
	<ul style="list-style-type: none"> • Center for Learning (tutorial center) • Life 101 Program/Counseling Department • Developmental Education courses and services • Financial Aid, loans and Scholarship programs • ACE+ (Achieve a college education: high school, GCC and universities partnership) • Children's Center • GCC 101 New Student Orientation • Mentoring Program
Culturally diverse	<ul style="list-style-type: none"> • Multicultural Services Department • International Festival • Black History Month • Hispanic History Month • Native American Program
Technological society	<ul style="list-style-type: none"> • No cost "Universal access" to technology for all credit students • Instructional Palette (word processing, spreadsheet, presentation software, email, storage on server) • Over 1,000 student computer workstations • High tech centers open 110 hours per week • Support for faculty and students using technology for learning • Staff development/training opportunities and the Desktop Project
Global society	<ul style="list-style-type: none"> • Creation of the International Students Program • Faculty participation in teaching/trips to Southern China, Costa Rica; Mexico, and Australia • International/technology-based courses with partners in Australia, in Hong Kong, in mainland China • GCC faculty-led international student study trips
Successful Transfer	<ul style="list-style-type: none"> • Arizona General Education Curriculum agreements • Statewide Articulation Task Forces • Success data obtained from state universities via ASSIST data warehouse • Transfer Center Services (ASU; Uof A; NAU) • Course Equivalency Guide • AZ CAS
Employment and Advancement	<ul style="list-style-type: none"> • Career Services and Placement Center • The Maricopa Recruiter • The Institute (workshops and non-credit programs) • Ford ASSET/GM ASEP; Daimler Chrysler; GM Training Centers • John Deere training partnership • Extensive IT training programs, certificate and degree options • Fire Academy • Police Academy

Understanding of Mission and Purposes

The values, mission and purposes statements appear in the *General Catalog*, the *Faculty Staff Handbook*, and *The Student Handbook*. These statements guide the

work of various college committees and councils, and are taken into consideration as new program and service ideas emerge, and as assessment processes apply to student learning and institutional effectiveness.

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

Community Understanding of Mission and Purposes

Although community members can visit the GCC website or pick up a catalog or schedule to read its mission, the most dramatic evidence of understanding the mission is the support the community shows at the polls.

In 1994, 62% of the voters approved a \$398 million bond issue, a repeat of the positive bond vote garnered in 1984. The Governing Board is considering another initiative for Fall 2004.

Analysis

The current mission has guided College operations for many years. GCC's strategic planning process is underway and will use the findings of this Self Study to develop a "Futures Plan." A possible outcome of the self-study and strategic planning process may be revision of the mission and purposes statements. If revisions are recommended, they will be forwarded to the Governing Board for approval in accordance with current practices.

Areas for Improvement

- Ensure that the strategic planning process currently underway addresses the mission and purposes in the context of the District statement
- Strengthen the use of the mission and purposes within the on-going planning and budgeting process
- Strengthen the evaluation of institutional performance processes that assess College mission and purposes emphases

Team Recommendations

- Strengthen the dissemination of GCC's mission and purposes to the general community, to business and industry, and to government entities through the newly created Community and Public Relations unit
- Expand communication mechanisms to the various stakeholders and include print, web, and other appropriate media
- Forge strong linkages with the district strategic planning efforts and its links with mission and purpose

Validation

Community members and College/District personnel will be involved in reviewing the mission; they support the mission through enrollment and voting. Processes to ensure that the mission remains responsive to their needs and remains appropriate for an institution of higher education are in place.

Go to next page.

Chapter 6 -- Criterion Two

Organizational Structure

Governance

Human Resources

Student Demographics

Staff Demographics

Staffing

Planning

Compensation and Benefits

Professional and Staff Development

Performance Evaluations

Financial Resources

Sources of Funding

Financial Management

Accounting and Purchasing Services

Grants Development

Planning

Physical Resources

Facilities

Maintenance

Planning

Information Systems and Services

CHAPTER SIX

CRITERION TWO

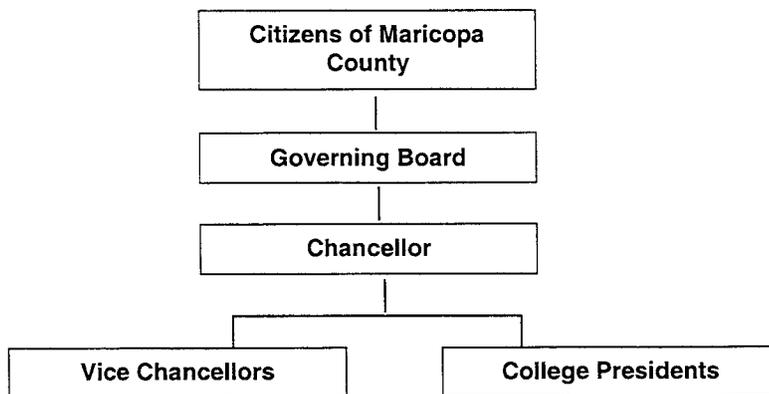
The institution organizes its human, financial, and physical resources effectively

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

Organizational Structure

Much of GCC's organizational structure and many of its policies governing decision-making are dictated by the District Administration, consisting of a Chancellor, five Vice-Chancellors, and support personnel through the "Policy Governance Model" adopted by the Governing Board. In addition, multiple District committees play decisive roles in GCC's organizational structure and decision-making policies.

**Maricopa County Community Colleges
Organizational Chart
2001-2002**



MCCCD Governing Board

The MCCCD Governing Board consists of five members, each of whom is elected from geographical districts in staggered years to serve a term of six years. Board members meet on the second and fourth Tuesdays of every month (except July and December when they meet once). They direct the activities of

the District under powers given to them according to Arizona Revised Statues Section 115-1444.

District-Wide Councils and Committees

Three executive/advisory councils assist the Chancellor and Vice-Chancellors in the management and operation of the District.

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

Source: Maricopa District Support Services Center web site

Other District groups and task forces play important roles in shaping District operations and procedures. Some of these are advisory, such as the Faculty Development Committee and Instructional Councils; some serve as District resources.

District Groups	Charge
Bilingual Education Institute	To convene a consortium of groups and individuals interested in bilingual education
Diversity Task Force	To develop a Diversity Orientation for all new employees, facilitates ongoing diversity training for all Maricopa employees
Maricopa Commission on Health Care Reform	To align Maricopa programs with changes in health care
Maricopa Mathematics Consortium	To develop improved mathematics programs in concert with other schools, community colleges and universities
Ocotillo	To convene faculty roundtables that focus on instructional technologies
Strategic Conversations	To explore strategic directions with the community
Student Information Commission	To evaluate a new student centered system
Strategic Planning	To position for the future; planning, managing and promoting growth; establish a District identity; create a framework for District-wide Marketing and a Bond Referendum

Source: Maricopa District Support Services Center web site

College Administration

Administrative and governance structures of the College use several well-defined organizational entities. GCC has a solid organizational structure, modified in

1999, designed to assist the College Administration in carrying out its decision-making responsibilities.

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

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

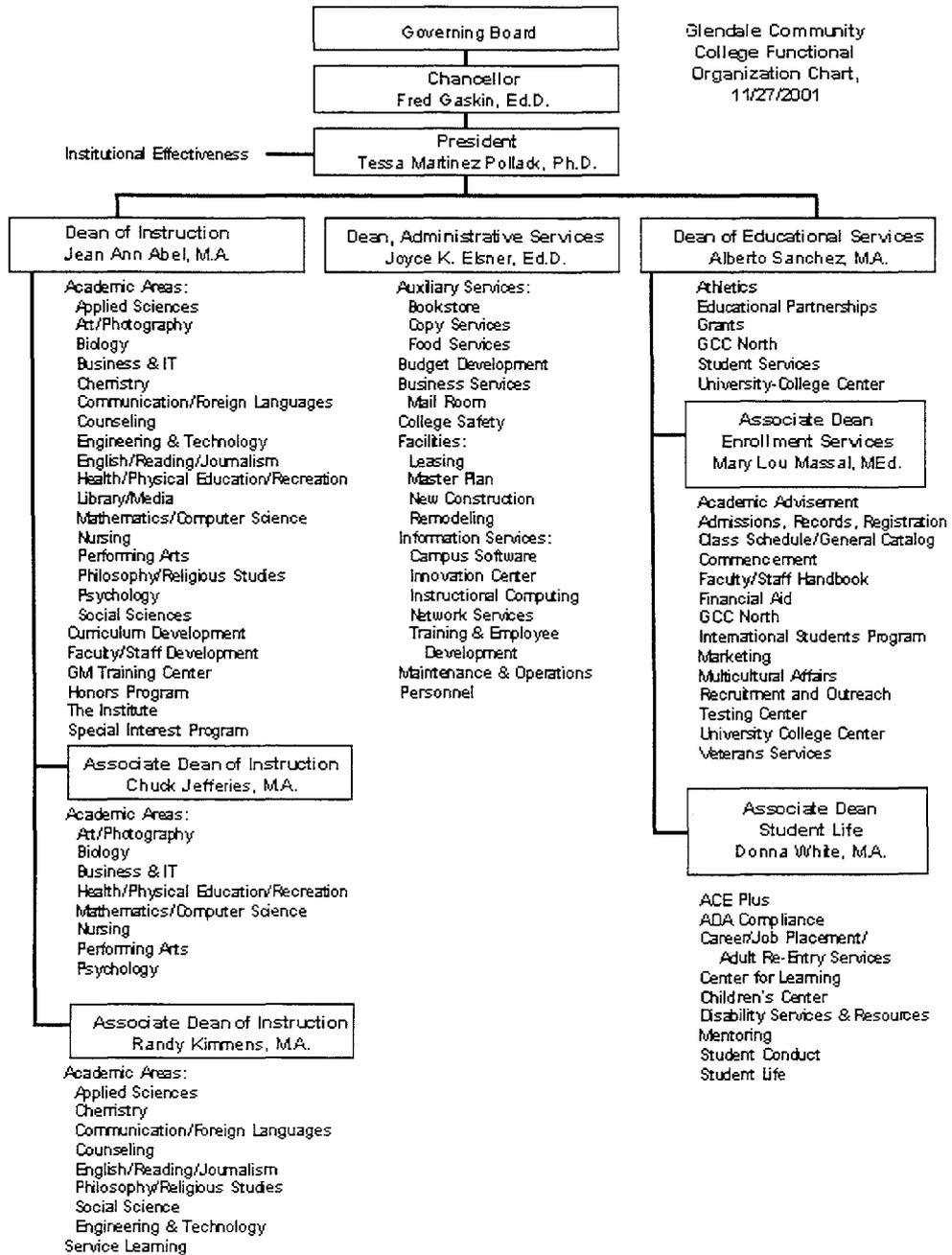
The Dean of Educational Services plans, organizes, and directs student services, and plans and directs educational partnerships, athletics, grants development, GCC North, the UCC, and dual enrollment.

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

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

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

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



Analysis

The Organizational Structure Team agreed that a periodic review of organizational structure is not only valuable, but also necessary to the College. The structure should be designed to support student academic achievement, as well as used to make timely decisions. All findings relating to GCC's Organizational Structure were viewed as weaknesses, mainly focusing on the negative impact that a lack of understanding of the structure, of trust, and of agreement have on committee representation. This often translates to a lack of trust in decisions. The perception that Department Chairs look after department needs and not college-wide needs was also seen as a weakness.

Areas for Improvement

- Employees' broader understanding of the organizational structure might benefit the College
- Provide employees with a GCC decision-making model

Team Recommendations

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

Validation

The current organizational structure is doing what it was intended to do, specifically, create accountability for the leadership of instruction and educational support services. Other adjustments, for example in marketing and public relations, have been made as needed. Review is ongoing, and adjustments are made as needed. These adjustments have been communicated. The role of PAC is currently under review. The office of the President is currently documenting the way in which decision-making occurs at GCC.

Governance

Governance policies of the State Board of Directors for Community Colleges of Arizona, of Maricopa County Community College District, and of GCC are followed.

State/District/College Roles

GCC's governance structure is governed by Arizona State statutes and policies and procedures determined by the State Community College Board and MCCCCD. Governance of the community colleges dictates that roles and responsibilities among all levels must be coordinated. The table on the following page outlines the major roles and responsibilities of the various State, District, and College governing bodies and the specific functions associated with each entity. The State Community College Board maintains a web site at

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

Participatory Governance

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

Governing Board

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

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

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

www.dist.maricopa.edu/gvbd/

Functional Area	Major Roles and Responsibilities		
	State Board of Directors for Community Colleges of Arizona	MCCCCD Governing Board	Glendale Community College
General	Enact ordinances for the governance of the colleges under its jurisdiction Set standards for the establishment, development, administration, operation, and accreditation of colleges Approve intergovernmental agreements for providing service to unorganized counties File an Annual Report with the Governor Approve petitions to form a district	Visit and examine college management, conditions, and needs Maintain colleges at least eight months per year	Oversee institutional activities and exercises appropriate responsibility to manage resources to meet the College mission and purposes Position College for growth
Academic and Student Services	Establish curricula and courses	Enforce the courses of study prescribed by the State Board	Offer higher education programs that meet the needs of students and the

Functional Area	Major Roles and Responsibilities		
	State Board of Directors for Community Colleges of Arizona	MCCCD Governing Board	Glendale Community College
	<p>Set qualifications for student admission</p> <p>Fix student tuition and fees</p> <p>Approve offerings in unorganized counties</p> <p>With the State Board of Vocational and Technological Education, oversee vocational standards, planning, and funding priorities</p> <p>Determine open entry, open exit academic classes</p> <p>Adopt rules regarding the offering of credit courses outside a college district, including distance-learning courses</p>	<p>State Board</p> <p>Exclude partisan, sectarian, and denominational materials</p> <p>Award degrees, certificates, and diplomas</p> <p>Evaluate vocational education programs every five years, in the manner prescribed by the State Board</p>	<p>community</p> <p>Provide services that enable students to succeed</p> <p>Manage enrollment</p>
Personnel	<p>Certify college faculty</p>	<p>Determine salaries, and employ or remove staff when warranted</p> <p>May participate in district health insurance plans</p> <p>May enter into multi-year employment contracts with chancellors, vice-chancellors, and presidents, not to exceed five years</p>	<p>Recommend qualified faculty and staff to Governing Board for employment</p> <p>Manage and evaluate employees</p>
Finance	<p>With the Auditor General, establish a uniform accounting system</p> <p>Contract with any person and establish regulations and limitations for contracting by districts</p> <p>Authorize district General Obligation bond elections</p> <p>Authorize revenue bonds</p> <p>Submit estimated number of full-time equivalent students to the economic estimates commission annually</p> <p>Allocate state aid to districts pursuant to law</p> <p>Accept grants and donations</p>	<p>Lease or sell personal property</p> <p>May delegate to chancellor/president all or any part of its authority to lease property under \$100,000 per year</p> <p>Contract, subject to regulations and limitations prescribed by the State Board</p> <p>Adopt annual budgets, and direct respective Boards of Supervisors to levy required property taxes</p>	<p>Manage financial resources to maximize the College's ability to achieve its mission and purposes</p> <p>Appropriately expend financial resources for effective teaching and learning</p>
Facilities	<p>Determine location of college campuses</p> <p>Purchase, receive, hold, lease, or sell real property</p> <p>Adopt rules regarding minor construction and repair projects by districts without prior approval of the State Board</p> <p>Approve major construction, remodeling, and repair projects</p> <p>Approve district rules concerning parking and control of vehicles</p>	<p>Insure college buildings</p> <p>Accomplish minor construction or remodeling projects (\$50,000 or less - adjusted annually for inflation)</p> <p>Lease-purchase real property upon authorization of the State Board</p> <p>Adopt rules for the control of parking and vehicles, subject to State Board approval</p>	<p>Establish and ensure a safe and healthy environment for students and staff</p> <p>Provide resources and equipment to support College operations</p>

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

College Governance

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

Administration

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

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

Employee Governance

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

Faculty Governance/Senate

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

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

Department Chairs

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

College Committees

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

Committee Name	Committee Purpose
Budget Development Committee	To make budget recommendations to the President
College Curriculum	To make recommendations to District Curriculum Committee regarding creation, revision, or deletion of curricula
College Faculty Staffing Advisory	To recommend and rank budgeted full-time faculty positions to the President
Department Chairs Council	To discuss issues that are common to the Chairs
Operational Planning Team	To link operational planning and budgeting efforts to strategic issues, review past fiscal year's progress and provide feedback on progress to the college, select strategic issues to be targeted for upcoming planning/budgeting cycle, and every three years, report back to the Strategic Planning Committee on progress made addressing strategic issues.
President's Advisory Committee	To serve as an advisory council to the President
President's Fund 2 Advisory	To advise the President about Fund 2 allocations: additions and changes. Work with campus fiscal agent in these matters
Strategic Planning	To define and monitor GCC's relationship to its environment, reaffirm and/or adjust Strategic Plan, review and revise College Mission Statement, and review progress made addressing strategic issues over the previous three years

Source: 2001-2002 Faculty and Staff Handbook

Achievements since 1992

- The role, purpose, and other pertinent information regarding committees were documented for placement in the *Faculty and Staff Handbook*
- The College Plan was revised and approved in Fall 2001

Analysis

The Measures of Success suggest a congruence of practices with a common definition of governance, effective communication, and acceptance by all groups of the decision-making process. A willingness to discuss processes advances all of the Measures of Success, whereas the climate of fear that was noted on campus in the 2000 Advisory Visit impedes all of them. District's diversion of resources away from the College diminishes effective campus communication and also reduces GCC's acceptance of the decision-making process. The District Office seems to overstep its support role, which reduces all three measures of success. A decline in the percentage of faculty on committees is thought by some faculty to have had an adverse effect on the measures of success.

Areas for Improvement

- Shared governance at GCC is often hindered by a lack of understanding of roles and responsibilities
- Hiring and promotion procedures have not been made clear to the campus community and are not reflected in all employee manuals
- Representation on committees is not in proportion to the numbers of members of the various employee groups
- Permanent seats granted to the Business and Technology departments on the Capital Review Committee create the perception of unfairness in the allocation of resources
- Members of the President Advisory Committee do not communicate sufficiently with their constituents
- The "Department Chairs" group is treated as being representative of the faculty as a whole, when they are not elected at-large
- Resolving significant disagreement about what the Administration considers the legitimate role of the Faculty Senate in governance issues
- Considering continued existence of the Budget Process Review

Team Recommendations

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

Validation

Department Chairs are compensated for management responsibilities for which they are accountable to the Dean of Instruction. They are convened for such matters through the Department Chairs Council. As Arizona is a right-to-work state, varying governance models are appropriate. Committee membership varies according to the purpose of the committee.

Human Resources--Student Demographics

GCC has the second largest enrollment of all the Maricopa Community Colleges. In Fall 2001, 19,775 students were enrolled on the official census date (45th day), with a full-time student equivalent (FTSE) of 8,667.8. During the mid-1990's, enrollment declined slightly, a trend that was seen across the district. Since Fall 1998, GCC's enrollment has increased a cumulative 15%. With the growth of the west and north valley, it is anticipated GCC's enrollment will continue to grow. The College is currently working on enrollment projections based on the 2000 Census data.

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

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

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

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

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

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

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

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

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

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

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

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

Achievements since 1992

- The College has significantly increased knowledge of our students by fortified the Office of Institutional Effectiveness by a structural reporting relationship to the President, by significant personnel increases, and by added resources

Analysis

Indicators of success include drawing adequate numbers of recent high school graduates from feeder schools to GCC each fall and the effective recruitment of a diverse student body including at risk, honors, athletics, disabled, and minority students. Another measure of success is that student demographics mirror our

service area demographics. Since ASU West began offering a four-year plan in Fall 2001, GCC faces the potential loss of students, primarily recent high school graduates. A weakness is that GCC has no “branding” for marketing purpose, such as a common, immediately identifiable logo or image. Universal access to technology without a student fee and extensive advising contact with students are strengths of GCC.

Areas for Improvement

- There needs to be a strategic and comprehensive for branding including the production of a logo or image

Team Recommendations

- Increase money for high school recruiting
- Adopt one identifiable GCC logo
- Increase parity of staff demographics to student demographics
- Have advisors visit feeder schools year-round on regular basis

Validation

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

HUMAN RESOURCES--STAFF DEMOGRAPHICS

During Fall 2001, GCC employed over 550 full-time employees and approximately 645 adjunct faculty. Employees belong to one of the following groups: Residential Faculty (RFP), Professional Staff (PSA), Management, Administrative and Technological (MAT), Maintenance and Operations (M&O), Crafts, College Safety, Specially Funded, Athletic Specialist, Chancellor's Executive Council (CEC), Adjunct Faculty, and student workers. The employees of the College work under the policies of their respective employee group. Information is available on the web at

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

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

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

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

Source: District HR Office

Faculty

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

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

The educational level of residential faculty is concentrated at the Master's (64%) and Doctoral Degrees (26%) levels. Fifty-eight percent of permanent, residential faculty have been employed by MCCCCD for 10 year or more. The majority of faculty positions are designated as instructional (95%), with the rest classified as service faculty, primarily librarians and counselors. Over the past ten years, the number of residential faculty has increased by 28%, from 204 to 261. During Fall 2001, full-time faculty generated 70% of daytime FTSE (full-time student equivalent) and 30% of evening FTSE.

Residential Faculty by Age - As of 10/26/2001		
Age	Number of Faculty	Percent
20s	7	3%
30s	45	17%
40s	64	25%
50	109	42%
60s	35	13%
70s	1	0%
Total	261	100%

Source: District HR Office

Educational background for non-teaching staff is available and contributes to the overall success of the educational programs at GCC.

