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Glendale Community College

Self-Study Report 1991-92

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1992

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1905-1906

1906-1907

1907-1908



LIBRARY/MEDIA CENTER  
GLENDALE COMMUNITY COLLEGE  
8000 WEST OLIVE AVENUE  
GLENDALE, ARIZONA 85302

819899

JA 11 '06



A Self-Study of Glendale Community College  
1991-92

submitted to

The Commission on Institutions of Higher Education,  
North Central Association of Colleges and Schools  
Chicago, Illinois

in application for

Continued Accreditation



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*Holley*

NCA SELF-STUDY QUESTIONNAIRE

Department Chairpersons

1. Programs/Services offered by department.

SEE ATTACHMENT "A"

2. Profile of department personnel.

SEE ATTACHMENT "B"

3. Significant changes in staffing since 1983.

- a. Staff of 18 increased to 24, later reduced to 21;  
(1) positions eliminated due to automation - 1  
(2) positions transferred to new department - 1  
(3) positions vacant - 1
- b. 60% turnover of library/media faculty due to transfers to colleges within District;
- c. Library automation forced some shifts in staffing patterns and work roles;
- d. District-wide personnel study forced reorganization and reclassification of library/media staff other than faculty.

4. Mission/Philosophy

The mission/philosophy of the Library/Media Center, along with the expectation of quality and efficient service, remains unchanged. However, the implementation of the automated library system and the cooperation among libraries in the community have created the demand for increased awareness of community library and information needs.

5. Changes in programs/services since 1983.

Additions

- a. Library automation.  
  
Stimuli: District commitment to improved library services; a need for greater cooperation among the 9 district libraries and media centers; and availability of electronic databases.
- b. Increased cooperation between library/media center and other college units; and other libraries.



Stimulus: Library automation and the lack of adequate funds created the need to share resources--decrease duplication.

- c. Increased networks through electronic and telecommunications have enhanced ability to provide better and speedier service.

Stimuli: Library automation; increased telecommunications capabilities; creation of the West Valley Library Network; the OPAC (online public access catalog); and other online services.

- d. Provisions made for student use of audiovisual material and equipment.

Stimuli: Student and faculty demand; full utilization of available resources.

- e. Better integration of print and nonprint materials to create a more real "learning resources center".

Stimuli: Library automation - the Online Public Access Catalog (OPAC). The OPAC caused materials in nontraditional formats to become more visible. Student and faculty interest in using both print and nonprint materials in classroom teaching/instruction and assignment has increased.

The realization that nonprint and electronic media are equally as important as print media.

Instruction in the use of media resources.

- f. Video presentation used for library orientations.

Stimuli: Student interest in video; the convenience of reviewing video tapes; increased demands on staff and staff time.

- g. Reception of programs from satellites.

Stimulus: Installation of satellite dish.



### Deletions

- a. Television studio moved to High Technology Center.  
Stimulus: Space allocated in new building with appropriate equipment and accommodations.
- b. Industrial Television Studio transferred to Electronics Department.  
Stimulus: Relationship to electronics curriculum.
- c. Library Technology Program deleted from curriculum.  
Stimuli: Decreased demand for library technicians; trend showing decreased student enrollment due to demand; lack of adequate facilities and equipment to train the "new technician".

### Modifications

- a. Library operations and procedures.  
Stimuli: Library automation; online databases; CD-ROMs; fax machines; and telecommunication.
- b. Library/media instruction practices.  
Stimuli: Increased use of video as a teaching tool; formal instruction of students in presentation techniques using graphics, etc.
- c. Extended weekend and evening library/media center hours.  
Stimuli: Demand; college commitment of resources.
- d. Increased staffing.  
Stimuli: Extended weekend and increased evening hours.

These additions, deletions, and modifications have somewhat succeeded in effecting the desired outcome of improved



service to users. However, they have also highlighted inadequacies in collections, staffing needs, space allocations, and limitations in other resources.

6. Changes in the operation of department since 1983.

- a. Library/Media Center reporting structure changed.

Stimulus: Hiring of an associate dean.