Achievements since 1992

None noted

Analysis

Indicators of success include faculty and staff demographics that reflect the diversity of our community and students, student satisfaction with faculty and staff, and faculty and staff satisfaction with their working environment. One weakness noted was the inflexibility of our salary and classification schedules. The District Offices' processes related to staffing are perceived as time consuming and cumbersome. We also need to consider the threat of non-competitive salaries for our adjunct faculty. The dedication of faculty and staff was viewed as a Strength. A potential opportunity is tapping into the wealth of intelligence of retired persons living in the West Valley, perhaps to contribute in ways such as tutoring, guest lecturers, or as adjunct faculty.

Areas for Improvement

- Increase diversity of faculty and staff

Team Recommendations

- Increase adjunct salaries, provide medical benefits for adjuncts (not family), and recruit more diverse adjunct faculty
- Evaluate salary schedules and job descriptions for all employee group

Validation

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

HUMAN RESOURCES--STAFFING

Each department and unit requests funding for new positions through the annual budget process. The College Faculty Staffing Advisory Committee considers the specific faculty staffing requests from each department and makes recommendations to the College President regarding the allocation of budgeted slots. The Budget Development Committee (BDC) and its subcommittees recommend all other staffing requests to the President. Among the criteria considered in this process is the relationship of each request to the mission and strategic planning goals of the College.

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

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

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

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

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

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

The College, in particular, puts forth a variety of efforts to reach its affirmative action hiring goals. The efforts are multidimensional and address both the internal and external communities.

Part-time and adjunct positions are advertised locally as needed. To attract interested and qualified adjunct faculty members, the College holds a bi-annual Adjunct Faculty Job Fair. In addition, an online recruitment page for adjunct faculty positions at the College can be found on the web at

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

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

Achievements since 1992

- While GCC strives to ensure a positive environment for all its students and employees, it also recognizes that there is always room for improvement. Established in 1996, the Commission on Diversity's goal is to effect additional improvements. Consisting of students, faculty, staff, and community members, their recommendations of this commission have been evaluated and, where appropriate, implemented
- GCC, instead of the District Office, now conducts all of its own advertising for all faculty and staff positions
- GCC has also implemented a bi-annual Adjunct Faculty Job Fair to recruit part-time faculty for the main and North campuses

- SOMETHING ABOUT THE REORGANIZATION OF HUMAN RESOURCES IN ITS PRACTICES AND PROCEDURES?????

Analysis

Given the College's new hiring procedures, complicated by District practices and reorganization over the last several years, the team found that these findings have a negative impact on the quality, quantity, and diverse makeup of available applicants. These areas are viewed as a high priority to focus the College's resources. Additionally, inadequate pay for adjuncts and a slow hiring process are seen as staffing weaknesses. Pay issues in general seem to always have a negative impact on all Measures of Success and, therefore, must be a high priority. The College is hampered, however, by its lack of control over these issues.

Areas for Improvement

- Improve the quality/quantity of applicant pools
- Increase employee diversity and retention
- Improve the working conditions and pay for adjunct faculty
- Compensate employees for committee work
- Allow work time for fitness
- Support rest time
- Encourage managers to allow staff participation
- Model desired behavior
- Permit staggered work week

Team Recommendations

- Increase adjunct salaries/resources/offices/benefits
- Expedite District Office hiring process
- Increase recruitment
- Request timely hiring
- "Grow our own" faculty and staff

Validation

GCC is proportionately understaffed compared to other colleges its size. A combination of strategies to add new personnel and to relieve overworked personnel need to be pursued.

HUMAN RESOURCES--PLANNING

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

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

As new buildings have been added to the campus, new operational dollars were added to the College budget as well (\$3.13 per remodel square foot and \$12.50 per square foot). In many instances, these dollars have helped to fund new grounds or custodial personnel, have helped to pay for the increased supervisory responsibilities of the department chairs (per RFP formula), and have helped to pay for the adjunct faculty to staff many of the classes. The formula was not designed, however, to fund the full-time, non-teaching personnel often needed across the College to support the added capacity. Presently, however, the resources allocated to the College by the District budget formula do not provide for the staffing ratios the College would like to have. This will remain an important strategic item for discussion, moving the College and the District into a planning process that spans multiple years.

Achievements since 1992

- The College has experienced tremendous growth, hiring 57 RFP faculty and 149 ??? full-time employees. Compensation for all employee groups, including adjunct faculty, has improved. Salaries and benefits are among the best in the state and nation's community-college districts.
- The College added an Employee and Training and Development Center (TED) to provide more learning opportunities. Initially, TED was a response to the growing concerns about technology, but since, has expanded and now includes management techniques, professional and personal growth, learning strategies, affirmative action, diversity, and fitness and wellness instruction. TED offered 230 workshops to 734 campus employees in academic year 2000-2001.
- The Desktop Project was initiated in 1996 as a way to improve employees' technology skills. Employees assess their individual skills,

develop a learning plan, and request updated equipment and software when ready. As employee skills develop, additional training and more modern equipment are provided. Old systems are retrofitted and recycled to less technology driven areas of the college. Parallel to this effort was the revamping of the District's electronic messaging system, MEMO (formerly A-1), and the college's phone/voice mail system.

- Overall, more dollars are available for professional growth. The District's Professional Growth Committee's budget has increased by \$_____. (Information from Reinhold Kiermayr) While employees must apply for support from the district-wide PGC fund, many do so regularly, demonstrating a commitment to continued self-improvement.
- All adjunct faculty now have access to a "Virtual Office" at

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

- Student employment has also been addressed. Career Services added an Internet-based job listing service, the "Maricopa Recruiter," which provides a 24-hour a day job listing. This site is updated weekly.
- ELSEWHERE

Analysis

The Human Resource Planning Team determined adequately trained support staff and the percent of courses taught by full-time faculty during calendar year were the most significant indicators of success. The team also noted the number of unfilled PSA, Crafts, M&O, MAT, and Safety positions may also provide information to assist in human resource planning. Threats included the College's uncompetitive salaries in several employee groups and its inability to increase resources to fulfill desired community expectations. These should remain a high priority for the College, especially when making decisions regarding budgeting its human and financial resources. The team did feel that the quality of the staff and its continued development were adequately addressed in the current budget processes and funding. The only opportunity was found in the area of training and professional development.

Areas for Improvement

- The current one-year planning cycle does not meet personnel needs; longer cycles are recommended
- The College's anticipated retirements permit hiring 7-8 faculty each year, far below the number required. Shortfalls must be addressed through requests for special funding or increased use of adjunct faculty
- Higher than anticipated enrollment in Fall 2000 prompted hiring One Semester Only/One Year Only faculty. Adjunct faculty pools were exhausted and Department Chairs expressed some apprehension about the quality of instruction when the College had to hire so many additional part-time faculty in a very short time

- Unbudgeted salaries (OYO, OSO, and additional adjunct faculty) placed a financial strain on the College's budget
- Continued growth in the West Valley, operation of the University-College Center (UCC) at ASU-West, and opening GCC North have raised issues about continued staffing and support for new sites and programs
- Adjunct faculty members in many disciplines (e.g. Computer Science, Mathematics, and English) have lucrative opportunities in education, business, and industry. Retention demands market-based salaries to attract and retain competent adjuncts
- A balance of personnel functions performed by the College or the District must be achieved. As GCC is one of the lowest budgeted per-FTSE colleges in the District, it demands much from its employees. Continued emphasis must be placed on appropriate staffing, compensation, and use of technology to improve efficiency and maintain a capable workforce

Team Recommendations

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

Validation

The College needs to consider a much more formal structure in adjunct faculty recruitment, orientation, and long-term engagement with GCC.

HUMAN RESOURCES--COMPENSATION AND BENEFITS

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

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

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

Adjunct faculty, part-time/temporary staff, and student workers do not receive any health/absence benefits from either the College or the District. Their compensation rates are basically determined at the District level, with the

flexibility on campus to pay higher minimum rates depending on departmental and/or unit needs for budgeted wages.

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

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

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

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

During the 2001-02, a classification study will be conducted for MAT employees to possibly increase their grade levels and titles, resulting in possible increases in compensation. The contract should be issued early spring 2002.

Achievements since 1992

- Implementation by District of PeopleSoft, Human Resources relational database software application in 1999

Analysis

The Human Resources Team conducted an analysis of factors likely to influence the areas for improvement and their relationship to the Measures of Success. These measures are 1) increase the size and diversity of applicant pools for positions; 2) reduce the number of one-year-only (OYO) and one-semester-only (OSO) hires; and 3) provide competitive pay rates for adjunct faculty. Major factors identified as affecting the Measures of Success are 1) competition for hiring teachers, technical experts, and certified safety officers; 2) continued provision of numerous paid holidays and accrued vacation hours; and 3) an improved mechanism/process for determining increases to salaries and benefits.

Areas for Improvement

- Diminish numbers of qualified and diverse applicants is a major challenge that the College/District will have to address
- Adapt PeopleSoft to educational setting
- For many years, the only higher education competitor that employed part-time faculty was Arizona State University (ASU). However, today, there are multiple competitors on the Westside, including ASU-West, which initiated its lower-division offerings in fall 2001 creating more competition. In addition, the shortage of high school teachers in feeder districts has caused those districts to pay premium rates to their teachers to add a section or two of high school classes to their schedules. Thus, this formerly ready source of adjunct faculty now choose to teach at their home school, often at a rate higher than the College can pay.
- It should also be noted that adjunct faculty are paid at the same rate as our residential faculty are paid for overload contracts. There is no

mechanism to pay adjuncts a higher rate than residential faculty for additional courses.

Team Recommendations

- Create partnerships with industry to help fill one-year-only and one-semester-only positions
- Partnerships and other exchanges might aid in recruitment and retention

Validation

missing

HUMAN RESOURCES-- STAFF AND PROFESSIONAL DEVELOPMENT

Staff Development--New Employees

Although all full-time employees attend District sponsored orientations for benefits, etc., the College offers a number of training opportunities throughout the year to support staff development. The Employee and Organizational Learning Team provides "New Employee Orientations" monthly at the District Office. All new MCCCCD employees are invited to the orientation following their board approval date. These workshops are designed to familiarize employees to MCCCCD practices and policies and to acquaint them with their benefits package.

The GCC Training and Employee Development (TED) Department offers monthly Desktop Project Orientation sessions for new and existing employees who need an office computer or an up-grade. These sessions explain the process, as well as acquaint employees with GCC's technology network. New employees also attend phone and memo training, computer software applications training, and compliance and diversity training.

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

Employee group policies encourage continued professional development and education through tuition assistance, support to attend seminars and workshops, paid educational leave or sabbatical, and funding for professional growth projects. Funds are allocated by District committees on a first-come first-served basis. The College administers Travel Funds for faculty to attend conferences, seminars, and workshops to develop their teaching/learning skills.

Staff Development--All Employees

GCC's professional development programs include workshops, seminars, publications, projects, and networking opportunities that provide the means to

help all college employees excel to achieve career growth, thereby improving the instructional process.

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

While each employee group has its own Policy Manual, a set of common policies applies to all employee groups (see Maricopa County Community Colleges All Employee Groups Board Policies). These manuals include professional growth policies and are available on the web at

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

Professional Development--Residential Faculty

Procedures for Faculty Professional Growth can be found in the Professional Growth Guidelines, "the green book," available on the web at

<http://www.mcli.dist.maricopa.edu/fpg/programs.html>

These guidelines were developed by faculty and are based on the policies found in the Residential Faculty Policies. Two residential faculty members are GCC's representatives to the MCCCCD Faculty Professional Growth Committee. Each representative has specific faculty professional growth responsibilities. One representative has two major responsibilities: 1) to assist faculty in advancing horizontally on the salary scale through a variety of academic and non-academic efforts; and 2) to assist faculty in preparing sabbatical proposals.

During 2001-2002 **NEED INFORMATION 7 sabbaticals were granted to GCC faculty.**

Examples of activities that assist faculty to move horizontally are graduate courses, or approved and relevant under-graduate and/or work-related experiences. The second representative has two major responsibilities: 1) to assist residential faculty in preparing and submitting conference and workshop applications so that registration fees will be paid from the Faculty Professional Growth funds; and 2) to assist faculty who apply for summer projects.

The total amount District allots for faculty to attend conferences is **\$220,000.???** and the amount allocated for summer projects is **\$30,000.???**

At GCC, each Residential Faculty member has a limit of \$2,500 per three-year funding cycle to be used for travel expenses, conferences, and workshops. In 2000-2001, seventy college CHECK faculty members

received funding for conferences and workshops and 10 received funding for summer projects.

In the 2000-01 academic year, \$55,880 was available for in-state and out-of-state travel. Each faculty member is entitled to \$2,500 over a three-year period for out-of-state travel. A faculty committee reviews applications and approves appropriate requests. **CHECK ALL OF THESE FIGURES—IT SEEMS THEY HAVE MIXED DISTRICT AND CAMPUS NUMBERS AND AMOUNTS!!!!**

Expected changes in the procedures will make it easier and less cumbersome for faculty to apply for professional growth funds. It is also anticipated that increased funding will be allocated to professional growth in the next Meet and Confer negotiations.

Professional Development--Adjunct Faculty

Certified Adjunct Faculty members currently employed by the College are eligible to apply for professional growth funding in order to participate in professional meetings, conferences, take courses, and attend workshops that enhance one's current teaching role. Funds are available on a reimbursement basis only. Currently, **645 (CHECK NO.--600** adjunct faculty teach at GCC whose professional growth fund is **\$3,533** for fiscal year **2000-01**. **The maximum available per adjunct faculty member during 2001-2002 is \$500 and funds are available on a first-come, first-served basis. 2001 CHECK THESE #s???** GCC splits its total allocation into fall and spring so that all adjuncts have fair and equal access to reimbursement funds. Currently teaching adjunct faculty members are eligible to receive tuition waivers for MCCC courses, not to exceed 6 hours per semester.

Staff Development--Management, Administration and Technology (MAT) MAT employees are eligible to apply for tuition and book reimbursement; workshops, conferences, seminars, sabbatical leaves up to six months in duration, and degree stipends. A maximum (for the **2000-2001** fiscal year) was **\$1,100**. Tuition is covered at \$115 per credit hour at ASU, NAU, and UofA, or up to \$200 per credit hour at any other institution. Degree stipends for up to 2 degrees at \$700 each are also available upon its completion and are in addition to the \$1,100 maximum professional growth award.

Staff Development--Professional Services Staff (PSA)

PSA employees have access to Professional Development to provide an incentive to encourage the employee to maximize his/her scope of knowledge. Individual financial assistance may be given to eligible employees taking upper-division courses at accredited institutions. University courses are reimbursed at 100% of the tuition for approved course(s) up to six credit hours, and 80% thereafter, not to exceed a total of \$800 per semester. PSA employees are also eligible to have up to \$700 of travel costs reimbursed. The District budgeted \$183,209 for PSD for 2000-2001. The broad categories for professional development for PSA staff include:

Paid Educational Leave: The purpose of the Paid Educational Leave program is to provide employees the possibility to further their career and employment opportunities through the completion of a Bachelor's, Master's, or Doctoral Degrees. An employee may take a maximum of a one-year leave and will receive full (100%) salary from the District during that leave. The District will provide funding to a maximum of \$145,650 for personnel replacement costs.

Internships: The Professional Staff Internship Program is being offered for employees who are interested in professional development or technical training that will be helpful in preparing them for administrative, management, and support opportunities within the MCCCCD. In the Internship Program, an employee identifies areas of interest and designs his/her own work plan under a mentor or mentor group where the program will be directed and monitored in order to receive varied experiences and to integrate community-college processes with practical experiences. An internship program may vary in length but may not exceed twelve (12) months. An intern is not guaranteed a new position in the College/District by virtue of program completion, but will be better prepared to compete for available positions. The Professional Staff Internship Program was funded at the rate of \$139,500 to cover financial assistance to employees in 2000-2001.

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

Staff Development--M&O, Crafts, Safety

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

- **M&O** (custodians, groundskeepers, maintenance, utility) of \$65,000 available for 1999-2000, \$16,600 has been spent 1999-2000. **2000-2001???**
- **Crafts** (electricians, plumbers, HVAC, carpenters, etc.) of \$82,000 available for 1999-2000, \$52,000 has been spent 1999-2000. **2000-2001???**
- **Safety** (security personnel) of \$10,000 available, none was spent 1999-2000. **2000-2001???**. Employees in the College Safety group are eligible for tuition reimbursement, up to 80% of costs.

Summary of Professional Development Available to each Category of Employee					
Type of Development	All Employees	Faculty (FT)	Faculty (Adjunct)	PSA	M&O
Reimbursement for course work				Yes	
Horizontal advancement for course work and workshops		Yes			Yes
Maricopa County Community College tuition waiver	Yes	Yes	Yes	Yes	Yes
Technology Training	Yes	Yes	Yes	Yes	Yes
Seminars	Yes	Yes	Yes	Yes	Yes
Conferences and Workshops	Yes	Yes	Yes	Yes	Yes
Creative Pathways	Yes	Yes	Yes	Yes	Yes
Visions Projects	Yes	Yes	Yes	Yes	Yes
Employee Exchanges		Yes		Yes	Yes
International Programs		Yes			
Mentoring					
Wellness Activities	Yes	Yes	Yes	Yes	Yes
Renewal	Yes	Yes	Yes	Yes	Yes

Source:

Achievements since 1992

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

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

- There has been an increase in the available money and opportunities for residential faculty to enhance their professional growth. Faculty who have doctoral degrees are eligible to enroll in courses and apply for Faculty Professional Growth funds to pay for the tuition costs. **[Is this true!!!!????]**
- Professional growth money was originally made available to adjunct faculty in **2000-2001 in the amount of ?????? WHAT YEAR????**
- The focus of the PSA summer conference has changed dramatically over the past several years. The conference used to be primarily a social event where little professional development took place. Currently the focus is on providing the attendees job-related and personal-development skills
- MAT Professional Growth has increased funding allowing more participation

- Staffing in the TED has increased and a training classroom established. The range of program offerings has increased significantly; during the 1998/1999 academic year, TED provided 241 workshops to 1221 attendees. ??? Other figures elsewhere???

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

- The Faculty Development web page can be found on the web at

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

Analysis

Three of the SWOT findings have a negative impact on the Measures of Success: lack of time to participate, lack of opportunities for non-faculty and adjuncts, and insufficient funding. In all but one area, the SWOT findings are high priorities when measuring success. In the area of “lack of opportunities for non-faculty and adjuncts” and its relationship to the number of attendees, it is appropriate to make this a low priority. The opportunity exists to link staff development with student learning. Opportunities for employee participation in meetings and other work-related events, including wellness and fitness activities, are strengths and positively impact longevity, career development, and promotion. On the other hand, inadequate time to do necessary work is a weakness and impacts longevity, career development, and promotion negatively. Employees suffer burnout and do not have time to participate in career enhancing activities. A lack of accountability and benefit for serving on committees is a weakness, but does not have a major impact on the Measures of Success.

Areas for Improvement

- Insufficient funds are allocated to all professional growth and development. The application process is cumbersome, and some faculty members do not always know what the procedures are or how to follow them. In addition, they requested more autonomy in developing individual professional growth plans. This may be due to the increased costs of travel, registration fees, and the increased opportunities to enhance their professional development through distance learning. Additional information available at

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

- Filling adjunct faculty positions with high-quality instructors and keeping those skilled personnel teaching is a challenge because of limited development funds available for adjunct faculty and the fact that the District does not a process to allow the College to pay for a substitute when the adjunct has been granted Professional Growth funds during assigned teaching times

- A lack of money is the largest concern, although the District has been extremely flexible in allowing the transfer of unused funds to areas in need of extra funds. More detailed information pertaining to professional development for PSA staff may be found on the web at

http://www.dist.maricopa.edu/hrweb/emplrel/polhtml/pol0001/psapol.htm#_Toc487950174

- Currently, neither MAT nor District recognizes “specially-funded” positions in the policy manual. Thus, they are not eligible for professional growth funding. This issue has been taken to the MAT Executive Council.
- Although seminars are advertised by posting on bulletin boards in the M&O office and in the shop, only a small number of employees take advantage of seminar offerings and tuition waivers. With the exception of Crafts, funds available for professional growth are under-utilized. The perception among employees may be that getting release time for seminars is difficult

Team Recommendations

- Offer on-line new training with facilitators
- Increase funding and offer incentives for training for all groups
- Streamline professional growth application processes
- Bring training to campus to minimize travel
- Fund a dedicated professional development day and time
- Identify and make available opportunities for professional growth
- Provide focused training for new staff, faculty, and adjunct faculty
- Increase faculty mentors within departments
- Develop course portfolios
- Create flexible delivery/off-campus opportunities
- Use assessment results to increase student learning/skills
- Adopt a similar orientation series for non-faculty new-hires
- Encourage more use of Creative Pathways to cross-train staff

Validation

[missing]

HUMAN RESOURCE--PERFORMANCE EVALUATIONS

Performance evaluations for each employee are done on a regular cycle, according to the employee group policies. Employee groups include: RFP Faculty (each year for the first five years, then every three years); Professional Staff (annually); Management, Administrative, and Technological (annually);

M&O and Crafts (annually). Faculty conduct annual Student Evaluations of Faculty Performance. These are maintained in the department by individual faculty. The various employee evaluation processes and forms are available on the web at

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

Achievements since 1992

- New FEP process implemented, allowing full-time faculty to create their own evaluation plan

Analysis

The value of all evaluations is sometimes questioned and viewed as a weakness, causing a negative impact on the percentage of evaluations completed. Consideration should be given to allow other individuals to participate in the evaluation process of all employee groups. This would provide further valuable information for the individual being evaluated.

Areas for Improvement

- Ensure that employees understand the evaluation process. A Training session could be conducted to review the importance and processes of evaluation
- Develop systems to make sure employees are evaluated regularly
- Currently, Department Chairs only evaluate faculty during their first two years of tenure service. After that time, each faculty member creates his/her own evaluation plan, exclusive of Department Chair input. This lack of Chair involvement in the evaluation process has led to problems and may result in more

Team Recommendations

- Conduct research to discover where and how evaluations are effective
- Utilize multiple methods of evaluation (forms or formats, individual and team)
- Employee evaluations can and do enhance performance and support the College's goals, therefore they must be an integral part of the College's assessment efforts

Validation

The College should link its strategic planning processes to employee evaluations, which in turn will help encourage and establish employee goal-setting based on past performance evaluations to enhance all areas of performance and quality.

Financial Resources--Sources of Funding

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

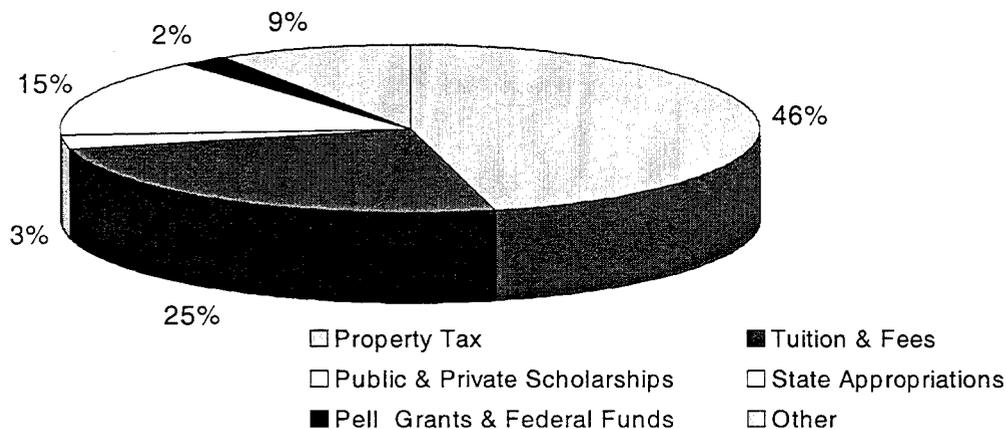
Following are GCC's specific sources of funding amounts for 2001/02.

Need to update to current year!!!!

1998/99 Revenues Update	Amounts
Property Taxes	\$22,509,166
State Appropriations	\$7,373,442
Tuition and Fees	\$12,226,278
Public & Private Scholarships	\$1,276,771
Pell Grants / Federal Funds	\$4,417,953
Other	\$800,298
Total Revenues	\$42,909,184

Source:

GCC's Revenues for 1998/99



Source::

The State Board of Directors for Community Colleges considers the tuition and fee recommendations from the Governing Board to set the approved tuition and

fee schedule. The state legislature appropriates the money for the District that is then dispersed by the State Board. Grants and gifts reflect the income generated by the Maricopa Foundation and/or the individual colleges.

Fund 1 (*Operational dollars*) represents the College's base allocation, the amount of funds the institution received the prior year, plus any raises granted employees, additional FTSE Incentive Funds, and any other supplements granted by the Governing Board. The College can reallocate these funds in any way it deems necessary. The total Fund 1 budget is \$ 43,047,888 for 2001-02.

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

Fiscal Year 2000-2001	
Expenditures	Amount
Instruction	\$28,047,922
Academic Support	\$4,444,667
Student Services	\$3,311,301
Institutional Support	\$3,793,365
Maintenance & Operation	\$3,450,633
Total Expenditures	\$43,047,888
Auxiliary Enterprise Expenditures	\$6,833,865
Total	\$49,881,753

Source

Clearly, the vast majority of the College's expenditures are for instruction and student-oriented support services, verifying that it is a very cost-effective institution.

Pie chart needs to be updated to reflect 2000-01 data..... We should also include the numbers and chart for the expenditures by object, e.g., salaries & wages, benefits, supplies, etc.]

[Insert numbers and pie chart by object code here.... And conclude by saying that the majority of funds are related to people and that leaves little flexibility to meet other needs....]

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

For the 2000-01 year, the FTSE Incentive Program amount was reduced from the prior year \$2,200 per FTSE to \$1,625. The 2001-02 FTSE Incentive amount

will be \$1,685. This reduction has undermined one of the most successful ever District-sponsored growth-supporting strategies, limiting college enrollment growth to classes taught by adjunct faculty. This does not provide sufficient additional dollars to cover related college activities that support student learning (e.g., registration, financial aid, other student support services, maintenance, etc.).

The formula to allocate new permanent dollars to the bond remodeling efforts and new construction was also revamped--for each square foot of remodeled space, \$3.13 is added to the college base budget, and \$12.50 is added for each square foot of new construction. These dollars help ensure that the structures can be opened on schedule and are properly maintained.

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

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

[question: is the "cost" as in actual expenditure or is the "budgeted amount" per FTSE? No source is cited. I would give % increase in each over 7-year period!!!!]

Cost Per FTSE by College							
College	1995/96	1996/97	1997/98	1998/99	1999-00	2000/01	Projected 2001/02
Phoenix College	\$3,690	\$3,964	\$4,384	\$4,806	\$5,117	\$5,292	\$5,791
Glendale Community College	\$3,241	\$3,376	\$3,723	\$3,927	\$4,093	\$4,341	\$4,769
GateWay Community College	\$4,552	\$4,776	\$5,101	\$5,548	\$5,969	\$6,251	\$6,972
Mesa Community College	\$3,093	\$3,219	\$3,398	\$3,728	\$3,981	\$4,140	\$4,735
Scottsdale Community College	\$3,943	\$4,032	\$4,418	\$5,021	\$5,341	\$5,503	\$6,005
Rio Salado Community College	\$2,730	\$2,841	\$2,990	\$3,065	\$3,157	\$2,767	\$2,967
South Mountain Community College	\$5,941	\$6,507	\$7,386	\$7,519	\$7,803	\$8,179	\$9,173

Cost Per FTSE by College							
Chandler-Gilbert Community College	\$4,709	\$5,041	\$6,621	\$7,773	\$7,712	\$7,481	\$7,712
Paradise Valley Community College	\$4,112	\$4,281	\$4,603	\$5,214	\$5,557	\$5,525	\$5,799
Estrella Mountain Community College	\$6,623	\$6,291	\$6,988	\$6,538	\$6,546	\$5,983	\$6,492

Source:

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

Fund 2 (Auxiliary dollars) comes from student fees, contracted bookstore and food services shared revenues, non-credit class fees, and from ticket sales for student sports events and performances. The President's Fund 2 (Student Activities) Advisory Committee recommends dollars for activities that include, but are not limited to, student government, student clubs, athletics, and academic and arts activities, such as Forensics. These recommendations do not require additional district-level approval. The total 2001-02 Fund 2 budget is \$ 5,384,431.

Fund 3 (Restricted Funds) includes monies from grants, contracts, student financial aid, and scholarships. New in 2001 is funding from Proposition 301, a 0.6% increase in state sales tax is dedicated to education, with the community colleges' share earmarked for workforce development. The total 2001-02 Fund 3 budget is \$ 1,119,119 and the total amount of financial aid is \$6,318,832.

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

GCC Capital Budgets						
Type	1997/98	1998/99	1999/00	2000/01	2001/02	Projected 2002/03
State Aid	\$496,997	\$542,942	\$672,115	\$556,151	\$699,045	\$701,871
GO Bond/Info Technology	\$522,327	\$509,940	\$499,521	\$435,400	\$452,967	
GO Bond/Occupational	\$448,044	\$456,703	\$425,040	\$423,619	\$452,372	
District "Life w/o Bond" Allocation						\$640,816
Potential "Draw" from GCC's Capital Savings	0	0	0	\$250,000	0	BDC will decide 12/06/01
Total	\$1,467,368	\$1,509,585	\$1,596,676	\$1,665,170	\$1,604,384	\$1,342,687

Source:

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

Maricopa Foundation and Fund Raising

text and amounts needed.....

Achievements since 1992

- The \$386 million bond, rated AAA and passed by the voters in 1994, allocated \$24 million to GCC for new buildings, remodeling, and updating technology (Humanities, Music, Faculty offices, Physical Sciences, Fine Arts, Library/Media Center, Math/Sciences, Enrollment Center, GCC North-- in partnership with the Deer Valley High School District and Arizona State University West, and administrative space)
- The FTSE Incentive Program has enabled the College to support enrollment growth
- Revamped funding formula to help maintain new and remodeled facilities without taking away from other college programs and services
- The ability of the College to carry forward a maximum of 3% of its Fund 1 dollars to the next year has enabled GCC to begin thinking in a multi-year fashion. Linked to the FTSE Incentive Program, this has enabled GCC to pilot new endeavors before incorporating them into formal budget allocations
- Over the last decade, tuition has increased from \$26 to \$43 per credit hour, increasing the District's resource base
- The most crucial issue related to capital is the expiration of the 1994 bond resources that supported expenditures over a seven-year period, with a twenty-year payback. GCC has prepared for this funding decrease with planned savings in capital accounts. These savings will last approximately two years post-bond because of judicious management

Financial Resources--Grants Development

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

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

Faculty and staff at the College are encouraged to compete for appropriate grants that support the College's mission and strategic goals to enrich teaching and learning. For 2000-2001, GCC's grants totaled over \$450,000. A complete list of current grants is available in the Resource Room.

Achievements since 1992

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

Financial Resources--Financial Management

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

Achievements since 1992

- The District implemented a new financial management program, Oracle Government Financials (OGF) in 1996 (now called CFS—College Financial System)
- The District developed a new Budget Development software program linked to CFS and the PeopleSoft Human Resource system
- In recent years, the College's budgeting process has become much more inclusive, involving additional subcommittees and individuals to prioritize all departments' requests
- The Budget Process Review Team's annual review of the budget process has provided more flexibility and responsiveness to the changing needs of the College

- The IE Office has prepared new budget training programs and materials that have made the budget process more comprehensible, less onerous, and more easily linked to the College's strategic plans
- Due to slow enrollment growth following a long recession in the State, GCC's operational budgets were very strained during the 1990s. While few new initiatives were possible, resourceful problem solving by the College and a "hold-harmless" Board directive meant that few programs were cut. However, as a result of the recent rapid growth in the West Valley, GCC's enrollment has augmented its basic operational budget.
- Since the last visit, the District created the "Tuition and Fee Program" (also known as the "FTSE Incentive Program") that has provided a fixed amount of money for the College that is directly tied to enrollment growth. Knowing that dollars would come to the College, GCC began to "front-end spend," investing heavily in fall, knowing that if growth occurred, new dollars would be added to the budget prior to the close of the fiscal year and deficits could be covered, with the new funds permanently added to the College's base budget. More than any other factor, the reliability of these dollars encouraged GCC to move in new directions, expanding offerings without putting other successful programs in jeopardy.
- The 1994 bond has had a significant impact on the College: new building space has increased by over 168,000 square feet; computer labs have been updated; the College has funded a number of computer-intensive instructional programs in areas as varied as CAD/CAM and computerized graphic arts; technologies have developed among various disciplines, becoming indispensable learning tools in English, mathematics, and other non-occupational programs. Approximately 20% of the computer labs are updated each year, "dominoing" older models into areas not requiring the latest technology. As a result, each computer serves multiple programs over a period of years, extending each unit's service life. The large investment in technology provided by the bond is kept current with little new spending.

Financial Resources--Accounting and Purchasing Services

Accounting Services

Once the Governing Board has adopted the district budget, the College accounts are finalized. The District-based Accounting and Purchasing Services monitor the expenditures based on generally accepted accounting practices. Accounting services also include property accounting and asset management. Each college in the District ensures accurate accounting through its own fiscal officer. The GCC Manager of College Business Services monitors budget expenditures in accordance with policies established by the District Office and within the guidelines established by the State of Arizona. Expenditures are transacted through requisitions, purchase orders, receiving reports, and vouchers. Bids for

all major purchases for the District's colleges are made through the District Purchasing Office. The GCC Manager of College Business Services and the Fiscal Agent have authority to purchase goods or services up to \$2500, using limited purchase orders. Each department supervisor is responsible for their own budget and can verify transactions through the financial management system. The District purchasing guide and policy manual is available on the web at

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

Audits

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

Achievements since 1992

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

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

- The position of Fiscal Agent has been added to provide assistance to the Manager of College Business Services. The Fiscal Agent processes over 90% of the College's purchases
- The on-line financial system allows all managers access to current budget status

Financial Resource Planning

Financial resource planning is an on-going process that results in the development of a biennial budget linked to the strategic goals and objectives of the College and District. The College utilizes an on-line system to solicit, collate, and archive budget requests from all departments (*see Filemaker Database Exhibit*). GCC's annual planning and budget development process incorporates current and past years' data, prior year requests and outcomes, current year activities, and plans for the next fiscal year. A detailed outline can be found on the web at

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/PlanningBudgetingAssessing.html>

Insert Budget Process Flow Chart here

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

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

<http://www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/BudgetingProcess/BudgetingProcess.html>

The Governing Board identifies specific "Goals" (formally called "Ends") for special emphasis and funding to help guide individual campuses in their proposals. During the 2002-03 budgetary cycle, for example, diversity and teacher education will be stressed. Each college attempts to link their budget requests to programs that address these goals, but they are not limited to them when making supplemental requests. Each college presents its budget requests to the District Financial Advisory Committee (FAC) in December. FAC then makes recommendations to CEC, who then in turn forwards their recommendations on to the Chancellor. The Chancellor sends the recommendations to the Governing Board for final approval. Final budget decisions are announced in February and implementation begins thereafter. Allocated funds are then transferred to the individual campuses.

Achievements since 1992

- The GCC Planning and Budgeting process has become much more inclusive of faculty and other employee groups
- The on-line planning and budget software program and the training and materials have allowed the process to be more comprehensible, less onerous, and more easily linked to the College strategic plans
- The Budget Process Review Team incorporated more flexibility and responsiveness to the process

The District Financial Advisory Council (FAC) receives budget requests from all ten colleges and the four units at the District Offices that compete for the same

available funds. Allocation of these funds to each is not automatically based on the size and needs of a college or unit. In some cases, as with the Fund 2 Auxiliary budget, most available funding is divided equally among the colleges, with only a fraction based on FTSE changes. This approach is to the detriment of the larger colleges, who generate more income, but who also have more costs (such as credit-card fees or more student activity fee awards). The need to write "attention grabbing" budget requests rather than relying on proven past needs to justify funding is frustrating for all colleges.

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

The FTSE Incentive Program has been reduced from a high of \$2,200 to the current \$1,625. These funds have previously enabled the College to grow without harming other programs. Returning this funding to the higher level is a critical challenge for the institution and will require FAC, as well as CEC, support.

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

The FTSE incentive program has been reduced from a high of \$2200 to the current \$1625. These funds have enabled the college to grow without harming other programs. Returning this funding to the higher level is a critical challenge for the institution and will require FAC as well as CEC support.

When major land acquisitions, construction, remodeling, maintenance and/or equipment is needed, the district has the option of going to the county voters for approval of general obligation bonds to raise revenue. Setting up (and winning) a bond election entails considerable planning and public relations efforts by all colleges. Bond elections are an opportunity for GCC to become more visible in the community. The District may take a Bond to voters in 2004.

The District receives less than 15% of its funding from the state. Other districts in the state receive up to 50% of their funds from state sources with the determination being made by the State Board for Community Colleges. The Arizona legislature has traditionally favored the state universities with the bulk of

state higher education funds and the community colleges must lobby intensely to maintain our presence and receive adequate consideration. **Or cut down???**

Analysis

GCC's new on-line planning and budgeting processes have been a strength in terms of their impact on the measures of this institution's success in financial management. These processes have helped GCC align its goals with the Board's, increased the perception of fairness and improved communication of budget decisions. As a result, the processes are being copied throughout the District. The inclusion of more employees from more employee groups is also seen as having a positive effect on GCC's measures of success in financial management. There was one crosscurrent with regard to this strength. There was some recognition that faculty's representation has been diluted on the main budget committee, in the process of increasing participation of representatives of other employee groups.

A few persistent weaknesses remain in financial management at GCC. The inclusiveness of the new process requires many people to participate. The high training and meeting demands of the budget committees make it difficult to recruit and retain participants. Furthermore, lack of historical financial data and timely feedback of budget committees' decisions inhibit achievement of success in some of our measures of success in financial management.

Areas for Improvement

- Alternative funding sources need to be found at the district-level. in view of state support potentially becoming smaller, the college should actively support these district initiatives
- To support various programs and services, grants, partnerships and entrepreneurial efforts need to be developed
- Potential inequities in district allocations of limited resources must be addressed
- Funding for the GCC North must be increased and maintained
- The College and District will undergo a severe reduction in the amount of capital funds available to support construction, remodeling major/preventative emergency maintenance, and technology when the current capital bond **expires/retires???** in 2001-02.
- The internal budgeting process needs to be evaluated in line with the mission and the strategic goals of the College
- County officials, state legislators, local government entities and business and industry personnel need frequent updates about GCC's service to the external community
- Supporting the educational mission with greater funding is one of GCC's most important goals

- Facilities and capital planning processes for the next bond initiative should reflect the College's goals and priorities

Team Recommendations

- Increased incentives for participation in training and committees
- Generation of longitudinal budget data
- Campus wide dissemination of budget decisions
- Continual evaluation of budget process with campus wide representatives
- Additional training opportunities
- Improved timelines for budget submissions
- GCC Administration, along with the Institutional Effectiveness office, developed, with college-wide input, a comprehensive planning and budgeting process, with all employee groups represented. This budget process is linked to the strategic planning process, program review, and environmental scanning.

Validation

missing

Analysis

Three Opportunities were identified with respect to possible sources of funding. Economic and population growth in the West Valley now rival those of the East Valley, bringing more students to the College. GCC enrolled more than 20,000 students in the Fall 2000. Also, a number of colleges and universities opened in the West Valley in recent years, offering additional opportunities for partnerships and cooperative programs, which could translate into funds for the College. Furthermore, the MCCC Board is planning a bond election in 2004; if passed, the College would further improve its facilities for students.

Two Threats to funding were also identified. Last year's Board decision to reduce funding to the colleges for increased enrollment has severely and adversely affected the larger colleges in the District, like GCC. Further reductions in the percentage of funds from the State to community colleges compounds the College's funding problems.

Areas for Improvement

- As a result of faculty concerns about their representation on the Budget Development Committee, the Budget Process Review Team (BPRT) was created by the administration to review BDC's structure and membership, but it too has had its share of controversy
- The College's budgetary process is hampered by a lack of historical data. This problem has been exacerbated by the adoption of the new financial software.
- For the 2000-01 year, the FTSE Incentive Program amount was reduced from the prior year \$2,200 per FTSE to \$1,625. The District Governing Board's adoption of this recommendation undermined one of the most

successful District-sponsored growth-supporting strategies. This lower amount per FTSE basically assures that College enrollment growth can be achieved only with the use of adjunct faculty and does not provide sufficient dollars to cover related college activities that support learning (e.g. registration, financial aid, other student support services, maintenance, etc.)

- While GCC boasts outstanding computer facilities, providing every student with access to a suite of software and 15 megabytes of network storage space, non-technology capital items have gone wanting.
- The most critical issue relating to capital is the expiration of the 1994 bond resources that supported expenditures over a seven-year period, with a twenty-year payback.
- The office of the Dean of Administrative Services and the Manager of College Business Services manage the dollars received. Decisions are monitored, as appropriate, by the District Business Office, Personnel considerations go through the District Human Resources Office, and, the College can request the District's Audit Department to investigate any area of concern. ISSUE???
- In addition, District Audit does its own unannounced audits/visits at the College. The State Auditor visits the District office and GCC, annually checking for compliance with state regulations and accurate FTSE submissions. ISSUE???

Team Analysis

- Integrate Bond initiative planning with partnerships and West Valley growth
- Help develop budget at District to distribute FTSE in more equitable manner
- Participate in District Strategic Planning
- Strengthen ties with Maricopa Foundation
- Implement GCC's development and alumni plans

Validation

Missing

Analysis

All SWOT findings, except the Procurement Department with its competent and friendly staff, have negative effects on the Measures of Success. These two Strengths are considered of high priority and must be continued.

Even though OGF is cumbersome (there is a need for more training) and has a negative impact on the Measures of Success, it was determined to have an overall low priority since the College had very little voice in its purchase and implementation. The impact of OGF must be placed in perspective to other SWOT findings.

The implementation of a new Student Information System to provide better access to information and to streamline the processes has a medium priority, again since it is not within the College's control. However, in terms of the students' satisfaction with the service, this Opportunity is viewed as a high priority and must be addressed when decisions are made.

Check fraud has a negative impact on the Measures of Success; however, this has a low to medium priority because it is not under the College's control. Check fraud is an external Threat that the banking industry needs to resolve.

Areas of Improvement

- Limited OGF users training

Team Recommendations

- Develop comprehensive cross-training plan for Cashiers and Enrollment Services to support one-stop model
- Provide more training for improved OGF access and interpretation of data
- Enhance understanding of District purchasing policies and procedures
- Play an active role in implementation of new Student Information System
- District-wide effort to secure a credit card to use in lieu of petty cash; invoice would go to District Office
- Software to track property items

Validation

Missing

Analysis

The Grants Team conducted an initial analysis of factors likely to influence areas for improvement and their relationship to Measures of Success. The College mission, programs, and strategic planning, faculty support and involvement, and the accessibility of grants processes were seen as the measures to determine success in future activities. Lack of a campus grants office and coordinator, the enormous variety of available grants, the availability of District grants writers, and an unclear campus grant process were seen as the major factors negatively influencing the measures of success.

Areas for Improvement

- Forming a partnership to administer a grant between the College and community may cause problems of direction and designated roles and responsibilities of participating individuals (e.g) Kellog Grant
- Soft money does not always translate into hard money to continue programs funded by external grants
- Lack of information about grants prevents the College from obtaining available funds

- Faculty's lack of incentive to apply for grants is likely due to a lengthy and confusing process. To counteract this, the Administration informs and encourages faculty and staff to apply for available funds and assists in the application process

Team Recommendations

- Deans' Offices plan to build a database of grants opportunities
- Designate Dean(s) responsible for assistance in writing grants

Validation

In 1999-2000, the Dean of Educational Services, in collaboration with the Dean of Instruction and Associate Deans, was assigned the primary responsibility for coordination of grants at GCC (in collaboration with the Dean of Instruction and The intent of the College is to develop a campus-specific plan based on College strategic needs (presently being developed in a College-wide strategic planning, continuing and expanding previous strategic efforts). Once a plan is specified, College and District resources, including monies for grant submissions, will be available. Also, a college-wide database of the status of existing College grants will continue to be updated.