- b. Less dependency on visiting faculty to staff library/media center during summers, evenings, and recesses.

Stimulus: Library faculty realized a need to provide college community with same services and service quality during vacations and evenings. Summer 1990 was staffed primarily by Residential Faculty.

- c. Consolidation of budget management and monitoring procedures.

Stimuli: Efficiency, accountability, accuracy; the need to maximize financial resources; computerized budgeting system.

- d. Increased hours of operation.

Stimuli: Assessment of services; student demand; college commitment of resources.

- e. Review of current position descriptions in an attempt to get personnel working within scope of job descriptions and job titles.

Stimulus: Library automation--the need to equalize workload among staff. Library automation created inequities in the distribution of workload.

- f. Staff responsibilities changed due to technology.

Stimulus: Library automation--the need to adopt changes in job responsibilities in order to adapt to technological advancements.

- g. Less autonomy in library operations, procedures.

Stimulus: Library automation--requires uniformity of some processes and procedures.

- h. Heightened dependency on other college agencies/units for support.



Stimuli: Library automation--its relationship/linkages with Financial Records System (FRS) and Student Information Systems; the need for technical support from college and district centers to maintain functionality and remain operational.

i. Greater visibility and significance.

Stimuli: Library automation and West Valley Library Network--access to other library collections - MCCC, ASU, Glendale Public Library, OCLC; online databases and CD-ROM. Expanded knowledge of management information systems, computerization, and networks.

j. Greater awareness of the issue of copyright.

Stimulus: Online/electronic databases and reproduction limitations.

The Library/Media Center has been effective in achieving the desired outcomes. We are continuing to plan, explore, experiment with, and implement additional resources to become more of an electronic library/media center. We are planning to establish a microcomputer laboratory to provide computer access for those students who are not enrolled in formal computer classes. This accommodation will be made with the allocation of space by the library/media center and hardware by the computer center. The Library/Media Center is currently working with the Glendale Public Library, through a proposed grant, to provide typewriters for students and the community. These typewriters will be housed in the Library/Media Center.

**7. Departmental and program changes anticipated within the next 10 years.**

We expect an increased demand/activity in all functional areas of the Library/Media Center. Reference assistance will be expanded to include content evaluation of information. This will require a new and expanded knowledge by library personnel.

Interlibrary loan, that is, borrowing from and loaning to other libraries will continue to increase as libraries shift from "ownership to access".

Increased access to online databases and electronic indexes will be more accessible as telecommunication standards are established, and copyright issues related to electronic dissemination of information are stabilized.



Emphasis will be on the electronic medium. A shift from print to nonprint, but paper will remain the primary medium.

Library instruction will become more comprehensive to include information literacy. Focus of instruction will broaden to include not only the location of information resources, but the effective use of these resources.

Microcomputer workstations will be standard equipment in the library/media center. This will require staff with some technical expertise.

Library/Media Center programs will focus on its role in the elimination of illiteracy.

Increased emphasis on the in-house production of materials and programs.

Increase in staffing and extension of less than 12 month positions to 12 months with more flexible scheduling.

Retirements--It is estimated that approximately 33% of current staff will retire.

New library/media center facility.

The identification of a more clearly defined role.

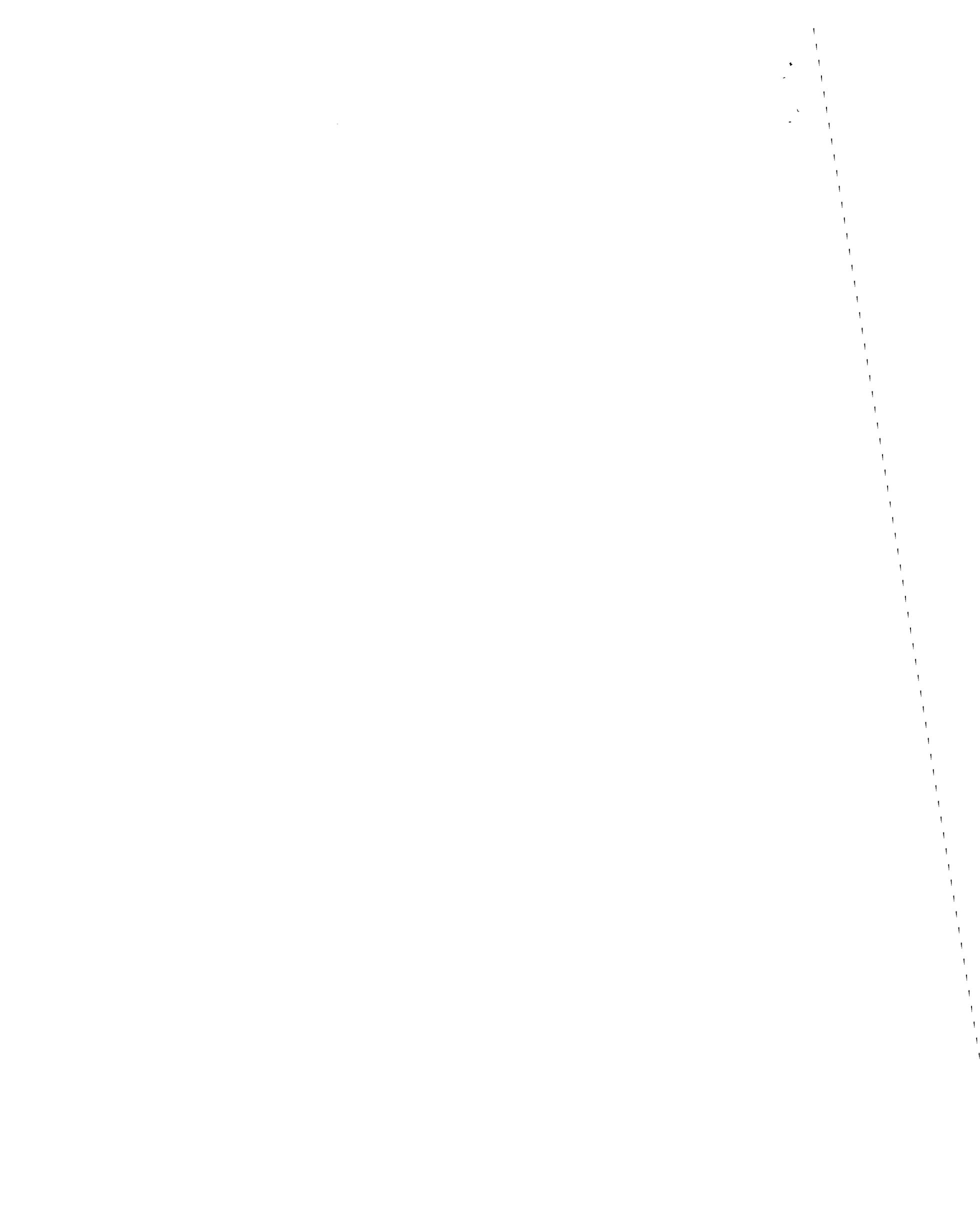
#### **8. Anticipated impact of afternoon college.**

There will be an increased demand for library/ media services. In the past, the Library/Media Center experienced a "slow service" period from 2:00pm to 5:00pm; this trend will decrease as student enrollment in afternoon classes increase. The increased demand for services will impact staff scheduling and workload.

During the past two years we have experienced a significant increase in the number of students using the library/media center in the afternoon. This increase in usage forced the decision to remain open during the afternoon of the summer sessions and increase staffing at the reference/information desk.

#### **9. Twelve month instructional program.**

The initiation of a 12 month instructional calendar will create a need to (1) evaluate and redistribute staff workloads; (2) increase the number of extended contracts or provide 12 month contracts; (3) and staff vacations will need to be more evenly distributed throughout the calendar year. Additional funds may be needed to satisfy



these concerns.

**10. Records and reports.**

Records are maintained and reports are prepared monthly by each functional unit in the library/media center. These reports are essential in the development of the the library/media center's annual report which is forwarded to the supervising dean and the library faculty. The annual report has been useful in completing the periodic HEGIS Report.