Analysis

The Fiscal Resources Team conducted an initial analysis of factors likely to influence areas for improvement in the College's financial operations and their relationship to the following Measures of Success: 1) Equitable access to funds based on linking College goals with those of the Governing Board; 2) Improved communication, training, and implementation of detailed processes to ensure effective and timely financial management and budget-decision feedback; 3) FTSE Incentive funds supporting actual growth; and 4) A successful GO bond initiative. According to the team, the major factors presently influencing these measures in a positive way are 1) Growth in the West Valley; 2) External partnerships and the College's involvement in the planned bond initiative; 3) On-line planning and budgeting processes involving many participants; and 4) GCC Procurement Department with a competent, friendly staff that provides cost savings and faster service.

The acquisition of a new, more integrated SIS system will also provide better access to information and streamline processes for the District and the College. Those that were viewed to have a negative impact, and therefore must be addressed, are 1) Decreased state aid as a percent of District revenues; 2) A reduction in FTSE Incentive funding; 3) A cumbersome OGF user-interface system that requires extensive training (which may be resolved with the adoption of the new CFS); 4) Difficulty in getting interested and trained participants; 5) A lack of comparative data linking past expenditures to budget requests; 6) A lack of timely feedback to department chairs and unit managers regarding their submissions, both from the College and the District; and 7) Increased check

fraud throughout the U.S. is also causing banking problems for the campus and the District.

Areas of Improvement

- A reduction in FTSE Incentive Program funds from \$2,200 to \$1,625 (\$1,685 in 2002-03) will impact the College's ability to fund many of its current programs and develop new ones. Forming alternative-funding partnerships with the community should involve careful articulation of the College's mission and purposes, especially in fiscal aspects. The College's submission for a Kellogg Grant in 1996, for example, fostered a misunderstanding that College monies might be used inappropriately
- The College must explore longer-range planning to align the budgeting processes with the mission and strategic goals and funding sources, including bond initiatives. Ideally, the College should be budgeting for five years
- The institutionalization of programs after expiration of soft money continues to be a problem. The College must find ways to turn "soft money" into hard money
- A general lack of incentive by faculty and staff in applying for grants is likely due to the lengthy and complex processes of finding and applying for them while still fulfilling all other job-related responsibilities. Faculty and staff require encouragement and support to apply for available funds and assistance with the application process
- Improve training in all systems involved in financial operations either at the College or District, including CFS, HRS, SIS, and property-control/inventory processes.
- While GCC has outstanding computer facilities and provides every student with access to a suite of applications and 15 megabytes of network storage space, non-technology capital requests and purchases have been relatively small and need to be increased

Team Recommendations

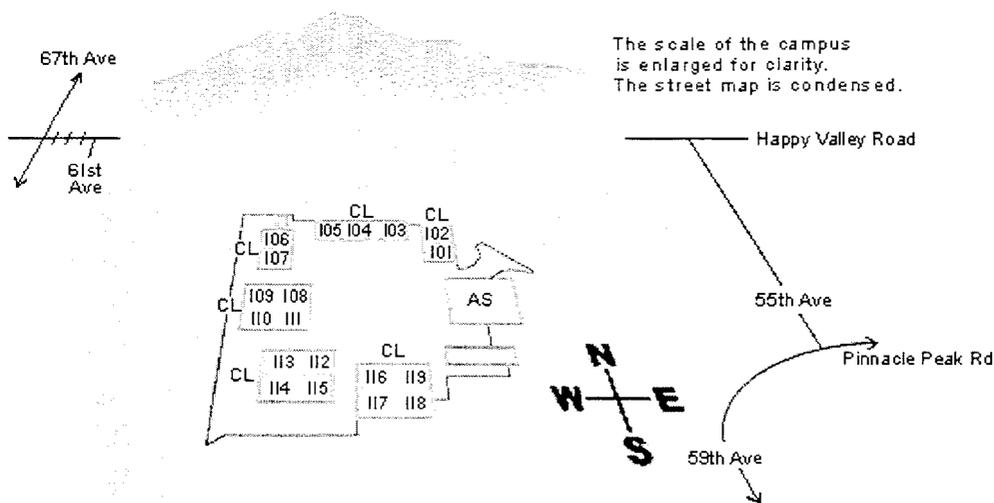
- Request bonuses for "cash cow" courses and status
- Continue to support a well-organized and detailed public relation's campaign
- Request District assist College in increased credit-card fee deficits and address other inequities in fund allocations
- Integrate bond initiative planning with College/District strategic planning and with partnerships reflecting the West Valley growth to increase GCC's funding
- Review budget development processes, streamline forms and systems for input, monitor execution and attainment of strategic-planning goals and objectives for all financial needs, and develop a comprehensive cross-training plan for Cashiers and Enrollment Services to support the one-

stop model to strengthen connections to College and District strategic plans and goals and to more equitably distribute allocations

- Increase incentives for participation in training and committees
- Generate longitudinal and comparative budget data
- Disseminate budget decisions campus-wide
- Offer additional training opportunities for planning and financial management
- Strengthen ties with Maricopa Foundation and develop additional fund-raising initiatives
- Implement GCC development and alumni plans
- Provide more user training for improved CFS access and interpretation of data
- Play an active role in implementation of new Student Information System

Validation

The District Financial Advisory Council (FAC) receives budget requests from all ten colleges and the four units of the district office, who compete for the same available funds. Allocation of these funds is not automatically based on the size and needs of a college. In some cases, as with the Fund 2 Auxiliary budget, most available funding is divided equally among the colleges, with only a fraction based on FTSE changes. This approach is to the detriment of the larger colleges, who generate more income but also generate more costs (such as credit card fees or more student activity fee awards). The need to write attention grabbing budget requests rather than relying on proven needs to justify funding is frustrating for all colleges.



Physical Resources--Classrooms and Laboratories

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

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

Physical Resources--Partnership Facilities

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

- City of Glendale Fire Station: the building is owned by the city, but was built on college land (northeast corner of the main campus). The structure includes two classrooms and one faculty office
- The City of Glendale also built the pool; operational expenses are shared
- The John Deere partnership has produced moveable classrooms on the east side of the campus

- The GM Training Center was built through partnership contracts
- GCC North, a 20,000 sq ft. campus extension built in collaboration with Deer Valley Unified School District #97-

Physical Resources--Offices and Commons Areas

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

Physical Resources--Off-Campus Facilities

The College defines "community resources" in the broadest sense of the word. As needs surface, additional classroom space may be leased from surrounding high schools; the College has leased space from Deer Valley Unified School District in the past. However, the College also uses high school facilities for delivery of Dual Enrollment classes taught on the high school campuses by high-school instructors during regular contact hours but granting them both high-school and college credit.

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

Physical Resources--Telecommunications Project

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

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

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

Physical Resources--Student Services Facilities

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

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

Achievements since 1992

- New Music building (9,450 sf); renovation of the original Music Building
- New Humanities building (11,100 sf)
- New Faculty Office, bookstore, and copy center building (19,480 sf)
- New Physical Sciences building, recipient of AIA award
- New Math faculty office/Math Solution addition (9,149 sf) to a former Science building that was remodeled for mathematics instruction
- New Enrollment Center (16,000 sf), scheduled for occupation in February 2002
- New outdoor amphitheatre, designed by and named for Paolo Solari, and recipient of an "Excellence in Concrete" Award
- Remodeled Administration Building for Testing and Disability Services and Resources
- Remodeled Fine Arts Building and expanded allocated space for the Art and Photography Department
- Upgraded entire central plant and won an award for the accomplishment
- Remodeled and expanded the Library Media Center that received the Valley Forward "Crescordia" award and AIA award (42,040 sf)
- Upgraded Faculty Office buildings 01, 02, 03
- Replaced track and upgraded press box and men's baseball field
- Relocated and upgraded women's softball field
- Expanded parking lots in north and in southwest corners of the campus
- Built GCC North, constructed required infrastructure and parking lots; accommodated on the site additional moveable buildings (10,000sf) for Deer Valley Unified School District

- Remodeled the former bookstore for Network Services technicians and Helpdesk, and soon-to-be-vacated student service spaces for administration and selected student services (expected completion January 2003)
- Constructed a Grounds Maintenance facility
- Constructed a western loop road to facilitate movement of traffic from the south to the north of the campus
- Initiated major energy conservation efforts, including change out of all light ballasts on campus
- ADA study completed and accommodations made to a majority of restrooms; ramps, and installed railings; automatic doors installed in major traffic areas
- Increased outdoor study spaces for students (tables, benches)
- Major landscape projects on the southwest and west campus
- Soon to be remodeled former Enrollment Center for Counseling and Career Services

Analysis

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

The Physical Resource Team's analysis of the measures of success found a major strength in the aesthetic beauty of the campus. Not only are the grounds attractive, but also adequate facilities, along with sufficient technology, provide most of the instructional and service needs to support the new pedagogy that faculty pursue. Another strength is that the College fosters good community relations and is considered an asset to the city of Glendale. However, as instructional programs evolve in response to student needs, an opportunity may present itself as the College finds an appropriate balance between "bricks" and "clicks" when considering its revised Facilities Master Plan. A weakness was seen in the older facilities. As contracts for updating the Master Plan will be issued in Spring 2002, the College Facilities Committee will find it necessary to prioritize future needs. A potential threat is the failure of voters to pass bonds.

Areas for Improvement

- Many of the buildings built between 1960 and 1980 require upgrading and remodeling to serve current instructional and services needs
- Compliance with OSHA regulations and making changes in facilities that will improve College insurance rates
- Expanded preventative maintenance efforts
- As the main College campus is "built out," there will be less opportunity for the partnerships of the past

- Regarding the GCC North site, more partnership possibilities (beyond that with the Deer Valley Unified School District) will need to be explored
- Sustain currency for telecommunications
- Include multiple-funding options in long-range planning
- Find the right balance between centralized (District Office) and decentralized (-based) equipment and services

Team Recommendations

- Facilities utilization should be examined on the basis of 12 months and not simply the academic year
- Improve signage across the campus
- Consider card-entry systems for all buildings
- Develop a compelling and understandable request to help passage of a bond initiative in Fall 2004
- Create "fall back" plans for the maintenance and improvement of facilities, should the bond initiative fail in 2004
- Use template for new construction and remodeling that emerges from the master planning effort to guide future College facilities programs
- Increased attention might be directed toward classroom and laboratory utilization studies to ensure that facilities are maximized; including new ways of scheduling teaching/learning spaces, exploration of shared learning spaces, and examination of year-round scheduling options
- Planning for new and remodeling facilities must include adequate office spaces for faculty, adjunct faculty, and other support personnel
- Create additional spaces for students to gather and study
- As the College maximizes the main campus site, growth in enrollment can only come through new ways of scheduling or maximizing the use of technology in appropriate disciplines, and/or expanding the number of off-campus sites used for learning
- The incorporation of facilities review into the program review processes should ensure that classrooms and laboratories have a better chance of remaining responsive to teaching/learning needs
- The balanced use of technology and learning in classrooms, laboratories, and open laboratory environments will be a continuing challenge for the College Technology Committee and the Facilities Committee
- Continue focus on the one-stop philosophy, even though services remain dispersed in several buildings
- Continue to maximize the use of technology to meet some student needs while retaining the "high touch" often required by the typical community-college student
- Incorporate facility review into the on-going program review process for student- service programs

Validation

Numerous partnership possibilities remain within our immediate service sector areas, as well as near to or north of GCC North.

Physical Resources--College Maintenance

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

Achievements since 1992

- Major maintenance projects were completed without using operational money
- Installed environmental control and comfort systems
- The Central Chiller Plant underwent major renovation/ upgrade in 1998
- Installation of a new primary electrical feeder service
- Installation of a new sewer line serving the Fine Arts area, restroom renovations in the Student Union, tennis courts fence repairs, fire hydrant replacement at several locations, and fire suppression system upgrade inside the cafeteria kitchen
- Extending the fire alarm reporting system into the College Safety Office
- Installation of a computerized maintenance management system developed by MCCCCD is undergoing testing
- Modification of the water system to stabilize and improve the water pressure is in the bidding process
- In 1997, GCC received a one-time District allocation of approximately \$450,000 for major maintenance “refreshening” money for minor repairs, replacement or installation of carpet, and repainting. This money is allocated by the Facilities Committee, with approximately 3/5 allocated for classrooms, 1/5 for faculty offices and the remaining 1/5 for special spaces. The largest project so far was the refreshening of the Business building in Summer 1999. Projects are chosen according to requests made by department chairs in the regular budget process

Analysis

The Physical Resources Team reviewed College maintenance and found “aging facilities” and not enough personnel to be weaknesses. They also determined people’s professionalism to be a strength and the loss of 1994 bond money a threat. District’s facility planning and development is an opportunity. The committee determined that the maintenance department at GCC does an exemplary job given the age of the facilities and the lack of capital repair funds.

Indicators of success identified by the team included regularly scheduled facility assessments, satisfaction with the response time for maintenance requests, and a preventative maintenance program.

Areas for Improvement

- Evaluate existing utility infrastructure to determine if it can support additional construction
- Deteriorating sidewalks
- Sustain currency for telecommunications
- Finding the right balance between centralized (District Office) and decentralized (college-based) equipment and services

Team Recommendations

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

Validation

missing

Physical Resources--Planning

Building Construction and Renovation

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

The plan also included a condition assessment of College facilities. The 1994 bond initiative provided the necessary financial support for the 1992 Master Plan and will provide funding for the renovation of three additional buildings and the construction of a new Enrollment Center, to be completed by February 2002. New construction and renovation continues to be a collective process, largely orchestrated by District but with faculty and staff input sought at all stages.

Facilities Maintenance

The College's Facilities Subcommittee (FSC) prioritizes all requests for the maintenance and minor construction/renovation to facilities. Projects are limited to those under \$10K. This year the FSC received _____ requests, totaling \$_____. The FSC's recommendations are provided to the BDC for further review and incorporation into the College's overall budget (*see FSC Final Report*).

Telecommunications and Computer Resources

The Computer Technology Committee (CTC) is responsible for telecommunications and computer planning and resource allocation. This plan provided for presentation systems to be installed in 30 classrooms. The CTC has developed a Five-Year Plan (part of the District's "Desk Top Project") for addressing the changing telecommunications needs of faculty and staff and a "trickle down" component for reuse of older hardware. Maintenance and training costs are built into this plan (*see CTC Five-Year Plan*).

Achievements since 1992

- The 1994 bond provided funding for much needed construction on the campus. In 1998, three buildings opened: an 11,100 square foot Humanities Classroom Facility, a 9,450 square foot Music Building, and a 30,500 square foot Faculty Office – Bookstore – Copy Service Complex.
- The Library Media Center renovation was completed in Fall 2000. This included 7,120 square feet of reclaimed space for classrooms, study, and conference rooms. Without expanding overall footage, the renovation yielded a 19% increase in useable space
- Also completed in Fall 2000 was a 10,000 square foot addition to the Math Building and construction of a new 31,500 square foot Physical Science Building. The math addition includes additional faculty offices and "The Math Solution," a tutoring and testing center that services over 8,000 students each semester. The Physical Science Building is unique in its placement of classrooms on either side of a common lab area. Accessibility and logistics are demonstrably improved. A large common area for study, conference room and a testing center completes this architecturally modern facility
- In addition to the facilities on the GCC Main Campus, GCC North opened the doors to a 10,000 square foot satellite campus in Fall 2000 (an additional 10,300 square foot of the GCC North Campus was provided by the Deer Valley Unified School District #97). This 20,300 square foot facility provides 13 classrooms, each with a capacity of 35 students, two computer labs, and an administration center that provides limited enrollment, advisement, testing and student services. GCC North is operated in collaboration with the Deer Valley Unified School District #97 and Arizona State University West and enrolled over 700 students in Fall 2000 in 35+ course offerings.
- In 1996 GCC joined the "Desktop Project," a District initiative to place a full Internet and new system compliant computer with standard software palette on the desk of every Board approved employee. GCC spent approximately \$5 million on new technology as a result of this initiative
- The University College Center was established in collaboration with Arizona State University West to expand GCC's course offerings to students on the ASU West campus. The College now uses _____ ASU West classrooms, providing instruction to 1,300 students each semester

- The Maintenance and Operations staff developed a Facilities Inspection List and Matrix to assess current buildings/facilities conditions. Inspections began in 2001 and data is being collected and validated for inclusion in 2003-2004 budget
- The College has formed an active landscaping committee to work with the Maintenance and Operations staff to improve the aesthetics of the natural environment on campus
- New roads and improved alignment at the main entrance helps traffic flow
- Additional parking was created in the north lot

Analysis

The Physical Resource Planning Team identified measures of success as classroom utilization, currency of library collection and currency of technology and equipment for degree and certificate programs. The fast pace of technological change was seen as a threat, but strong capital funding in the past was noted as a strength. The upcoming bond initiative and low afternoon enrollments were identified as opportunities for the College.

Areas for Improvement

- Update/redo the College Master Plan; the current plan is becoming obsolete and will not support a future (2004) bond initiative
- Develop alternative strategies to serve students in the event that the UCC facilities become unavailable to the College
- Include a component for interim storage of department equipment during future facilities renovation and construction

Team Recommendations

- Maintain capital improvement program
- Fill more afternoon program courses
- Collaborate with GCC North partners to improve on site facilities and equipment; include initiatives to offer more computer and technology driven courses (e.g. language labs), integration of up-to-date presentation systems, and facilities for Physical Education and Recreation courses
- Continue to assess and develop new strategies for increasing available parking space and improving safety

Validation

[missing]

Physical Resources--Information Systems & Services

Four departments encompass the broad category of Information Systems and Services: Network Services; Instructional Computing; Training and Educational Development; and the Innovation Center. All four Directors report directly to the Dean of Administrative Services. Weekly staff meetings provide coordination on an as needed basis.

Network Services

Network Services is responsible for the operation and maintenance of the computing and telecommunications infrastructure for the college. The four management levels within Network Services include (1) Supervisor for Technical Operations; (2) Supervisor of Network Operations; (3) Network Manager; and (4) Server Manager.

The 1994 bond initiative provided funds for improved voice, video, and data systems for the District and College. In a continuing effort to improve service for student and employee needs, GCC's network infrastructure has been rewired. The telecommunications project provided the enhancement of the telecommunications conduit system to support additional cable installation and provide pathways to new buildings, both planned and unplanned. A complete fiber optic cable network was installed, linking campus buildings together not only data but also for HVAC control and security systems.

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

Instructional Computing

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

Training and Employee Development

Training and Educational Development (TED) is the third of four departments encompassing the broad category of Information Systems and Services. The department's mission provides quality comprehensive learning opportunities and technical support to employee needs, in collaboration with the Technology Help

Desk. This enhances GCC's ability to provide quality education and service to students and the community. Information is available on the web at

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

The Technology Help Desk provides technical support for GCC's employees by responding to user requests for hardware, software, and communications services. The Help Desk works with TED to offer a cohesive group of services to assist in educating and empowering GCC's technology users. The Help Desk has two employees: the Help Desk Analyst and an Information Services Computer Technician.

Innovation Center

The Innovation Center assists GCC employees in finding, developing, and implementing effective educational applications of technology. The Director is a nine-month residential faculty member on leave from her department. The Innovation Center employs an Instructional Technologist, a Project manager for Web Development, and two Programmer Analysts who lead development of the college web, multimedia projects, database applications, and various instructional applications.

Achievements since 1992

- A complete fiber optic cable network was installed, linking campus buildings together not only data but also for HVAC control and security systems
- The telephone system was completely replaced, providing capacity for growth, as well as providing new capabilities on campus, within MCCC, and to the community and beyond. In each building, a self-contained data closet was built, allowing for specific environmental control for data communications equipment. Two new "Category 5" data cables were pulled to each workstation location, and networking electronics were upgraded for connecting all workstations to the campus network
- The College Technology Committee, specifically through an "Expectations Document", develops strategic planning for technology. The chair of the CTC is a faculty member; membership in the committee and its subcommittees is open. Additional planning for the management and expansion of instructional computing resources is addressed by the Capital Review Committee, which has developed multi-year schedules for hardware upgrades in classrooms and labs, and for outfitting at least one-third of classrooms with standard presentation systems. The current version of this document, revised during Spring 2000, as well as annual planning goals, are available on the web at <http://www.gc.maricopa.edu/apollo/desktop/GCC/ctcxp2000.html>
- The Instructional Palette replaced The Electronic Forum in 1998; it provides all students enrolled in credit classes with a standard suite of productivity tools, storage space on a college server, web publication space, and communication tools. Nearly 12,000 individuals have used

their accounts during Fall 2001. "Universal Access" has been provided free of charge to students in a three-year pilot program

- The Desktop Project is a planned approach to deploying computer hardware and technical training to full-time, board-approved employees. Through the Refurbished Computer Project, the IS Group deploys similar resources to other employees. The "Virtual Office" provides a full complement of technology tools for adjunct faculty, including web page publication space and access to online course rosters that incorporate student ID photographs. Over 300 full and part-time faculty use the online course rosters regularly.
- The College also expanded web-based mechanisms to measure the use of and satisfaction with the College's technology resources
- Use of the Instructional Palette has been tracked since Spring 1998; data is used for planning purposes and is posted each Monday on the web

Analysis

Indicators of success identified by the Team include highly qualified technical staff who provide support in a timely manner, the College maintains currency in technological advances while maintaining stability, and student are satisfied with technology access. Technology planning and staying current with emerging technologies were considered to have positive impacts on measures of success. Two SWOT measures, 1) lack of a comprehensive plan to support training, department coverage, and cross-training, and 2) competition for employees, were determined to be negative impacts on the measures of success, needing high priority status when measuring success. The consensus was there was a need to make training available to our employees to keep them abreast of technological advances and also to reduce employee turnover. Should employee turnover continue increasing, it will negatively impact all measures of success and threaten other SWOT findings.

Areas for Improvement

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

Team Recommendations

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

Validation

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

Chapter 7 -- Criterion Three

Educational Programs

Curricula and Development

General Education and Transfer Education

Occupational Educational Programs and Curricula

Developmental Education

Support for Special Populations

Assessment and Review

Educational Purposes

Assessment of Student Learning

Educational Support

Teaching Resources for Faculty

Learning Resources for Students

Additional Programs

Collaborative Initiatives

Community Partnerships

Non-Credit Offerings

Additional Purposes

Enrollment Services

Student Life

CHAPTER SEVEN

CRITERION THREE

The institution is accomplishing its educational and other purposes

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

Educational Program--Curricula and Development

Educational Program--Degree and Certificate Programs

Glendale Community College offers 34 two-year degrees in the following categories: Associate in Arts (AA); Associate in Transfer Partnership (ATP); Associate in Business (ABus); Associate in Science (AS); and Associate in General Studies (AGS). The Arizona General Education Curriculum (AGEC), a 35-semester hour program of study, and the AA degree pathways were developed in response to a legislative mandate to ease the transfer of students from the state's community colleges to its public universities. The College also offers Certificates of Completion in 57 programs of study. Certificate programs are designed to meet specific occupational needs. These vary in length, from six weeks to several semesters' duration. Additional information is available on the web at

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

Educational Program--Curriculum Development

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

College faculty work with to develop proposals to initiate new curriculum or to modify existing curriculum. The Curriculum Department consists of one Dean,

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

Following approval at the College level, proposals are staffed with the respective Instructional Councils and then moved to the District Curriculum Offices server for further processing and placement on the "On-line Curriculum Processing Agenda." The voting members of the District Curriculum Committee (DCC) consist of one Dean and one discipline-specific residential faculty member from each college. These members vote approval, or request that an item be moved to the DCC meeting agenda for further consideration. Following approval at the District level, proposals are submitted for District Governing Board approval, and, where appropriate, processed for articulation with state colleges and universities. Minutes of the GCC Curriculum Committee are available on the web at

[Glory\shared\public\transfer\Curriculum\GCC\Agendas\Minutes](file://glory\shared\public\transfer\Curriculum\GCC\Agendas\Minutes)

Additional information about the process is available on the web at

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

Educational Program--Program Development Process

New instructional programs are developed at GCC following procedures outlined in the District Curriculum Handbook: recognition of a specific need for a program, data collection, curriculum development, Advisory Committee formation (if an appropriate Advisory Committee does not exist), solicitation of input from an Advisory Committee, and fiscal viability studies. Once developed, program curricula follow the standard curriculum-development process described above.

Educational Program--Transfer Education (APASC)

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

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

Achievements since 1992

- Creation of the Arizona General Education Curriculum (AGEC)
- In tandem with the District Curriculum Committee, development of a general education philosophy statement is now being used to review current general education required areas
- In 2000-01 GCC created 49 new courses and modified 136 existing courses. Course modifications included 5 course deletions, and a total of 328 changes to existing courses. The College also processed 34 occupational program revisions in 2000-01. The number of two-year diplomas awarded has increased by 152% and the number of certificates awarded has increased by 615% over the last ten years
- Expanded offerings in 4 categories of two-year degrees and 19 Certificate of Completion programs
- Over the last several years, internal curriculum processing at Glendale Community College has been almost exclusively converted to an electronic format. This has greatly increased the ease of processing for both initiators and the Curriculum Department staff. Also, as part of the District curriculum procedures, the approval process has been moved to an on-line format

Analysis

The Education Team determined that high quality instruction is a strength; GCC meets the current needs of the students enrolled in an increased number of degree and certificate programs. Although lengthy, the curriculum and program development processes are reasonably efficient and serve the College and District. Articulation between the community colleges and state colleges and universities has impacted some departments and programs negatively. Even as lower division courses have been shifted to upper division courses, however, discussions continue in an effort to improve transferability. Absence of "support" for adjunct faculty and AGECE changing internal enrollment plans were seen as weaknesses.

Areas for Improvement

- Continue to investigate flexible course and program offerings
- Review programs frequently to determine their relevancy and viability
- Improve the physical resources which support occupational programs
- Increase efforts in communicating information about innovative courses and programs to the larger community; explore additional methods to discover community needs
- Considering that District and College curriculum processes do not address methods of delivery, courses must be developed as standard Carnegie-unit courses, even if they are intended only for distance learning or other non-standard delivery methods

Team Recommendations

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

Validation

The overall process for curriculum development works well within limits. The limits are partly a result of the required approval process that involves meetings at the College, District and District Governing Board levels. Further limits are imposed by the need to coordinate with catalog and schedule production, as well as advisement and other student services. All of these considerations result in an approximate five-month processing period being required for course modifications that involve changes, such as in credits, periods, pre-requisites, etc.

Educational Programs--General and Transfer Education

Educational Programs--General Education

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

Educational Program--Arizona General Education Curriculum (AGEC)

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

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

Educational Programs--Transfer Education

Finalization of most university articulation agreements is negotiated through MCCC'D's articulation office. Although individual colleges may initiate agreements with state universities and colleges, the Governing Board must approve all agreements. The District has general articulation agreements with

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

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

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

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

Achievements since 1992

- The College has identified a cohort, selected an instrument to successfully assess core outcomes in its general education program. Specific information can be found under Assessment of Learning in this self study
- In 2000-2001, 388 of 640 recipients of the Baccalaureate degree at ASU West had transferred credits from GCC
- The District Curriculum Committee's General Education Degree Subcommittee (GEDS) developed a general education philosophy statement during the Spring of 2001. The philosophy statement is being used to review our general education required areas.
- AGECE agreement

Analysis

Students attending GCC continue to perform well when measured against state and national norms. Glendale students scored in the top 24% of college sophomores at 157 institutions assessed by *The Academic Profile* during the 2000-2001 assessment of general education outcomes. Students also perform academically as well at ASU and ASU West as those students native to those institutions. Tracking information has not been available from other universities. Changes in AGECE have negatively impacted enrollment in some disciplines, particularly enrollment in the social sciences and humanities sequential courses. Maricopa's application of the AGECE two-prefix rule is the most demanding in the state and is under study to determine its true impact on enrollment.

Areas for Improvement

- Continue to work with District and the state's four-year institutions to reduce negative enrollment trends on the humanities and social sciences courses within AGECE
- Continue to improve instructional support for adjunct faculty
- Continue to improve databases that allow analyses of student performance at the state's community colleges and four-year institutions

Team Recommendations

- Monitor transfer students to determine their level of preparedness and success at the state's four-year institutions
- Monitor quality of instruction/standards in Dual-Enrollment programs

Validation

Maintaining the high quality of instruction by fully certified, full-time faculty compared to that provided by graduate students teaching lower-division courses at universities is a high priority at GCC. This is substantiated by the similar numbers of degree completions, GPA's, and performance in majors as compared to our student's native counterparts at the state universities. AGECE impact on enrollment patterns for courses in the humanities and social sciences may possibly be alleviated through the current District curriculum committee review of its own transfer language and action by Instructional Councils to gain additional awareness area value for their courses. Support for adjunct faculty has improved, though continued improvement is necessary.

Educational Program--Occupational Programs and Curricula

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

The College offers a total of 28 Associate of Applied Science degree programs (AAS) and 48 Certificates of Completion (Most of these programs reside in the Business, Engineering/Technology, and Nursing Departments, and a smaller number of Certificates of Completion are offered in the Health/Physical Education/Recreation, Psychology, and Social Science Departments. The AAS degree programs prepare students to immediately enter specific careers or occupations, while the Certificates of Completion programs are designed for immediate entry into a career field or on-the-job advancement. Although AAS degrees typically provide skills for direct job entry, some AAS degrees transfer as

a “block” to specific Bachelor of Applied Science degrees at ASU West and East and NAU. A complete list of Occupational Programs and Specific Certificates, by department, degree, and accrediting agency and agreement is available in the Resource Room.

Educational Programs--Occupational Alternative Delivery Approaches

Occupational programs continue to lead the College in providing alternative delivery methods for teaching and learning. Alternative approaches include non-traditional scheduling options, such as courses offered at varying dates in a semester in various blocks of instruction anytime during the week; off-campus instruction; distance learning such as web-based courses; self-paced learning, such as open-entry/open-exit courses that do not adhere to semester or summer boundaries; work experience internships and career work experience; and, to a limited extent, credit-by-evaluation or examination. A complete and program-specific list is available in the Resource Room.

Achievements since 1992

- Degrees have been modified to allow students more flexibility to explore careers or to build towards specialization and transfer possibilities to university occupational programs as a “block”
- Based on input from Advisory Councils, business and industry partnerships, and student interest, new programs have been developed, and others have been modified to better serve our clientele, including courses modularized and offered at non-traditional times and modes of delivery
- New “special-requirement degrees” have been adopted
- Numbers of full-time and adjunct faculty, including those with greater ethnic diversity and backgrounds/experiences, have increased in many occupational areas
- Student advising and tracking has helped with student enrollment and retention
- Many programs have successfully completed program accreditation visits and reviews
- Specialized equipment has been purchased as needed
- Full-time and adjunct faculty have been more involved in orientations and curriculum development to maintain their programs’ currency and their own professional development

Analysis

The Vocational Education Team analyzed the measures of success and determined that reputation of programs and high job placement rates were strengths and the possibility to expand partnerships an opportunity. The expense of maintaining occupational programs was determined to be a weakness, while rapidly changing technology was seen as a threat.

Areas for Improvement

- Additional space is needed for many occupational programs
- Hire additional full-time faculty
- Advertise programs better
- Increase offerings and improve delivery modes
- Continue to create new programs that encourage student completion
- Seek new areas for additional funding, especially for equipment
- Develop a trained pool of applicants and improve compensation

Team Recommendations

- Review all occupational programs on a regular basis for currency, completion rate, need, methods of delivery, required course work, space requirements, etc.
- Continue promoting and advertising occupational programs and recruiting students
- Continue partnerships in the community and develop new ones
- Develop faculty (and additional student) exchange programs
- Develop a Placement Office for students in occupational programs
- Encourage all faculty in occupational programs to attend conferences, workshops, and training seminars to maintain currency
- Review occupational needs for GCC North
- Expand the Professional Development Program for adjunct faculty
- Recruit “employers” of our occupational students as adjunct faculty
- Continue to develop assessment tools specific to occupational courses and programs
- Explore possibilities of “shared spaces” with partners
- Continue dialogues with Advisory Councils
- Explore possibilities available to E-Commerce
- Seek continued accreditation of all accredited occupational programs
- Implement Community Service Learning and mentoring into occupational programs

Validation

Job placement is seen as a strength in some programs with internships and an area for improvement in others where students are not fully placed in a job upon completion of the program. In addition, the College, with input from our community advisory committees, must help provide faculty with training opportunities to stay abreast of the technology required in their area(s). This will ensure that the programs maintain their currency and viability. We must continue to create new partnerships with business and industry and with the communities in the West Valley to develop quality workforce occupational programs.

Educational Programs--Developmental Education

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

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

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

GCC has many services available on campus to support students enrolled in developmental courses that provide academic assistance, including tutoring; alternate testing locations; and independent study materials, such as supplemental texts, cassettes, instructional videos, and computer tutorials for developmental education students. As well, students can find services in many areas; the Counseling Center, Center for Learning, Disability Services and Resources, Writing Center, and Math Solution all provide support services for students. Services that provide non-academic support to facilitate student progress and success for developmental areas include Career and Adult Re-entry Services, Counseling, International Student Program, Financial Aid, Admissions and Records, and the ERA Mentoring Program.

Achievements since 1992

- The English Department offered the first on-line and learning community “linked” developmental (071) course in Fall 2001

- The English/ESL/Reading and Math Departments increased the number of sections of developmental education courses to accommodate increasing enrollment
- The Math Department responded to student needs by introducing developmental courses taught via multimedia software with an Internet option. It also offers a course designed specifically for “at-risk” students, (MAT108—Tutored Mathematics), which addresses math anxiety, study skills, and testing strategies, in addition to tutoring
- Support Services, such as the Center for Learning, have upgraded computer hardware and software. Other accomplishments include offering non-credit ESL courses, and Readfest

Analysis

GCC has experienced higher success rates of students enrolled in successive math, English, ESL, and reading courses. Although the College currently offers a wide variety of math, English, Reading, and ESL developmental classes, the developmental education program’s lack of an adequate number of qualified faculty and staff, was seen as a weakness, along with poor student advising and course placement waivers. Non-traditional ESL delivery methods were determined to be a strength and additional community outreach an opportunity.

Areas for Improvement

- As the campus grows, it will become harder to meet student demands for developmental services
- Inability to support the demand for developmental classes, (i.e., more rooms, quality faculty, and non-traditional delivery)
- Increased ability to meet tutoring demands in Math, English, Reading, and ESL
- Higher success rates of students enrolled in successive Math, English, Reading, and ESL classes
- Address advising and placing students in appropriate developmental classes
- Inability to support completely the demand for additional developmental classes, i.e., room availability, limited qualified faculty, and non-traditional delivery

Team Recommendations

- Increase ability to meet tutoring demands in math, English, reading, and ESL
- Higher success rates of students enrolled in successive math, English, reading, and ESL classes
- Advising and placing students into appropriate developmental class is needed

Validation

The College needs to increase the collaborative advising that involves faculty, high-school counselors, teachers, and college advisors. The establishment of a Developmental Education Committee to coordinate the needs of developmental students for the main campus as well as GCC North will assist in standardizing processes and carry-through with implementation of new procedures. More qualified full-time faculty and tutors need to be hired, along with adding new classrooms for ESL classes. The College should begin researching non-traditional delivery methods to alleviate the prime-time enrollment issue.

Educational Programs--Support for Special Populations

Achieving a College Education Plus (ACE Plus)

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

ACE Plus Program:

*First Place winner in
the 2001 "Best of the
West" Education
Category*

Adult Re-Entry

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

Children's Center

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

Disability Services and Resources

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

Honors Program

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

Mentoring Program for Students

The Earn-by-Reaching-to-Achieve (ERA) Mentoring Program for Students began in 1999 as a two-year pilot and was extended for another year. The program is task-based and matches faculty or staff with first-year, first-generation college students. Activities include regular meetings with mentors, workshops, and tasks to familiarize students with college services and expectations.

Multicultural Affairs

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

Native American Program

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

Veteran Affairs Department

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

Achievements since 1992

- ACE Plus program expanded partnerships from the original four high schools to seven. The number of participants has increased proportionally. A Math, Science, and Technology Academy (MSTA) was created in 1998. ACE Plus graduates participate in university bridge programs. A pre-ACE Plus summer bridge program began in 1999. A case management approach for academic advisors for their work with assigned schools is in place

- The Children's Center's received national re-accreditation in 1994 and 1997. The playground has been renovated. The annual children's art show celebrates the month of the young child. The staff provides training and support to various K-12 school districts and local Head Start programs. A partnership with the Counseling department provides workshops and on-site counseling for student parents
- Improvement has been made in the provision of adaptive computer technology to disabled students. Technology center staff coordinated equipment and interfaces among disabled students, classroom faculty, DSR staff, and third-party pay sponsors
- Honors classes in mathematics and sciences have been added evenings and off-site at the University-College Center at ASU-West. A web page was created, a three-year assessment schedule established, and an orientation program implemented for incoming Presidents' Scholars. Community service activities remain a priority of the Student Honors Organization (SHO)
- The Honors Program half time secretary position was increased to a three-quarter-time program assistant
- The recruitment and retention of Native American students has improved and is supported by a scholarship fund for students who participate in NASA. A Native American Program Advisor was hired to address the needs of Native American students and Native American cultural events have been added to campus life
- ERA implemented a pilot orientation and training program for mentors and students. The retention rate among ERA participants is 95%
- Multicultural enrollment is proportional to the community and has grown even when overall enrollment has declined. Close, continual linkages have been established with community agencies and organizations that provide access to economic disadvantaged populations
- The Multicultural half-time secretarial position was increased to full-time to provide additional support. Academic Advisors of ethnic lineage expand program capacity
- DSR requests for increases in personnel and operating funds are on going. A new position was approved for 2001-02
- ACE Plus graduates undergo thorough exit interviews
- In-service training is provided for ACE Plus instructors, on-site coordinators, and afternoon classes for students who cannot attend Saturday classes
- A Coordinator of Career and Adult Re-Entry services was hired in 1998 and developed an orientation program with activities tied to classroom instruction offered each semester
- Adult Re-Entry created a club with scholarships awarded each semester

Analysis

Staff and faculty quality have a positive impact on both the academic success and satisfaction levels of our students. Maintaining this quality should continue to be a high priority. The lack of awareness about our services among faculty, staff, and students keeps us from reaching some students who would improve their chances to reach goal completion by connecting with the necessary services. Increasing awareness and understanding has to be a high priority.

Areas for Improvement

- The move to new student-centered service model (ER) will provide both challenges and opportunities in staff, training, and planning
- Although the Honors Program has moved to larger quarters, limited space has prevented establishing an Honors Center
- Dual enrollment has had an impact on ACE Plus
- Continuation and expansion of pre-ACE Plus summer programs for middle-school students
- Inadequate budget and personnel to support increasing student demands in all areas
- Re-entry Services has difficulty providing a full range of services to the large number of re-entry students
- Limited space in the child-care facility and staffing numbers preclude meeting student demand for care of their children
- Childcare classroom teachers will eventually need a bachelor's degree
- Continue to purchase adaptive computer equipment for disabled students. Funding limitations may further erode effective service to an increasing population whose needs may demand expanded hours of service at multiple instructional sites
- Maintaining the quality, interest, and participation in the Honors Program when the student population is spread out at different sites (i.e., UCC, GCC, GCC North). Increase the percentage of minority participants
- Readjustment in the scope of services may be required to maintain realistic expectations among students served and to minimize risks associated with failures to meet mandates

Team Recommendations

- Work with private sources to acquire additional funding for scholarships for ACE Plus students
- Collaborate on funding requests to include grant proposals
- Use advanced-language class students to translate
- Publish information in more native languages
- Include information about all special service programs in EDU250 courses
- Feature services in an on-going series in *The Voice*

- Use referral packets to encourage faculty to refer students to services; include descriptions of each service and a supply of referral slips
- Develop on-line, on-going data collection to recognize developing trends more quickly
- Follow up on the help items a student checks on his or her information form
- Reach adjunct faculty to make them aware of services
- Create a faculty web site that provides retention resources and ideas
- Increase interdepartmental collaboration
- Offer class tours to visit centers or take virtual tours
- Enhance partnerships with high-school students and CPD courses and programs
- Develop the Native American Program into a full-service one with a counselor, advisor, and support staff
- Implement new methods of tracking transfer students. Utilize Arizona Course Applicability System (AzCAS) to move students toward greater independence
- Continue involvement with community and the College initiatives involving multicultural students

Validation???

Still missing

Educational Programs--Assessment & Review

GCC distinguishes program assessment as the process to make continuous improvements to academic programs and services, while program review is the process for determining continued program viability.

Program Assessment

Instructional programs, student support services, and college-wide services all have assessment plans linked to the College mission and purposes. All assessment plans follow the “Five-Column Model” developed by James and Karen Nichols from The University of Mississippi. Assessment plans include the following five columns:

- College mission and purposes that are supported by an academic program or service unit goals
- Academic program learning outcomes or unit objectives
- Assessment method and criteria for success
- Summary of data collected
- Use of results

Faculty, within their respective departments, has responsibility for the annual review and update of academic program assessment plans. Each year faculty select three program outcomes to assess. Outcomes describe what students should think, know or do when completing a degree or certificate program. Assessment plans are kept in binders by each applicable department. Department Chairs, Occupational Program Directors, and Department Managers have responsibility for the annual review and update of their assessment plan. From the long list of department objectives, department members select three objectives to assess each year. Objectives selected focus on areas needing improvement. Assessment plans are kept in binders by departments. The College piloted a program review process with Computer Aided Drafting in 1998. After evaluating the process, a decision was made to use a newly created District program-review template as the basis of conducting program review. The College is working with the District to provide feedback on the effectiveness of the program review template. Approximately sixteen programs are scheduled for program review during 2001/02.

Program Review

Over the past three years, a select number of student service units have participated in program-review processes as defined by the Council for Advancement of Standards in Higher Education (CAS). After a cycle of all student service units participating in the process, the Dean of Educational Services will evaluate the worth of continuing use of the Course Applicability System (CAS). CAS assessment results are available in departments and a few have been published on the IE web page at

<http://www.gc.maricopa.edu/aboutgcc/ie.htm>

Achievements since 1992

- Advisement, Assessment, Financial Aid, Admissions and Records participated in the Council for the Advancement of Standards in Higher Education Self Study
- In Fall 2001, the College implemented a Program Review process to determine if all occupational programs meet the needs of students, employers, and business and industry
- The Human Resources and Developmental Disability Programs were selected to be the first programs to be reviewed using the Program Review template, located on the web at

www.gc.maricopa.edu:2049/ie/PlanningBudgetingAssessing/

Analysis

All of the high priority SWOT findings have a positive impact on the measures of success. Familiarity with the program-review process and use of the standard 5-column model has a positive impact on assessment plans and use of assessment plan results. The impact of process familiarity on the number of new, revised, and deleted courses and programs is positive but has only a medium

priority. There is no impact of the use of standardized 5-column models on the number of new, revised, and deleted courses and programs. A significant change in transfer to university/job market has a positive impact on all three measures. These were all considered a high priority.