Statistics and other data used in the preparation of reports are generated by the functional units and by the central library computer. The statistics and other data will include library attendance; material circulation; reference assistance; number of online searches; usage by faculty, staff, students, community; fines, debts; and interlibrary cooperation.

**11. Evaluation of services and programs.**

We lack a formal mechanism for evaluation. We have utilized the suggestion box and the bulletin board, but these methods proved ineffective. Informal evaluation is accomplished by feedback received from users. We are planning to conduct a users' survey in the 1990-91 academic year.

**12. Procedures for handling complaints.**

Complaints are handled by personnel within the functional unit in which the complaints occur. If the complaints are not resolved at this level, the complaints are referred to the "librarian" responsible for the unit, the library/media center director, and, if necessary, to the supervising dean. Complaints are generally resolved before reaching the dean level.

**13. Adequacy of departmental offerings.**

The library/media center lacks adequate space to accommodate: (1) current student enrollment and usage; (2) microcomputer lab and typing facilities; library/media collections; (3) student media production area; and (4) conference and group study rooms. The collections, print and non-print, lack breadth and currency.

Limitations: Lack of funds and space are the major barriers.



14. Comparison of day/evening offerings.

The primary difference is the reduced staff and the dependency on visiting staff.

Because of the number of hours of operation, the support staff must be assigned to cover the evening and Saturday operations. This creates a shortage of staff during the daytime hours and weekdays when the demand for service is greatest. This shortage limits the types of services and the quality of service that can be provided in both the day, evening, and weekend programs.

15. Major strengths of department.

General commitment and orientation to service;  
Responsiveness to users within limitations;  
Interest and involvement in community service; and  
highly qualified staff.

16. Major weaknesses.

Lack of adequate resources to support programs;  
Staff dissension/dissatisfaction;

- . staff must work evenings/Saturdays
- . staff size prevents flexibility
- . human factors

Library faculty turnover.

Resistance/adaptability to change.

Uniformity and/or lack of personnel policies have a tendency to prevent the flexibility needed to effectively operate and manage service oriented organizations such as libraries. There are often complaints regarding schedules, hours, and flexibilities in other college operations that cannot be accommodated in service agencies.

17. Goals for next 5 years.

Continued commitment to service;  
Flexibility to meet changing needs;  
Facility upgrade;  
Enhanced technology and its applications;  
Increased budget allocations for collections,  
staffing, technological support.



18. Relationship of #17 to GCC's mission.

Consistent with GCC's mission to serve multi-faceted needs of the college and its constituents.

19. Additional information:

Library/Media usage has increased exponentially since 1983, while the funding has remained stable. In the 1983 Report of a Visit to Glendale Community College (NCA), an estimated 5,000 students visited the IMC (now referred to as the Library/Media Center) per month (p.26). During the academic year 1989-90, this number has increased to an average of 21,000+ per month, indicating that the facility has a high level of activity and is being actively utilized. Not only has the number of students utilizing the Library/Media Center increased significantly, but the number of students checking out materials has increased more than 50%.

The budgets for nonprint materials and subscriptions have not increased proportionately. More significantly, subscriptions, our most highly used resources, have decreased by 60% since 1983.

To accomplish the task of increasing library resources, the District, in addition to providing funds for the implementation of an automated library system, allocated an average of \$25,000 per year to Glendale over the past five years. This amount assisted in increasing the book budget to approximately \$45,000 per year. The increase in the funds to audiovisual media has been minimal, while the usage has continued to grow annually. Because of the growth in the use of audiovisual materials, \$5,000 of the \$25,000 provided by District was allocated to audiovisual resources.

The 1983 Report noted that there was no continuity of leadership during the summer months. This has been somewhat eliminated by the director and other members of the library faculty committing themselves to extended contracts and flexible scheduling in order to provide the much needed year-round leadership.

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att. 2



NCA Library Media Services Self Study-1990

Attachment A

	Student	Faculty	Staff	Community
Book circulation	x	x	x	x
Periodicals circulation	x	x	x	x
Reference circulation		x	x	
Non-print circulation	x	x	x	
Interlibrary loan	x	x	x	
Library/media instruction	x	x	x	
Library/media orientations	x	x	x	x
Online search srvcs. (OPAC)	x	x	x	x
Online srvcs. (fee based)		x	x	
MCCD library coop/access	x	x	x	x
Reference service	x	x	x	x
Reserve matls./holds	x	x	x	
Bibliographic preparation	x	x	x	
Microfilm read./print.	x	x	x	x
Handicapped-visually impaired	x	x	x	x
Photography/graphics	x	x	x	
Audio services/tape dup.	x	x	x	
Video production	x	x	x	
Slide tape production	x	x	x	
Equipment distribution	x	x	x	
Film/video ordering & sched.	x	x		
Film/video deliveries & set up	x	x		
Public address sys. & set up		x	x	
Transparency production	x	x	x	x
Photocopiers	x	x	x	x
Typewriters	x	x	x	x
Consulting srvcs	x	x	x	x



## Attachment B

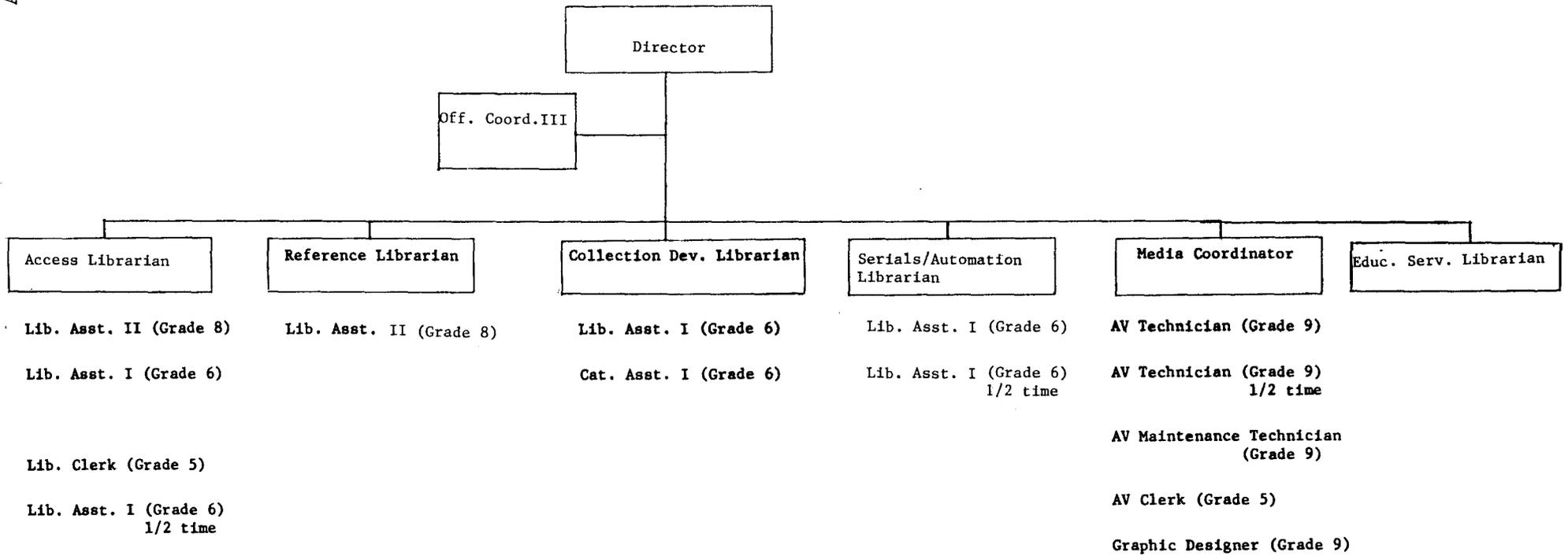
## Library/Media Center Personnel

<u>POSITION TITLE</u>	<u>NUMBER</u>	<u>FULL OR P/T</u>	<u>AREAS OF RESPONSIBILITY</u>	<u>TERM OF EMPL.</u>
Director	1	F	N/A	9 mos. w/ext. contract
Reference Libr.	1	F	N/A	9 mos.
Access Libr.	1	F	N/A	9 mos.
Serials/Automation	1	F	N/A	9 mos.
Collection Dev.	1	F	N/A	9 mos.
Educational Services	1	F	N/A	9 mos.
Media Coordinator	1	F	N/A	9 mos.
Catalog Assistant I	1	F	Materials Processing	12 mos.
Office Coordinator III	1	F	Secretary/Library Tech.	12 mos.
Library Assistant I	2	P	Serials; Circulation	12 mos.
Library Assistant I	3	F	Acq., Circ., Serials	12 mos.
Library Assistant II	2	F	Reference; Circ./ILL	12 mos.
Library Clerk	1	F	Circulation	9.5 mos.
Graphic Designer	1	F	Graphics/Media	10 mos.
AV Clerk	1	F	Audiovisual	12 mos.
AV Technician	2	1-F, 1-P	Audiovisual	12 mos.
AV Maintenance Tech.	1	F	Audiovisual	12 mos.
Student Assistants	20	P	Varies	Varies

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LIBRARY/MEDIA CENTER



7/26/90



## Introduction

This report represents the culmination of an 18-month comprehensive institutional self-evaluation by the faculty, staff, and administration of Glendale Community College (GCC). It reports the findings of that self-study and is submitted as part of the application to the Commission on Institutions of Higher Education (CIHE) of the North Central Association of Colleges and Schools (NCA) for continued accreditation.

### **Organization of the Report**

NCA's criteria for accreditation provide the basic framework for this report. Following the introductory section, the next four sections of the report directly address the four evaluative criteria for GCC. The contents of each of the major sections of the report are described below.

### Introduction

This section provides background information on GCC to provide a meaningful context for the rest of the report. This introduction includes:

- a *description of the self-study process* and the purposes of that self-study,
- a description of *GCC's relationship with the Maricopa County Community College District (MCCCD)*,
- a profile of *GCC's service community* and its diverse *student body*,
- a *historical perspective* of GCC and its affiliation with the NCA,
- a summary of the **significant developments** at GCC since the last self-study.

### Criteria for Accreditation

The four evaluative criteria of the NCA are addressed in the subsequent four sections of the report.

- The section on **Criterion One** describes GCC's mission statement and changes in the statement since the last self-study.
- The section on **Criterion Two** describes and evaluates the college's resources (human, fiscal, and physical) as well as their organization and administration.
- The section on **Criterion Three** assesses the college's effectiveness in utilizing these resources to accomplish its purposes.

In keeping with the increased emphasis by CIHE on Criterion Three and documentation of institutional effectiveness, this section documents that GCC is accomplishing each of the ten elements of its mission statement. Consequently, the educational programs and student support services are described in this section of the report as

they relate to each of the components of GCC's mission. Measures and student outcomes that assess the college's success in accomplishing each purpose are also included.

This section concludes with a summary of the college's current assessment efforts and assessment plan for the future.

- The section on **Criterion Four** describes the college's planning processes and their effectiveness in enabling the institution to respond to changing needs and areas of concern.

Major strengths and challenges are summarized in each section.

### Summary: Looking Back and Looking Ahead

The last section summarizes the current status of the college, reflects on the concerns expressed by the last NCA Consultant-Evaluator team in 1983, and looks ahead to GCC's future directions.

### Glossary and Index

A glossary of acronyms is included on pages 175-176 of this report. The report is also indexed to help the reader locate specific information. The index begins on page 177.

### **Supporting Documents**

This self-study report is supported by three companion volumes of supporting information and by an extensive collection of exhibits in the resource room.

### Basic Institutional Data Forms/General Institutional Requirements

These required elements of GCC's application for continued accreditation are contained in the first companion volume to this self-study report.

### Self-Study Appendices and Data Book

Selected graphs and tables from GCC's Institutional Data Book (*Exhibit G.6*) are cited as evidence in the self-study report and are included in the second companion volume. References to these figures are indicated in the text by the abbreviation *DB* followed by the figure number.