Areas for Improvement

- Providing on-going training in writing and implementing assessment plans
- Determining if CAS will continue to be used to evaluate student service units

Team Recommendations

- Continued use of 5-column assessment model
- Inventory all assessment plans
- Find and showcase plans that really work
- Faculty and instructional councils improve articulation/general studies (AGEC)
- MCCCDC to review AGECE based on our 5-column assessment
- Continue an Annual Assessment Day and orient new faculty
- Evaluate the effectiveness of the district program-review template

Validation

The College should showcase program-review plans that really work. Then, during regularly scheduled training sessions, other areas can build on work, processes, and procedures that will eventually become institutionalized. The campus, through the department, should routinely revisit and evaluate advisory committees' input for possible implementation into the program. Before a template is in its final form, the College needs to evaluate the Program Review Pilot Project.

Educational Purposes--Assessment of Student Learning

Academic assessment is defined in terms of what students should “think, know, and do” upon completion of courses and programs. Assessment of student successes occurs at three levels: college-wide academic achievement, program-level assessment, and course-level assessment.

College-Wide Level Academic Achievement

The college-wide assessment initiative of general-education outcomes stems from a belief that assessment of student academic achievement plays a fundamental role in the improvement of student learning. A sound program of assessment is essential to verify an institution’s accountability to both its internal and external constituents. Of critical importance to any effective assessment program is the need to have clearly stated goals and specific, measurable objectives.

The Maricopa County Community College Governing Board and Glendale Community College identified six outcomes for assessment. These outcomes were further subdivided into core and secondary outcomes. To date, the college has only measured core outcomes.

Glendale’s College-Wide Academic Achievement Committee (a multi-disciplinary faculty body) chose *The Academic Profile*, a standardized test of general academic knowledge and skills produced and scored by the Educational Testing Service (ETS), as its mechanism for college-wide assessment. Each March, a random sample of students graduating with an Associate Degree is invited to take the test. The annual cohort sample size is sufficient to reflect cohort performance within a margin of error of $\pm 8\%$. The committee produces its annual assessment report (“College-Wide Assessment Initiative: A Progress Report”) and briefs the MCCC leadership the following February.

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

Source: CWAAC Spring 2001

Academic Program Level Assessment

Assessment plans examine what students should think, know, or do when they complete a program degree or certificate. Each spring, faculty update their "Five-Column Model" assessment plans for transfer and occupational degrees, certificate, and developmental education programs. Columns in the model address (1) program goals and objectives; (2) program outcomes; (3) assessment methods and criteria for success; (4) summary of data collected; and (5) use of results. Results are used to address curriculum modifications, i.e., course competencies to improve program-learning outcomes for students. Assessment plans are kept in binders in departments.

Course Level Assessment

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

Achievements since 1992

- Effective implementation of a college-wide assessment process for student academic achievement
- In Spring 2001, the College published results of the current general-education assessment test to the internal and external communities, after several years of development. GCC students exceeded all criteria for success set by the College-Wide Academic Achievement Committee. Their mean score was higher than 157 Comprehensive or Baccalaureate Colleges and Universities and Associate of Arts Colleges across the United States reporting scores for sophomores. GCC students, on average, scored higher in all core outcome areas. This performance was recognized in the *Arizona Republic* and by Chancellor Gaskin during the Fall convocation ceremony, who presented the college with a \$5,000 check to further its assessment program
- The College has implemented an Assessment Day each January when faculty update their "Five Column Models," are briefed on college-wide assessment activities, and are provided opportunities to share program- and course-level assessment techniques
- The College has identified course level assessment liaisons for all departments who maintain assessment matrices for their respective departments and assist faculty in developing course-level assessment programs

Analysis

The team identified several indicators of success: 60% of students tested using *The Academic Profile* attain or exceed the highest level of performance, the successful transfer of students to universities, and the successful employment of students in field of study. GCC has both the human and financial resources, as well as processes, to assess student learning. Due to the lack of data on transfer students from the state universities, the assessment of successful student transfers to universities has been difficult for the last few years

Areas for Improvement

- Administration of the *The Academic Profile* to a larger cohort for college-wide assessment
- Development of assessment mechanisms and timeline for all secondary outcomes at the college-wide level
- Development of assessment plans for all programs and courses
- Linking course- and program-level assessment to college-wide outcomes and assessment
- Lobby MCCCDC for additional funds for assessment, i.e., to expand the College's assessment cohort and to develop special area assessment rubrics
- Conduct training, workshops, and faculty development activities to improve course-level learning outcomes and assessment for students

Team Recommendations

- Continue research on assessment programs at similar institutions
- Encourage participation in regional and national assessment conferences
- Lobby MCCCDC for additional funds for assessment, i.e. to expand the College's assessment cohort and to develop special area assessment rubrics
- Develop a time-line to assess secondary student learning outcomes
- Solicit/encourage university assessment coordinator participation on CWAAC
- Host assessment conferences with ASU, ASUW, NAU, and UofA
- Develop a longitudinal study that tracks selected GCC students' performance over a longer period of time
- Refine the macro assessment of student academic achievement
- Develop incentives for students to do well on The Academic Profile, in addition to obtaining a representative sample each year
- Conduct training, workshops, and faculty development activities to improve course-level learning outcomes and assessment for students
- Data collected from assessments will provide high quality, quantitative data necessary to support planning and improve instruction.

Validation

GCC has come a long way since assessment planning began in 1994. At the college-wide level, it has identified a measurable cohort, selected a nationally recognized instrument, and developed a process to administer tests whose results are above the national averages, while at the same time, statistically significant. Progress also continues at the program and course levels as departments and faculty transition from traditional grading to assessment in their particular disciplines. The College-Wide Academic Achievement Committee will continue investigating ways to assess Information and Technology Literacy and to develop longitudinal studies to assess how assessment cohorts perform after they leave Glendale Community College and enter a four-year university and/or the work place. In addition, the statewide student tracking data warehouse, ASSIST, will enable information about the number and performance of GCC transfer students to the state universities to be monitored on a regular basis.

Educational Programs--Teaching Resources for Faculty

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

Offices and Virtual Offices

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

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

Training and Employee Development

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

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

Lecture, Lab, Special Use Classrooms and Presentation Systems

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

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

Classrooms Without Walls

The High Tech Centers serve as an extension of the College's classrooms, supporting "open-entry /open-exit" classes. OE/OE classes allow students to complete courses at their own pace and for faculty to reach audiences hundreds of miles beyond the main campus. GCC Health Care students, for example, complete the early part of their coursework on the Internet from home or from the various networked labs available on campus. Students in CIS 133 may complete all of their work on the Internet; students in twenty other courses complete part of their course in this manner. Assuming GCC students mirror those nationwide, the College expects a growing student demand for course delivery via the Internet. For that reason, GCC provides faculty with access to software for creating, delivering, and monitoring web-based courses.

Off Campus Facilities and Loaner Equipment

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

In response to the rapid growth of the Phoenix Metropolitan Area and classroom limitations at the main campus, GCC offers additional sections of many courses at off-campus sites. These include GCC North, the University-College Center at ASUWest and 16 local high schools. This latter venue is tied to the College's Dual Enrollment Program and served 1,600 students last year.

Achievements since 1992

- Construction/renovation of classrooms, offices and Library Media Center on GCC main campus (410,000 square feet)
- Construction of GCC-North facility (20,300 square feet)
- Development/implementation of plan to place state of the art presentation systems in classrooms, 12 per year
- Development of Training and Education Development program
- Development of Desk Top Project and Virtual Offices for faculty and staff
- Acquisition (on loan from Lavine) of a fire engine for Fire Science Program

Analysis

Much has been done to provide faculty the physical and instructional resources necessary to accomplish their tasks. Improving classroom space for “prime-time” instruction and improving resources for adjunct faculty remain high priorities.

Areas for Improvement

- Create additional office space and workspace for residential and adjunct faculty
- Encourage alternative teaching methods to offset physical space/scheduling problems
- Implement video conferencing
- Increase training opportunities
- Allow flexibility for scheduling/coordination with curriculum development and classroom needs

Team Recommendations

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

Validation

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

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

Educational Programs--Learning Resources for Students

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

Library Media Center

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

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

Center for Learning

The Center for Learning (CL) offers GCC credit students free tutoring in most academic subjects, assistance with study skills, media materials in English, reading, math, and a computer lab for students to improve their basic skills. The CL also provides adult community members with flexible educational services for a minimal fee. These services include mathematics, English grammar, speaking, listening, writing, spelling, vocabulary, and reading. Credit and non-credit English as a second Language (ESL) classes are also offered. Comprehensive services for the improvement of basic skills are available throughout the year. The Center is open to anyone over the age of 16 years.

Discipline-Based Learning Support

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

The Math Solution, located in the new MAT Building is the hub where students engage in exploring and learning mathematics. Every semester, approximately 1800-2000 students use the Math Solution to obtain tutoring, work on homework assignments, study for tests, and explore mathematical concepts. The Math Solution houses a mathematics library, mathematics video collection, and computer stations and learning pods where supervisors may facilitate collaborative study efforts. Additional information is available on the web at

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

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

Another opportunity for students is The Writing Center, located in HT2, where volunteers help promote effective writing across the curriculum. Students schedule thirty-minute appointments and are asked to bring assignment requirements and a draft of the work in progress. Residential and adjunct faculty from the English Department staff The Writing Center, but the Center’s impact is felt campus wide. Additional information can be found the web at

www.gc.maricopa.edu/english/EWC/

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

www.gc.maricopa.edu/appliedscience/geoweb/gmapproj.html

The Instructional Palette

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

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

Achievements since 1992

- The Library Media Center was renovated, adding an additional 7,120 square feet, or 19% of useable space within the existing building footprint
- A mini “computer commons” was added as part of the Library Media Center upgrade
- Department faculty are now more involved in selecting the library’s materials
- Merging the Learning Assistance Center and the Literacy Center into one Center for Learning (CL) resulted in better service to students
- A full-time staff member was added to the CL to meet the needs of increasing numbers of students using the facility
- The CL established a web site to serve students more effectively
- The CL added ESL non-credit-Basic, Beginning, Intermediate, Advanced 1 and 2, and Conversational
- The Math Solution was relocated to the new Math Building
- MAT108 was created
- The Math Department established a program to rent graphing calculators to math students
- A Physical Science Building was constructed in 1999, housing Astronomy, Physics, Chemistry, Physical Science and Geology, as well as GeoMap
- The Instructional Palette was developed
- Since its inception in Spring 2000, the Electronic Writing Center has experienced continued expansion. Currently, online assistance is available to evening and Saturday classes, GCC North and other departments

Analysis

The Institutional Support team conducted an initial analysis of factors likely to influence the areas of improvement and their relationship to measures of success. Student satisfaction, student academic success and adequate resources (technology, people, money, and facilities) were seen as the measures to determine success. Collaboration and cooperation reduces negative impacts felt

due to insufficient staffing and inadequate funding. It is critical to the success of seamless student services.

Areas for Improvement

- Provide more financial resources to update the library's collections
- Provide more space for growing library collection
- Expand the LMC's broad-band television network to all campus buildings to improve the dissemination of college information
- Provide more space for the Center for Learning
- Add staff in the CL to support increased student demand
- Provide more resources to departments for discipline-specific tutoring programs
- Update Instructional Palette to keep pace with emerging software/hardware improvements
- Acquire more electronic reference data bases for the LMC
- Support and fund tutoring initiatives, including technology-based services

Team Recommendations

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

Validation

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

Additional Program--Non-credit Offerings

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

Achievements since 1992

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

Analysis

The Support Services Team conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to measures of success. Student satisfaction, continued enrollment, and feedback were seen as the measures to determine success; and staffing, schedule flexibility, competition, availability of teachers, and population growth were seen as the major factors influencing these measures of success. The flexibility of scheduling for non-credit classes continues to be the greatest strength of Community Education Programs. As long as resources (financial, personnel, facilities, etc.) remain adequate, this flexibility of scheduling should continue to attract students from a growing service area. Due to the 100% self-supporting nature of non-credit programs, adequate financial resources, however, remain a continual problem. Student satisfaction remains a high priority. Due to flexible scheduling, a wide variety of curricula, and a tremendous pool of highly qualified instructors, student satisfaction remains high. This satisfaction is measured by positive course evaluations, unsolicited positive feedback, and repeat business and enrollment. The main and on-going issue is the proliferation of highly marketed and/or lower-cost non-GCC non-credit courses. Unless addressed, possibly with additional personnel and/or additional funding, non-credit programs risk losing opportunities in today's abundant Community Education market.

Areas for Improvement

- This area is not funded by the College and perhaps needs to be part of the normal budget request process

- Classroom space is a continuing problem

Team Recommendations

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

Validation

None provided

Additional Purpose--Collaborative Initiatives

Student Success Council

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

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

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

Career Development Enrollment Process Team

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

Go-No-Go Committee

Representatives from Department Chair Council, Instruction, and Enrollment Services began meeting Spring 2000 to recommend processes that would lead to reducing the number of cancelled classes, early and better schedule building, and improved student retention.

Retention Committee

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

Enrollment Services Leadership Team

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

Educational Services Management Team

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

Two off-campus sites offer ESL and/or developmental classes. The Dysart Project has provided ESL classes for parents of elementary school children since January 1995. GCC-North offers ENG 071 and RDG 091. An even larger group of students has been reached through an on-line ENG 071 initiated this year. The English/Reading faculty at GCC oversees the curriculum and Dysart provides classrooms.

GCC's partnership with Arizona State University-West established the University-College Center (UCC) at ASU West in 1997-98. The Center offers lower-division community college credit course, mainly those that are a part of the Arizona General Education Core. For 2000-01, the UCC had an enrollment of 2,672 and a headcount of 1,786 students.

GCC, ASUWest, and Deer Valley Unified School District cooperated to create Glendale Community College North, which opened in Fall 2000, with more than 900 students. DVUSD operates the Northwest Education Center at GCC-North, a junior and senior level high school for 150 students who take a regular high school curriculum as well as dual enrollment courses. For 2000-2001, the enrollment for GCC North was 2,833 and a headcount of 2,007 students.

GCC also has dual enrollment partnerships with 16 local high schools. The dual enrollment program, which began in 1998-99, presently involves 50 high school teachers teaching 200 college-level courses to about 1,500 high school students. For 2000-2001, the enrollment for dual enrollment was 4,778 and 1,500 headcount.

Business Partnerships

GCC regularly partners with a variety of businesses, supplying facilities and instructors for needed training. The Institute for Business, Industry, and Technology (*The Institute*) is a program that provides businesses, industry, and government agencies, such as GM, Chrysler, and Ford with quality customized, flexible, and affordable training programs. Until recently, Choice Hotels and the College partnered to offer business and training opportunities for employees, while offering student employment. John Deere also has a training facility at GCC. *The Institute* offers both credit and non-credit classes focusing on technical, as well as communication and management skills. From July 1, 1999 to June 30, 2000, *The Institute* conducted thirteen programs and served about 2700 students in the following programs:

Achievements since 1992

- General Motors (ASEP), Ford (ASSET), and Chrysler apprenticeships, programs graduate certified technicians with an Associate of Applied Science Degree. Approximately 85,000 students are enrolled in programs developed through these partnerships, training new technicians, as well as providing continuing education for their employees. Automotive partnerships increased student enrollment, updated equipment, and added the Chrysler (CAP) Program

- The Semiconductor Industry/Education Partnership works toward increasing the awareness of career opportunities in the Semiconductor Industry. This multimember partnership involves companies such as Intel, Sitix, Medtronics, and others in cooperation with the Technology Systems Department. The program serves more than 260 students per semester; the Semiconductor partnership added additional faculty to accommodate increased student interest
- Microsoft and GCC jointly offer “Microsoft Certified Professional” certificates to their employees. The company provides training material, and the College provides the facilities and faculty for more than 170 students. The expansion of Business/Technology Partnerships to include Microsoft, Oracle, and Cisco has updated the curriculum, expanded student and faculty numbers, and allowed replacement of outdated equipment
- Cisco and Oracle provide course work and training materials for GCC students and faculty. These graduates are certified to provide service to Internet industry customers
- John Deere and Company partners with GCC to train their regional managers who then train the rest of the company’s workforce. Two buildings, each housing four classrooms, have been constructed on GCC property for Deere’s use. About three hundred students are served annually from January to May during John Deere’s cycle. The College uses the classrooms during the remainder of the year. John Deere and Company built a second four-classroom building for our combined operations; outdoor covered teaching areas have been added to the Deere complex. GCC’s agribusiness and horticulture classes are allowed to use these facilities when not in use by John Deere
- The Police Academy Partnership is supported by at least eight local and state law-enforcement agencies. Its primary goal is to provide training to police officers; nearly 70 percent of GCC graduates have been hired as full-time peace officers. The towns of Buckeye, Peoria, and El Mirage, as well as the Maricopa Sheriff’s Office and the Arizona Department of Corrections, are actively involved in this program with 26 students currently enrolled
- The Fire Academy Partnership, created to prepare entry-level and advanced level preparation for required examinations, is supported by an even greater number of communities. This partnership permits the towns of Avondale, El Mirage, Phoenix, Sun City, and others to send their department personnel to GCC’s Fire Academy for up-to-date training. Palo Verde Nuclear Power Plant, Rural-Metro, and Luke Air Force Base also participate. More than 260 students are currently enrolled. The completion of the new Glendale Fire Station provided new equipment and classrooms for GCC students
- The Paramedic Program is certified by the Arizona Department of Health Services Bureau of Emergency Medical Services and averages 120 students per year. Partnership expansion in the Paramedic Program has resulted in more class offerings for working students, development of a

Achievements since 1992

- A Student Services Model that includes cross-functional teams and services was used as a basis for planning and designing the Student Services remodeling and building project
- The Council submitted successful budget requests for document imaging, mentoring program, and supplemental instruction
- Other initiatives include college-wide student satisfaction and institutional priorities surveys, retention study, Go-No-Go Committee, and a student services subcommittee of the College Technology Committee (CTC/SSAS), which has facilitated communication among Instructional Technology and Student Service areas
- The Go-No-Go Committee recommended timelines and planning reports to assist Department Chairs in monitoring enrollment in classes and making earlier cancellation decisions, which will help them plan more effective departmental schedules
- Student Success Council developed a College Retention Plan
- A “Choosing A Career” brochure and training module was developed through collaboration of the Career Services, Counseling Services, Enrollment Services, and Academic Advisement areas
- The Enrollment Services Team conducted functional cross training for staff from Admissions, Records and Registration, Academic Advisement, Cashier, Financial Aid, Multicultural Affairs, International Students Program, and Testing Services for implementation of one-stop services
- Student Services Technicians have been hired and cross-trained to provide one-stop services in the new Enrollment Center

Analysis

The Collaborative Initiatives Team conducted an initial analysis of factors likely influencing areas of improvement and their relationship with measures of success. Student satisfaction, cost effectiveness and student retention were seen as measures to determine success. Institutional support, awareness of programs, and “turf” issues were seen as factors that influence the measures of success. Collaboration provides opportunities to optimize use of money, time, people and space, as well as opportunities to work with other segments of the campus community.

Areas for Improvement

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

Team Recommendations

- Strengthen collaboration between instruction and student services

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

Validation

Collaboration across departments is increasing and necessary as services become more integrated in support of the one-stop learner-centered seamless services. Although time consuming, services to students improve through collaboration.

Additional Purpose--Community Partnerships

Educational Partnerships

GCC considers education its highest priority. Community Partnerships, Non-Credit Offerings, and Economic Development are usually created in response to a need expressed by a segment of the local community. Partnerships and economic development initiatives are associated with an academic department, which in turn is administered by the Dean of Instruction, or in some cases, the Dean of Educational Services.

Several programs have been initiated to encourage high-school students not only to stay in school, but also to consider and work toward a college degree while still in high school. Among these programs are ACE Plus and The Dysart Project, created to offer English classes to parents of elementary school children. Documentation of some of these partnerships is available in the Resource Room. ACE Plus, Achieving a College Education PLUS, is a partnership with local school districts, business and industry, state universities, and other community groups. Skills necessary for success at the college level are assessed and developed during high school years. Educational and vocational career goals are evaluated and mentoring of each student is emphasized. The program helps to ensure an easy transition to the college experience, as well as providing tools for success. Currently, about 500 students are being served. About 325 students are concurrently enrolled at GCC and their high schools, and about 175 high school graduates of the program are presently enrolled in classes at GCC.

certification and an AAS Degree program, and continuing education and re-certification classes

- The Paramedic Program Partnership involves large government-based operations, such as the Phoenix Police Department and the Maricopa County Sheriff's Office. Smaller civil and private departments, such as those from Prescott and Wickenburg, and Professional Medical Transport take advantage of training partnership. ACE PLUS has a long list of accomplishments. The student headcount has doubled, the list of feeder schools nearly doubled, and over 97% of ACE+ students graduate from high school. Their average grade point is 3.2 at GCC when they complete the ACE Plus program
- The Dysart Project is now funded through the Opportunity Scholarship Fund, District monies established for at risk and non-traditional students
- The University-College Center (UCC) was established in 1997-98 to provide GCC classes at ASU West; currently, 90 sections represent 20 prefixes and 16 disciplines
- GCC North began offering classes in August 2000 with an enrollment of more than 900 students and more than thirty subject offerings, which will grow as demand increases owing to the extensive growth of housing developments in that area
- Dual enrollment in 17 local area high schools presently offers 200 sections to 1,500 students taught by 50 high school teachers
- *The Institute* offers classes on Motorcycle Safety, Successful Money Management, and Commercial Tractor/Trailer Driving, as well as classes for individuals re-entering the workforce and those who need to update business, office, and computer skills; some can be taken credit or non-credit
- Created the *La Petite* Headstart Partnership

Analysis

An initial analysis of factors likely influencing the areas for improvement and their relationship to measures of success was conducted. Reviewing and updating partnerships on an annual basis, their evaluation, cost-effectiveness, and value to the external community were seen as the measures to determine success. Competitors, cost effectiveness, collaboration, student recruitment and changing technologies were seen as major factors influencing the measures of success.