This companion volume also contains six appendices to the report including college and district organizational charts (*Appendix 3*), membership lists of the self-study committees (*Appendix 1*), and a list of exhibits (*Appendix 6*).

Exhibits available in the resource room are referenced in the text by number and listed in Appendix 6. Among these exhibits are the complete reports submitted by the self-study subcommittees (*Exhibit S.8-SCR#1-11*). The results of surveys conducted by O'Neil Associates of the community (C), employees (E), and current students (S) and by TEX-SIS of graduates

#### **Reference Abbreviations:**

**DB = Data Book**

#### **O'Neil Surveys**

C = Community  
E = Employee  
S = Student

#### **TEX-SIS Surveys**

G = Graduate  
L = Non-Continuing Students  
E = Employees

(G), non-continuing students (L), and employers (E) are also found in their entirety in the resource room (see Figure I.1; Exhibits U.2-U.8).

### Self-Study of GCC's College Center

The third companion volume is a mini self-study of Estrella Mountain Community College Center (EMCCC), a new campus of the MCCCCD that currently operates under the accreditation status of GCC.

## **SELF-STUDY PROCESS AT GCC**

### ***Purposes of GCC's Self-Study***

GCC's 1990-1991 Self-Study was undertaken with six primary objectives:

1. to present evidence that GCC meets the North Central Association of Colleges and Schools' General Institutional Requirements and the criteria for accreditation,
2. to identify areas of strength that need to be maintained and areas of concern to which the institution needs to respond,
3. to identify meaningful measures that assess the effectiveness of programs, services and the institution as a whole,
4. to develop a mechanism to continue this assessment effort and maintain this commitment on an ongoing basis,
5. to develop a means to incorporate assessment outcomes in planning at all levels in the institution.
6. to improve the awareness of faculty and staff of aspects of college operation outside of their own area,

The planning and organization of this effort are described below.

### ***Self-Study Theme: Adelante***

Striving for broad college participation in this endeavor, GCC's self-study steering committee wanted to convey to every employee the value and importance of self-study, not only to maintain accreditation but to evaluate the institution and shape its future. Thus, the committee sought a self-study theme that would reflect these objectives, along with a commitment to the continued success, growth and progress of GCC, and the special qualities which make the college unique. The committee wanted to find a theme with a message and a spirit of its own.

Thus, the committee selected "Adelante" ("ah-day-LAHN-tay") — the Spanish word for "forward" or "charge." This single lyrical word simultaneously conveyed a vision for the future and a sense of the college's unique heritage. GCC is not a college "resting on its laurels," but a progressive and dynamic institution, learning from the past and moving forward into the next century. "Adelante" said all this with a Southwestern flair.

**"Adelante"**  
**An appropriate  
theme for the future.**

## Organization of Self-Study Process

Self-study committees were co-chaired by representatives of both faculty and administration. Committee assignments reflected employee preference as well as a balanced distribution of employee groups, genders, and ethnicities. The electronic communication system (A-1 mail) made it possible for employees who were unable to attend committee meetings to participate and contribute to the self-study process. A self-study newsletter, *Adelante*, was also published periodically to keep the campus community informed of the progress and outcomes of the self-study (*Exhibit S.1: Newsletters*).

Student and community participation in the self-study was also solicited. The self-study co-coordinators made presentations at the Student Interclub Council, Student Government meetings and at meetings of the President's Community Council. Articles on the self-study also appeared in *The College Voice*, the student newspaper (*Exhibit S.7: Publicity on Self-Study*).

The 1991-92 self-study was co-coordinated by a faculty member from the biology department (Karen A. Conzelman, Ph.D.) and the director of Career Educational Services (Renée Rodgers-Barstack, Ed.D.), with the guidance of the Dean of Administrative Services (Joyce K. Elsner, Ed.D.). EMCCC's self-study was coordinated by EMCCC's director of Library Information Services (Philip Tompkins, M.L.S.).

The task of self-study was divided among seven committees: Mission and Planning, Institutional Structure and Organization, Human Resources, Fiscal and Physical Resources, Educational Programs, Support Services, and Institutional Effectiveness. The members of each committee and their affiliations with the college are listed in Appendix 1.