Areas for Improvement

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

Team Recommendations

- The Head Start Mentoring program is in its formative stage under the direction of the Family Studies Department. This program likely will provide education curriculum for 60-100 Head Start teacher aides
- An educational partnership with United States Automobile Association (USAA) is being planned and involves providing general education coursework to USAA employees
- Create a College Partnership Committee with a representative from each department that may be involved
- Expand partnerships to include other institutions
- Create promotional materials to be distributed to new businesses, perhaps through the "Welcome Wagon" format
- Offer Staff/Faculty incentives to create/maintain partnerships
- Encourage alumni to develop partnerships
- Foster community awareness of existing partnerships
- Create continuing education partnerships

Validation

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

Additional Purpose--Enrollment Services

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

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

Admissions, Records and Registration

The Admissions, Records and Registration office provides services beginning with initial prospective student inquiries, through application, registration, graduation, and beyond. It is the repository of official student and faculty records and the certifying entity for athletics, veteran benefits, enrollment verifications, and enrollment reporting. Approximately 32,000 unduplicated students attend GCC each year. Additional information is available in many formats, including on the web at

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

Academic Advisement

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

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

Testing Center

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

Cashiers Office

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

Financial Aid

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

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

Marketing

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

Achievements since 1992

Expansion of the GCC web site now provides online access to many enrollment services after daily office hours, including financial aid applications, course and student schedules, transcripts, enrollment information, and grades

- Students receive personalized acceptance letters and ongoing correspondence
- A document-imaging storage system, which provides designated employees with access to transcripts and other relevant documents in its second year of implementation

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

Analysis

The Enrollment Services Team conducted an initial analysis of factors likely influencing the areas for improvement and their relationship to measures of success. Student satisfaction, compliance with federal, state and local regulations, and enrollment as a reflection of the community were seen as the measures to determine success and knowledgeable staff, lack of up-to-date technology and inadequate resources, changing demographics, and competition were seen as the major factors influencing them.

Areas for Improvement

- The 19 year old District-wide Student Information System (SIS) is inadequate, incompatible with other computer systems and applications, and unable to provide district-wide student tracking
- Ongoing staffing, cross-training, and re-structuring for the new EC
- Outcomes of AzCAS have not met staff expectations
- Lack of space for additional staff and student help in new EC
- Limited student access to computers in new EC

- Due to additional responsibilities caused by District de-centralization, business services personnel workloads have increased
- Operationally, the District-wide financial aid system is inflexible and requires duplication of effort and manual input
- Limited SIS programming support at college or district levels
- Insufficient number of experienced and trained staff to maintain quality services during peak periods
- Safety concerns for staff in new EC

Team Recommendations

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

Validation

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

Additional Purposes--Student Life

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

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

The GCC Gaucha Football team won the Valley of the Sun Bowl and is the 2000 NJCAA Football Champion--The Number One Team in the county!

Athletics

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

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

Career Center

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

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

Student Governments, Clubs, and Organizations

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

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

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

Counseling Services

The Counseling Center strives to meet students' needs as both an academic department and a student support service. Counselors teach CPD (Counseling/Personal Development) courses that are offered for credit in the day, evening, and mini-semester programs. The Center provides individual career counseling, career interest testing, and assistance with setting goals and deciding on a major. Counselors provide personal and crisis counseling by appointment or on a walk-in basis, providing assistance with stress management, test anxiety, adjustment difficulties, goal setting, study skills, assertiveness training, coping skills, self-esteem, and other personal problems. Counselors provide mental health information at screenings, make community referrals, and function as student advocates. They offer classroom presentations on strategies for academic success. Counseling services also are available to faculty and staff, and counselors frequently provide consultation services. Additional information is available on the web at

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

College Safety

The Safety Department provides law enforcement activities including investigations; escorts; room openings and closings; parking citations; and the reporting of safety concerns related to the College. Weekly and annual crime reports are distributed. Additional information is available on the web at

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

Achievements since 1992

- Athletic training facilities moved to larger quarters and purchased new equipment. Improvements and upgrades include a new gymnasium floor
- Career Services hired a Director in 1998
- Career Services added a computer lab, résumé and interview classes, and updated its library of materials
- GCC played an instrumental in the development of the web based Maricopa Recruiter job placement system released in 2000
- A training program has been established for faculty club advisors and student officers related to policies, procedures and how to plan events. An annual ceremony is held to recognize students who demonstrate outstanding leadership and community service
- ARAMARK has added a contracted coffee cart in the dining room and a hot dog cart that serves the northern part of campus. Major accomplishments include a facelift for the food services area
- Relocation of the bookstore to a new building, closer to student parking provides convenient access for students. Waiting time during back to school periods has been reduced by 10%. A book voucher system is in

place for students who have not received financial aid and do not have funds to purchase books

- GCC counselors are diverse in ethnicity and gender and two have specific skills in crisis counseling and working with mental illness. A series of free personal development workshops called Life101 is available for students experiencing stress, test anxiety, and the like
- Counseling service hours have been extended to include Saturday and four evenings. Approval was received for CPD160/Introduction to Multiculturalism to transfer to Arizona state universities as a cultural awareness course
- Evening Students' Government commissioned world-renowned architect Paolo Soleri to build an amphitheater that is used regularly for campus and community events.
- Associated Student Government assisted in purchasing a handicapped accessible van. A district-wide student governance body has been formed to help student representatives from all Maricopa Colleges address issues of mutual concern
- Safety made major improvements in the area of staffing. The department now has a full-time dispatcher, an administrative secretary, and a part-time administrative record keeping position for material safety data sheets. The department has also evolved into a certified officer agency. Office space was increased and additional supervisor positions were allocated
- Counseling and Career Services work together to clarify roles and responsibilities and collaborate to provide workshops and seminars
- A security camera system was installed in Spring 2001
- A program advisor now works with clubs and student governments.
- Bulletin boards, sandwich boards, table tents in the cafeteria, e-mail, newsletters, web pages, web-based calendars and articles in student newspaper were created to inform students about activities
- GAUCHO TV came on line Fall 2001
- Safety instituted a more complete record keeping system, adopted standardized report forms, installed surveillance cameras, and improved campus lighting
- A campus-wide information campaign helped clarify the role of counselors and advisors; it included printed and personal communication
- The Counseling Center worked with the Student Success Council to plan directions for one-stop student services, often referred to as a student development model
- The Career Center implemented a customer service training program for student workers
- A leadership program was implemented in Fall 2001 for student club and
- A job fair for companies and agencies hiring full- and part-time positions was initiated

Analysis

The Student Life Team conducted an analysis of the factors likely to influence the areas for improvement and their relationship to measures of success. Student satisfaction, compliance with federal, state and local regulations, and participation in activities that reflect community demographics are measures of success.

Areas for Improvement

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

Team Recommendations

- Use technology for better tracking of student participation
- Create job exchange programs to renew/cross train
- Continue enhancement of web resources
- Improve student spaces - outdoor tables/chairs, remodeled rooms, more meeting and recreational space
- Fund additional full-time coaches
- Hire more staff
- Compensate (money or release time) club advisors
- Add better signage (marquees)
- Use e-mail list to send information to all our students with accounts (this will require a means to set up distribution list)
- Install announcement panels in restrooms
- Expand size/breadth/frequency of student newsletter
- Assist students with goal development
- Offer additional diversity training and maintain this commitment
- Continue to host a job fair to companies and agencies hiring full and part-time positions
- Continue to implement Learner Centered processes

- Use GCC logo vehicle sunscreens to sell or give as incentives

Validation

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

Chapter 8 -- Criterion Four

Institutional Planning

Institutional Research

Institutional Performance

Process Review

CHAPTER EIGHT

CRITERION FOUR

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

Glendale Community College's institutional planning processes focus on various factors that may affect the College's future, anticipated or not. Given the many technological and demographic changes over the past decade and in anticipation of continued growth in these areas, careful attention is paid to student and community needs. Educational effectiveness springs from organizational processes that have been developed in a logical and integrated manner, intended to be comprehensive, strategic, dynamic and able to respond to future needs. Institutional Planning, Research, Performance and Process Review all play major roles in assessing and improving our effectiveness.

Organizational Effectiveness--Institutional Planning

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

In Spring 1997, department chairs, faculty representatives from specific disciplines within divisions, service area managers, administrators, Fund II managers, and budget committee members participated in a comprehensive effort to study all organizational aspects related to planning and budgeting. The study examined the importance of incorporating the results of student academic achievement and institutional effectiveness, along with the goals, objectives, and strategies developed and affirmed by our strategic plan. Study findings helped the College understand the importance of achieving our goals through the implementation of an effective planning and budgeting process. Based on these findings, strategic and operational planning processes have been the focus of continuous improvement efforts. The study is available at

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

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

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

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

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

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

Achievements since 1992

- A planning and budgeting database was developed and continues to be improved each year
- More faculty and staff participate in the planning process
- The quality of planning documents submitted by departments and managers has improved

Analysis

The Institutional Planning Team agreed that indications of successful institutional planning include that department chairs and administrators' understand the processes and levels of planning; plans and processes are in place to address the College's short, mid, and long term needs; and the planning and budgeting process is reviewed annually to identify areas needing improvement. Weaknesses are that the current budget process is annual/short-term and only considers the next fiscal year. The planning and budgeting process is not universally understood and is viewed as complex and cumbersome. An opportunity for future planning would be a successful bond initiative currently targeted for 2004. A threat the College faces is the rapidly changing environment (social, technical, economic, political trends).

Areas for Improvement

- Create a broader understanding of planning processes

Team Recommendations

- Adopt multi year planning process
- Simplify budget process so leaders understand objectives
- Make planning process more meaningful
- Link strategic plan to bond planning

Validation

Many more faculty and staff have been involved in the planning and budgeting process over the past five years. Although some view the process as time consuming and complex, the current process does address a number of issues identified by the 1997 study related to college climate:

- Eliminate politics of budgeting
- Include new people and increase faculty involvement on budget committee
- Provide for a more open budgeting process to eliminate the feeling of secrecy in the budgeting process
- Improve rapport between department chairs and residential faculty responsible for budget requests
- Improve communication and increase dialogue among department members to participate in budgeting process
- Develop a culture of working together as opposed to turf protection
- Make budgeting and planning a more meaningful process that is believed to be a worthwhile exercise
- Allow service area managers to present budget request to appropriate committees
- Create budget based on need, not personalities or departments
- Improve knowledge of total GCC budget

Organizational Effectiveness--Institutional Research

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

www.cc.maricopa.edu:2049/ie (restricted access - username gccguest)

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

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

Achievements since 1992

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

Analysis

Indications that institutional research is a useful and meaningful service provided to the College include data are used consistently and appropriately for staffing,

budget, and other decision-making at the College; and accurate, relevant, timely data are available in useable form. A current strength is that institutional research is viewed as facilitating the use of data for decision-making by faculty and staff. A weakness is that some people are still unclear who does what and where they should go to get the information needed. Opportunities include working with out feeder schools' research and planning offices to share data and to integrate our research work with District initiatives.

Areas for Improvement

- Since programming support is no longer provided by Information Services, requests now come to the IE Office instead, and sometimes staff are unable to handle all requests in a timely manner

Team Recommendations

- Schedule on-going data workshops during week of accountability for faculty and staff
- Initiate West Valley researchers' consortium
- Clarify areas of responsibilities with the Deans
- Continue to implement and improve the College institutional effectiveness plan

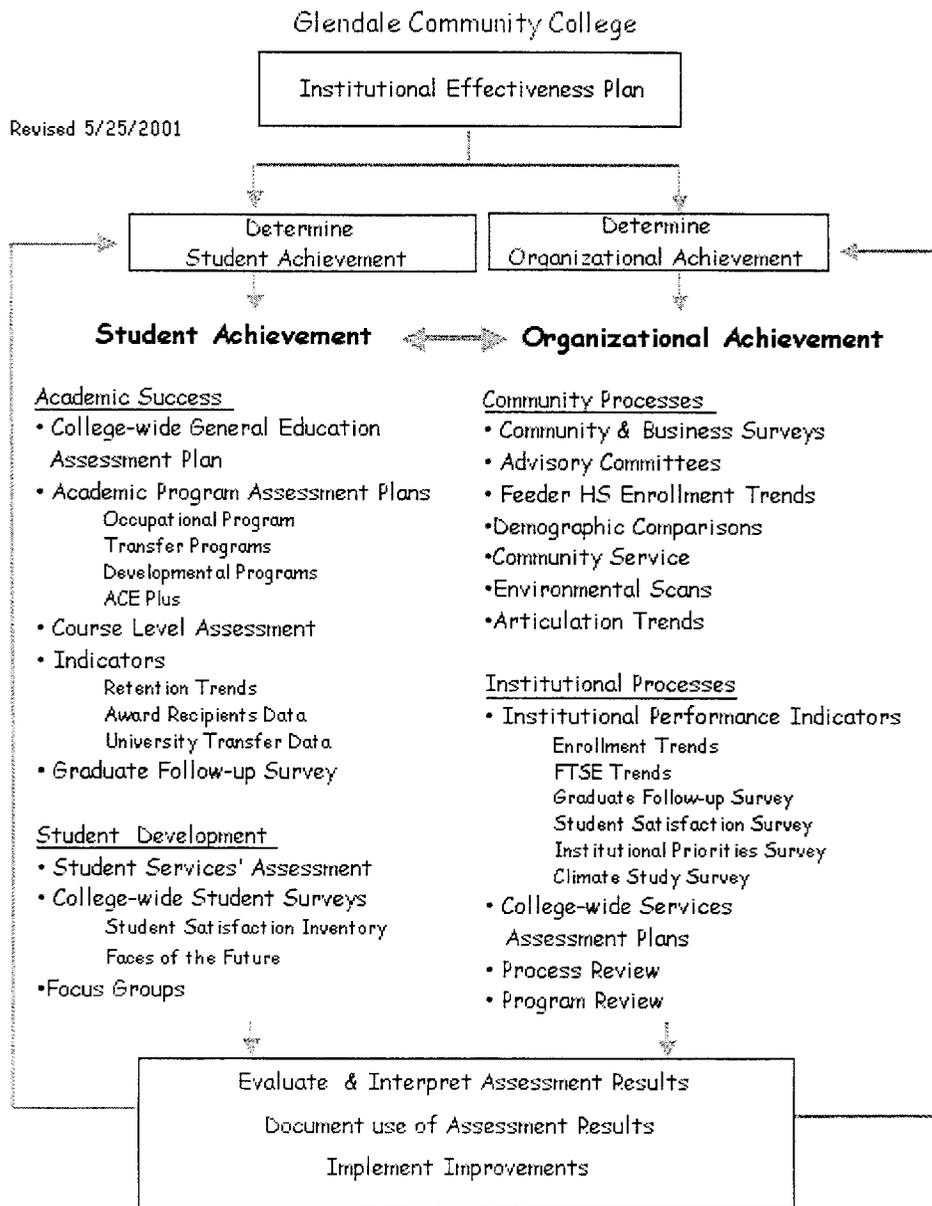
Validation

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

Organizational Effectiveness--Institutional Performance

The College's Institutional Effectiveness (IE) Plan was approved by NCA in 1993. Since the plan's initial approval, it has continued to be refined by adding, deleting, and modifying performance measures based on their usefulness or ability to be implemented. The framework of the plan includes monitoring performance in two major areas: student achievement and organizational achievement. A summary of the performance measures can be found on the IE web site at

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



The Office of Institutional Effectiveness has the primary responsibility for directing the implementation of the plan. The Dean of Instruction oversees the assessment of Academic Success. The Dean of Educational Services oversees the assessment of Student Development. The Executive Team and the IE Office share responsibilities for the oversight for the assessment of community and institutional processes.

The College conducted the Noel-Levitz Student Satisfaction and Institutional Priorities surveys in Spring 1999. A Noel-Levitz consultant assisted the College in analyzing the findings.

Students were most satisfied with the following areas:

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

Students were least satisfied with the following areas:

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

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

Achievements since 1992

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

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

- Noel-Levitz Student Satisfaction Instrument was administered in the Spring 1999; simultaneously, the Noel-Levitz Institutional Profile Survey was administered to employees; an outside consultant conducted focus group surveys concerning the quality of Support Services
- Support Services participated in a cross-district survey conducted by O'Neil Associates regarding the "Attitudes of Students Toward Maricopa Community College Services"
- Support Services were the subject of focus group surveys targeting student perceptions

Analysis

The most significant indicators that the College would be performing well include students accomplishment of goals, whether employment, transfer, or personal development, the college-wide assessment of general education, and student retention rates. Currently it is difficult to link our institutional effectiveness outcomes to our strategic plan. Also incoming students often lack college readiness skills and information that effects attrition rates. Strengths include instructional support programs available for students, and the variety of courses and degrees offered to students. A threat is the District is out of touch and out of sync with college assessment and institutional effectiveness and performance measures, potentially complicating the monitoring of institutional effectiveness

Areas for Improvement

- Although a number of measures related to academic success, student development, and community and organizational processes have been implemented, a smaller number of high level indicators identified should be reported to the community
- There needs to be a more formal process for the review and update of the institutional effectiveness plan

Team Recommendations

- Revisit hiring procedures
- Conduct Town Halls with district office personnel/chancellor
- Revitalize tutoring, mentoring, and advising programs
- Improve ties with local schools
- Consider mandatory advisement, placement, and orientation for incoming students
- Systemically monitor changes in community
- Non-punitive actions for departments to improve retention/attrition
- Establish Adjunct Faculty Center
- Expand cohort for college-wide assessment
- Assessment of goal completion

Validation

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

Organizational Effectiveness--Process Review

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

The annual planning and budgeting process has a formal review mechanism through the Budget Process Review Team (BPRT). This team first met in fall 1997 to evaluate the planning and budgeting process. Using the findings of the 1997 study of all organizational aspects related to planning and budgeting, the team made recommendations for improving the planning and budgeting process and then documented the process. Each year, the BPRT and Budget Development Committee (BDC) jointly review the planning and budgeting process and make recommendations for improvements for the upcoming year.

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

Achievements since 1992

- Faculty and staff have worked together to implement the portions of the IE plan designated to them
- Over the past few years, assessment results are starting to be used for planning and making budget decisions
- Work sessions are conducted for faculty and staff to learn about assessment and to work on their individual assessment plans

Analysis

Indicators of success are that all key processes including strategic planning, institutional effectiveness, planning and budgeting have process review mechanisms, that the College processes mesh with District processes, and that a plan/do/check/act methodology be used as a means to incorporate process review into key processes. The process review used by the BPRT and BDC is viewed as a model for conducting reviews of other key processes. A weakness of conducting process reviews is that it does increase faculty and staff workload. The opportunity gained though is that an honest and reflective review of our processes can provide accountability to the public and assist in their trust and support.

Areas for Improvement

- Although a number of measures related to academic success, student development, and community and organizational processes have been implemented, a smaller number of high level indicators identified should be reported to the community
- A more formal process for the review and update of the institutional effectiveness plan is needed
- Expand the scope of institutional effectiveness to include developmental education and certificate/degree programs

Team Recommendations

- Conduct town halls with district office personnel/chancellor to provide accountability to the public
- Improve ties with local schools for the purpose meeting needs and improving student success
- Develop a small number of high-level indicators to include in each annual report
- Systemically monitor changes in community
- Consider mandatory advisement, placement, and orientation for incoming students
- Revitalize tutoring, mentoring, and advising programs
- Identify non-punitive actions for departments to improve retention/attrition
- Establish Adjunct Faculty Center
- Expand the size of cohort for college-wide assessment of general education
- Broaden the assessment of goal completion to include more than degree and certificate completers
- Review and update College mission and purpose statements periodically
- Re-examine strategic and institutional effectiveness plans

Validation

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

Chapter 9 -- Criterion Five

Commitment

Diversity

Integrity

Integrity

District and College Publications

Academic Standards

NCA/HLC Third Party Comment Requirement

CHAPTER NINE

CRITERION FIVE

The institution demonstrates integrity in its practices and relationships

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

Commitment--Diversity

That diversity of students, faculty, and staff should reflect service areas remains a priority for the College and District. Within the College mission and purposes, emphasis is placed on preparing students to "participate in a culturally diverse, technological, and global society."

Increased emphasis on ensuring diversity in our students has produced the International Students Program, strengthened the Multicultural Services and Disability Services and Resources Programs, English as a Second Language offerings, and broadened international education choices within the curriculum.

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

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

Employee organizations include the Black American employees group, GLHRA, Asian and Pacific Islanders, AACHE, and Women's Leadership Group. Student groups also reflect diversity of backgrounds and interests. A partial list includes *Le Coin Français*, International Students Association, Latter Day Saints Students Association, Lesbian Gay Bisexual Academic Union, MEChA, Matrix Ministries (Christian), Native American Students Association, Newman Club (Catholic), Student Support Services Club (disabled students), Vietnamese

Student Association, Russian Club, and Yoga Club. In addition, students and employees with disabilities can find information on rights and opportunities on the web at

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

Efforts toward diversity at the College and District are extensive. As a community college, GCC attempts to reflect the rich diversity of the community it serves.

Commitment--Integrity

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

Integrity in Educational and Governmental Agreements

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

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

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

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

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

Integrity in Vision, Mission and Purposes

Glendale Community College and the Maricopa Community College District has adopted a vision, mission and purposes statement and identified its values in its *2001-2002 General Catalog*, pp. 4-5. In addition, GCC has adopted its own Code of Ethics and Code of Conduct. These shared values are used in the development of policies and procedures and guide planning, practices, and relationships. The information is available at

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

Integrity in Personnel Policies and Procedures

Although the employee groups contracts are developed at the District level, the implementation of many aspects of the policy agreements are handled at the college level. GCC exhibits care in following the various working conditions and grievance procedures that are outlined in the policies, which can be found on the web at

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

In addition, employees receive the *Faculty and Staff Handbook* each year, whose entire contents will soon be available via the web.

Integrity in Student Records and Processes

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

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

Legal requirements on the provision of transcripts are available at

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

An overview of student policies is available at

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

All the requisite safeguards and protection are in place to ensure the integrity of student records.

Integrity in Business Operations

The College complies with all District business regulations as well as those required by the State of Arizona. An overview of District business regulations can be found on the web at

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

Integrity in Publications

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

Integrity in Interpersonal Relationships

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

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

Integrity in Access to Technology Resources

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

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

Analysis

The lack of a mechanism for conflict resolution was identified as a weakness. The perpetuation of campus issues and a climate of ill will, fear, and suspicion among campus groups are products of the ineffectiveness of a mechanism to resolve internal disputes. The lack of a campus code of conduct and/or code of ethics was noted. Failure to address this area jeopardizes the progress that has been made among campus inter-group communication and cooperation.

The Traveler wins acclamation: The Columbia Scholastic Press Association critiqued GCC's creative arts magazine and awarded it their highest ranking

Another weakness is trust in the planning and budgeting process. It is necessary for the campus to be assured that the commitments to plans and funding proposals will be fulfilled. The budgeting process ensures funding priorities of the departments are consistent with college goals and objectives; however, there is a sense that funding is subsequently manipulated or redirected. Measures to prevent this, and thereby promote trust, are necessary. A third weakness is in assessment. Core indicators that demonstrate our student-centered philosophy need to be identified and communicated. One threat is funding. The need to generate FTSE in order to obtain sufficient funding may result in an excessive emphasis on quantity without equal consideration of the quality of instruction and services we can provide.

Second, the changing environment of higher education poses another threat. Non-traditional academic opportunities, such as web-based courses and short-term, focused courses offered by institutions such as The University of Phoenix and other distance-learning providers offer options to students who require flexibility in the educational plans. In addition, changes in academic programs at traditional colleges, notably ASU West, may attract students who formerly relied on GCC for the first two years of their college education.

Areas for Improvement

- The Strategic Plan and its planning process needs revision
- Coordination of college strategic planning with District strategic planning
- The Institutional Effectiveness Plan needs revision
- Responsible e-mail communication
- Further refinement of composition of committees to ensure proper representation
- Re-establishment of trust among all levels and groups is a critical need
- Reduce territoriality by convincing employees that being more inclusive in processes does not necessarily mean a loss of power will follow
- Initiatives to improve services and inter-relationships, such as Quantum Quality, need consistent levels of commitment across all employee groups
- Clarification of “best practices;” current practices create the perception that the Administration arbitrarily makes decisions, uses poor judgment, acts irresponsibly, and occasionally abuses power
- No clear oversight processes exist for monitoring college practices, in particular those associated with external relationships
- Need to mesh the District Strategic Plan with the Campus Strategic Plan
- Disagreements at administrative and faculty levels have resulted in charges and counter-charges of violation of ethical principles (e.g., accuracy of charges in letters and communications), if not more serious offenses. The controversies have been reported publicly and an NCA Advisory Team visited the campus in May, 2000 to address the concerns of faculty and administrators

- Some employees have expressed that they feel fear, suspicion, and mean-spiritedness have characterized relationships on campus. Nevertheless, others who share the feeling that there is less polarization and closer cooperation among employees than in the past
- Possible conflict of interest regarding Governing Board members' involvement on campus
- Complaints regarding the employee reclassification process on campus have been aired. A new process has been implemented; however, no mediation or grievance policy exists to investigate disputes
- Relationships with organizations that provide on-campus services, such as, The College Bookstore, Food Services, Choice Hotels, and The Institute for Business and Technology are not clearly identified or communicated well in college publications or information
- No clear definitions or criteria that demonstrate why and how external relationships are formed and maintained, especially those with business and industry, could be obtained

Team Recommendations

- Improve and expand new employee orientations to include review of College and District statements on mission, purpose, values and ethics
- Monitor compliance with publications standards and diversity expectations
- Ensure continued compliance with established District and College business practices standards
- Expand and monitor agreements and collaborations with high schools, universities, community agencies and governmental entities
- Expand and improve diversity efforts for students and staff, and to affirmative action commitments

Validation (needs to be expanded to include above areas)

MCCCD and GCC both strive to ensure that all publications convey the honest, accurate, and timely dissemination of information that students, employees, and the external community need to be able to access the educational and other services they need and want.

Integrity--District And College Publications

Integrity--MCCD

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

Integrity--GCC

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

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

General Catalog

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

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

Class Schedules

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

Student Handbook

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

Faculty/Staff Handbook

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

GCC Annual Report

Beginning Fall 2001, the GCC Annual Report, formerly produced by the Marketing Department, will move to the Office of Institutional Effectiveness.

The report is distributed to GCC constituents throughout the community and includes an address by the President, as well the prior year's accomplishments.

Recruitment Pieces (Viewbook, Search Piece, and Brochures)

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

Advertisements

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

The Voice

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

GCC Web Site

The official web site of the College is <http://www.gc.maricopa.edu/>. A campus web master designs and oversees content of the first layer and several pages within the site. Other pages have content determined by a department or an individual. A Web Committee is in the process of developing templates to create consistent look and content.

Achievements since 1992

- The Desktop Project, which provides each employee with a desktop computer, improved publishing methods; many documents use working templates, making it easier to insure accuracy and timely modifications
- Formal communication tools have been initiated; GCC now compiles an Annual Report and distributes it throughout campus and community and *The Gaucho Gazette* is an internal newsletter distributed quarterly
- The GCC web site and email are technological additions to the College's communication systems. Through the electronic medium one can send messages to any College or District employee or send information
- Student communications have also been improved with technology. Each student has a Palette Account (access to a computer, internet connection, email, and an office suite of programs). Instructors or clubs can establish email information distribution lists
- Additional funding allowed the College to enhance its visibility in the community

Analysis

The Publications Team conducted an initial analysis likely to influence the areas of improvement and their relationship to the measures of success. Adherence to professional/industry standards, comparison between campus publications, and validation of content were seen as measures of success. This is supported by the consistency of campus information and the universal access to computer

networks. Publication Standards resources and improved interdepartmental communications were seen as major factors influencing success.

Areas for Improvement

- Event information isn't shared effectively with internal and external communities
- Web pages need additional regulations and disclaimers
- Departments and student clubs need a publicity mechanism
- Establish publication standards including Standard English grammar, conciseness, physical appearance and content quality
- Communicate publication standards to GCC community

Team Recommendations

- A Press Release template is being adapted for college-wide use
- A Web Committee is discussing templates for departmental pages
- Provide college-wide access to templates
- Increase department WEB development
- Maintain same level of access to computer networks
- Reduce duplication on web

Validation

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

Integrity--Academic Standards

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

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

Achievements Since 1992

- While policies on academic standards remain relatively unchanged since 1992, distribution procedures to students have improved

- GCC 101, New Student Orientation, includes a section on policies for academic standards; however, the orientation is not mandatory, limiting the number of students who benefit

Analysis

The Academic Standards team conducted an initial analysis of factors likely to influence the areas for improvement and their relationship to measures of success. The analysis revealed three areas that merit high priority. These include: poor adjunct faculty salaries and resources, under-funding by the state for K-16, and under-prepared students entering GCC. It was concluded that these three threats would significantly impact the success of our transfer students, the results of macro testing of student outcomes, and program review and certification. While these threats exist, the analysis also established that the faculty-driven comprehensive assessment program is a significant strength. Combined with the opportunities presented by a strong articulation task force system (linking the District's curriculum to that of the state universities), this suggests they will have a positive impact on the Measures of Success.

Areas for Improvement

None identified

Team Recommendations

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

Validation

Adjunct faculty salaries were increased for the 2001-02 academic year. Each year more academic departments are hiring residential faculty with the understanding that they will teach evening classes to ensure the 90:10 ratio at the College. The District Mathematics and English Instructional Councils have developed Mandatory Assessment and Placement proposals for implementation during the 2002-03 academic year. Executive levels of the District and colleges continue to lobby for support for the community colleges.

NCA/HLC Third Party Comment Requirement

Seeking Third-Party Comment for NCA Continued Accreditation

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

Purpose

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

GCC's Public

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

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

Type	Where	Primary Audiences	Timing
Press Release	<i>Arizona Republic, Glendale Star, Peoria Times, Tallyho, The Arrowhead Ranch Independent, Sun City Independent, Surprise Independent.</i>	General Community and Taxpayers	December 2001
Press Release	<i>Arizona Capitol Times and the Business Journal</i>	State-level government	December 2001
Press Release	<i>Glendale Chamber of Commerce Newsletter</i>		December 2001
Press Release	<i>Etcetera</i>	Sister Colleges, MCCCCD as a whole	December 2001
Press Release	<i>The Voice</i>	GCC Students	December 2001
Article	<i>Gauncho Gazette</i>	GCC Faculty and Staff	December 2001

Type	Where	Primary Audiences	Timing
Letter	Local and County municipal entities, Service Area State Representatives, GCC Community Partners	Specifically: Mayor and Council Members for Glendale, Peoria, Surprise, Litchfield Park, Goodyear, Avondale, Tolleson and Phoenix; Maricopa County Board of Supervisors; State Representatives and Senators for Districts 15, 16, 17, 19, 20, and 22	December 2001
Web Site	GCC Home Page	General Community, prospective students	December 2001

Sample releases

Press Release

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

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

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

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

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

Short Announcement and Letter

Glendale Community College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting

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

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

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

Chapter 10 -- Conclusion

CHAPTER TEN

CONCLUSION

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

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

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

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

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

Glendale Community College has documented that it continues to meet the General Institutional Requirements and the Criteria for Accreditation. It has responded to each of the concerns expressed by the 1982 Team and to each of

the recommendations made by the Advisory Team that visited in May 2000. In responding, the College has changed and grown accordingly.

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

With this Self Study report and additional materials, GCC presents:

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

The self-study process offered Glendale Community College the opportunity to examine the policies and procedures, campus resources, and planning processes necessary for continued success, providing an occasion for employees to look at College strengths, weaknesses, opportunities, and threats, all of which will play important roles in defining and implementing the strategic- and operational-planning activities necessary to meet educational and service needs for students and the community in the twenty-first century.



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

Chapter 11 -- Team Resources

Resource Room Index

Basic Institutional Data Forms

CHAPTER ELEVEN
RESOURCE ROOM INDEX

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1999	2000	2001
Freshman - Degree oriented (Definition 1-A&B)	3094	2933	2980
Freshman - Occupationally oriented (Definition I-C)	354	348	464
Freshman - Undeclared (Definition I-D)	1044	1284	1501
Sophomore - Degree oriented (Definition I-A & B)	237	193	127
Sophomore - Occupationally oriented (Definition I-C)	59	42	34
Sophomore - Undeclared (Definition I-D)	45	71	45
Junior			
Senior			
TOTAL UNDERGRADUATE	4833	4871	5151
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS			
OTHER			

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1999	2000	2001
Freshman - Degree oriented (Definition 1-A&B)	4393	4052	3884
Freshman - Occupationally oriented (Definition I-C)	852	861	958
Freshman - Undeclared (Definition I-D)	7929	8560	8613
Sophomore - Degree oriented (Definition I-A & B)	492	403	200
Sophomore - Occupationally oriented (Definition I-C)	145	138	105
Sophomore - Undeclared (Definition I-D)	1237	1206	864
Junior			
Senior			
TOTAL UNDERGRADUATE	15048	15220	14624
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS			
OTHER			

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Glendale Community College

	Two Years Prior	One Year Prior	Current Year
	1999 - 2000	2000 - 2001	2001 - 2002
UNDERGRADUATE - (see definitions I.A thru D)	8282	8480	8594
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL			

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

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

Most Recent Sessions and Previous Two Years

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

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	2000 - 2001
TOTAL UNDERGRADUATE (summer headcount)	8345	8090	8363
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)	6976	5926	5939
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (headcount)	2982	3203	1458
TOTAL OTHER			
TOTAL			

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported:

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

Open Admissions Institution ? Yes No

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

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

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

• 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported:

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

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

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

Name of institution/campus reported:

Specify quarter/semester reported:

Are scores used or routinely collected ? Yes No

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

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

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

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

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

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
 • 621-7400; (312) 263-0456; Fax: (312) 263-7462

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

Name of institution/campus reported: GlendaleCommunity College

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

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

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

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C

Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported:

Specify quarter/semester reported:

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

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C

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

Name of institution/campus reported:

Specify quarter/semester reported:

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

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

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

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

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

Name of institution/campus reported:

Specify quarter/semester reported:

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

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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

**North Central Association of Colleges and Schools
Commission on Institutions of Higher Education**
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form C

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

Name of institution/campus reported:

Specify quarter/semester reported:

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

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

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

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

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

Name of institution/site reported: **Glendale Community College**

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

	Two Years Prior	One Year Prior	Current Year
	1998 - 99	1999 - 2000	2000 - 2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	85,438	12,290	35,810
Total circulation to students	78,054	8,477	30,046
Per capita student use (circulation to students divided by the number of enrolled students)	4.3	.42	1.49
Total circulation to faculty	6,511	3,746	5,220
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	No Data	No Data	No Data
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	2,107	821	1,104
Number of items lent to other libraries via interlibrary loan	2,387	1	1,562
Hours open per week	78	54	78
On-line electronic database searches (usually mediated by library staff)	No Data	No Data	No Data
Total Library staff presentations to groups/classes	100	87	164
Tours and one-time presentations	Not Avail	0	40
Hands-on instruction for using electronic databases	14,446	7,532	12,551
Data is for face to face, REF transactions			
Hands-on instruction for Internet searching	No Data	No Data	No Data
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	64,597	64,722	66,255
Books and other printed materials	63,714	63,981	65,486
Print serials/periodicals	536	449	454
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	104	81	91

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported:

	Two Years Prior 1998 - 99	One Year Prior 1999 - 2000	Current Year 2000 - 2001
 B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	221	194	201
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	1 - College 10 - District	6 - College 10 - District	6 - College 17 - District
Number of CD-ROM databases available for searches by students	11	1	0
Number of subscriptions to scholarly journals	Not separately	counted -see	print journals
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	9	7.7	9
Number of FTE non-professional staff	12.5	10	12
Number of FTE student staff	4.75	2.25	4.25
Library & Media budget divided by minimum wage			
Number of other FTE staff (please explain on attached sheet)	0	0	1
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.0188	0	.0184
Number of publicly accessible computers	16	0	6
Estimated linear shelving space remaining for expansion	2,630 ft.	0	720 ft.
Estimated linear feet of materials stored off-site	0		0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries - All faculty	505,184	456,762*	497,414
Total non-professional staff salaries - MAT, PSA, Temporary	375,718	346,357	380,237
Total student staff salaries (Need Media & Library)	41,136	19,026	37,610
For collection			
Books/other printed materials	59,527	37,650	88,658
Print serials/periodicals	35,631	29,991	32,367
Microfilms	40,331	15,441	16,100
Non-print materials (e.g., films, tapes, CDs)	12,985	15,406	12,401
Government documents not reported elsewhere	N/A	N/A	N/A
Computer software (Includes Elect Subscriptions)	3,010	34,193	35,396

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

*** Includes Glendale Public Library**

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported:

	Two Years Prior	One Year Prior	Current Year
	1998 - 99	1999 - 00	2000 - 2001
E. EXPENDITURES (Continued)			
Access and other services	0	0	0
Interlibrary loan – No Budget Line	0	0	0
On-line database searches	0	0	0
Network membership (PBS, Network Music)	7.25	539	8,309
Binding, preservation, and restoration	1,746	0	1,636
Production of materials (on- or off-site) 53220/53300	1,998	1,258	2,107
Other equipment and furniture purchase/replacement/ computer equipment		662,621	
Other operating expenses (excluding capital outlay)	26,001	33,265	42,160
Total library expenses	1,108,134	1,652,548	1,143,979

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

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

**Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year**

Name of institution/site reported: Glendale Community College

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

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

Number of non-networked computer labs 0

Total number of stations _____

Number of networked labs _____

Total number of stations 1600

Type of access?

✓ Wired through network ✓ Wired Ports ✓ Remote dial-up access

_____ Personal computers ✓ Internet ✓ Slip/ppp connection to WWW

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

• 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

• **FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)**

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

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

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

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

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form E - Continued

- **SUPPORT and TRAINING**

Number of FTE technical staff? 53 Number of programmers? 7

Number of FTE training staff? 5 Integrated with Human Resources unit (Y/N)

Y

Name and Title of designated educational specialist? Karen Schwalm Director, Innovation
Center _____

- **FINANCES/BUDGET for COMPUTING (Current Fiscal Year)**

Total Annual Academic Outlay, Operating Funds:	2,725,367
Total Annual Administrative Outlay, Operating Funds:	390,000
Capital funds available: Academic	0
Capital funds available: Administrative	1,000,000
Amount of grants/restricted purpose funds available:	

Technology fee assessed? (Y/N)

No

If YES, amount per academic year?

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

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

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

Name of institution/site reported:

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

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

AAS	3228 Engineering Technology	3	1	
AAS	3241 Administrative Office Coordinator	1	2	2
AAS	3312 Computer and Networking Technology	7	6	7
AAS	3315 Human Services – Youth Supervisor		1	
AAS	3320 Human Services	1	6	
AAS	3340 Nursing	56	76	36
AAS	3374 Early Childhood Teaching	21	13	28
AAS	3396 Administration of Justice	26	21	12
AAS	3416 Fire Science Technology	10	18	11
AAS	3480 Automotive Technology	28	39	18
AAS	3500 Architectural CAD Technology	5	5	3
AAS	3501 Civil CAD Technology		1	
AAS	3516 Manufacturing Design Technology	1	2	1
AAS	3548 Microcomputer Business Applications	5		3
AAS	3567 Computer Graphic Design	10	15	12
AAS	3570 Video Production Technology	3	3	3
AAS	3571 Computer Imaging & Animation	6	11	5
AAS	3672 Public Relations	1		
AAS	3778 Microsoft Networking Technology		6	10
AAS	3812 Nursing			32
AAS	3816 Networking Technology: Cisco			4
AB	8900 General Requirements		2	5
AGC	7157 Arizona General Education Curriculum (AGEC-A)	3	13	22
AGC	7158 Arizona General Education Curriculum (AGEC-B)		1	1
AGC	7159 Arizona General Education Curriculum (AGEC-S)	1	1	3
AGS	2000 Associate in General Studies	67	94	122
AS	8500 General Requirements		1	4
AS	8700 Special Requirements	1	2	
AS	9001 Business Transfer Degree – ASU West	1		
ATP	9101 Elementary Education – ASU Main			3
ATP	9105 CIS – ASU Main		1	1
ATP	9106 ECN, FIN, MGT, REA, SCM – ASU Main			4
ATP	9200 Social Work – ASU West		1	7
ATP	9201 Elementary Education – ASU West		6	26
ATP	9202 Psychology (BA) – ASU West		4	6
ATP	9203 Psychology (BS) – ASU West		4	3
ATP	9204 Accountancy – ASU West		4	9
ATP	9207 Global Business – ASU West	1	16	58
CCL	5029 AS/400 Operations		9	2
CCL	5030 AS/400 Applications Development		4	1

CCL	5032 Oracle Database Administration		1	1
CCL	5034 Developmental Disabilities Specialist			1
CCL	5049 Cisco Networking		3	2
CCL	5075 Supervision	1	1	
CCL	5217 Microcomputer Applications			2
CCL	5224 Electronics Manufacturing Technology	4	4	
CCL	5233 Data Entry Clerk	2	2	3
CCL	5237 Receptionist			1
CCL	5267 Basic Emergency Medical Technology	233	282	279
CCL	5276 Advanced Emergency Medical Tech (Paramedic)			1
CCL	5312 Local Area Networks Servicing	14	13	6
CCL	5315 Microcomputer Servicing	3	4	2
CCL	5371 Police Academy	25	28	29
CCL	5373 Early Childhood Lead Teacher		1	
CCL	5374 Early Childhood Teaching	16	13	21
CCL	5383 Fire Academy	59	95	77
CCL	5416 Fire Science	1	2	1
CCL	5447 Automotive Chassis	1		
CCL	5451 Automotive Engines & Drive Trains	1		1
CCL	5455 Auto Engine Performance Diagnosis & AC	1		1
CCL	5567 Computer Graphic Design	4	4	8
CCL	5571 Computer Imaging and Animation	1	2	
CCL	5650 CAD-based Design Documentation	4	3	2
CCL	5730 Aerobics Instructor	10	4	
CCL	5733 Personal Trainer	66	76	56
CCL	5798 Recruit Firefighter	4		
CCL	5841 Microsoft Product Specialist	4	8	8
CCL	5843 Microsoft Systems Engineer	2	8	8
CCL	5845 Microsoft Networking Technology		4	4
CCL	5847 Developmental Disabilities Specialist	6	7	7
CCL	5899 Law Enforcement Investigator	7	9	11
CCL	5901 Police Supervision			3
CCL	5907 Landscape Management		1	
CCL	5935 Web Publishing Design		3	4
CCL	5937 Electronic Pre-press	1	1	
CCL	5957 Practical Nursing		38	61
CCL	5963 Nurse Assisting		86	105
CCL	5967 Networking Technology: Cisco		1	4
CCL	5969 Networking Administration: Cisco		5	7

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

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

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504

- 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Glendale Community College

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

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: NCJAA Division I & II

FOR MOST RECENT ACADEMIC YEAR											OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		1999-2000	2000-2002	2001-2002
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
Football	150	0	86	0	600	0					601,364	636,616	641,550
Cross Country	24	16	20	20	600	600							
Baseball	50	0	30	0	600	0							
Basketball	30	26	24	24	600	600							
Golf	16	0	12	0	600	0							
Softball	0	40	0	30	0	600							
Tennis	14	16	12	12	600	600							
Track	42	26	30	30	600	600							
Volleyball	0	24	0	24	0	600							
Soccer	38	28	30	30	600	600							

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