Each of the seven study committees was charged with describing and evaluating their assigned aspect of the college relative to the four criteria set forth by NCA's Commission on Institutions of Higher Education and the stated mission and purposes of the college (*Exhibit S.2: Adelante notebook*).

While all of the committees were asked to evaluate Glendale Community College's effectiveness in meeting its objectives in their areas of responsibility, a committee dealing specifically with institutional effectiveness was included in the self-study committee structure to consider this issue from an institutional perspective. Members of this committee worked as liaisons with the other committees to make sure that relevant measures of effectiveness were included in their reports and to extract pertinent data from their research.

In addition to the study committees, an eighth "Resource Committee" was created to provide necessary support to the other committees. Members of this committee included research staff to assist with data compilation and analysis, support staff to provide technical assistance with communication and computer equipment, and media resource personnel to assist with graphic design and audiovisual needs.

**All faculty,  
administration and  
staff participated in  
the self-study.**

All data and document requests were coordinated through the college self-study office to minimize duplicate queries. All surveys were coordinated through the Steering Committee. A table of surveys used for the self-study is shown in Figure I.1. Three new surveys to aid in the self-study were developed in consultation with an independent research firm (O'Neil Associates, Tempe AZ). Questions to be included were solicited from the self-study committees, and drafts of the questionnaires were circulated among the committees for their suggestions.

**Assessing institutional effectiveness mandated a new approach to self-study.**

Figure I.1 Institutional Surveys

Population	# of Years Done	# Distributed	# Returned *	Percent Returned	Survey Type	Consultant
Employees	1	882	555	63 percent	Custom	O'Neil
Full-time		400	301	75 percent		
Part-time		482	254	53 percent		
Current Students	1	--	1900	--	Custom	O'Neil
Graduates					Standard	TEX-SIS
1st year	8	2211 (1991)	242	11% <sup>†</sup>	Standard	TEX-SIS
3rd year	4	617 (1991)	197	32% <sup>‡</sup>	Standard	TEX-SIS
Non-returning Students	1	500	397	79 percent	Standard	TEX-SIS
Employers	1	184	85	46 percent	Standard	TEX-SIS
Community	1	300	300	100 percent	Custom	O'Neil

Source: Office of Institutional Effectiveness

Final committee reports were collected at the end of the spring semester (*Exhibit S.8: SCRs #1 - 11*). The most significant conclusions of these reports were summarized into this self-study report by the self-study coordinators. Draft copies of this compiled report were provided to each office or department, to students in the library and in the college newspaper office, and to community members via the President's Community Council. The report was modified to incorporate comments from these individuals before final editing and printing.

\* Sample or N

† Previous years return rates have ranged from 38-57% (*see Exhibit U.7*).

‡ Previous years return rates have ranged from 36-61% (*see Exhibit U.7*).

## GCC AND THE MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

GCC is one of eight separately accredited colleges in the Maricopa County Community College District (MCCCD) (*Figure I.2*). Located in the metropolitan Phoenix area, MCCCD is a flourishing educational system with a growing student population. MCCCD is currently the second largest community college district in the nation, serving upwards of 94,000 students each semester. Annually, the district serves more than 170,000 different individuals (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*). Of all adults residing in Maricopa County, approximately 40 percent have attended one of the Maricopa Community Colleges (*Exhibit G.9: Maricopa Community Colleges Information Update*).

All the colleges of the district are overseen by a single Chancellor and Governing Board and are united by a common district mission statement. In addition, a number of policies and administrative decisions, such as salary, hiring, terms of employment, and budget, are negotiated at the district level and require board approval.

Each college is a unique, semi-autonomous institution with its own college mission statement, and a personality that reflects its community demographics and the needs of its service area. Each college is also shaped by the priorities and vision of its faculty and administration. GCC shares the greatest similarities in size, enrollment, growth, and age with Mesa Community College (MCC), in the east valley.

New MCCCD campuses continue to be built to meet the growing demand in the more peripheral areas of the valley. These new campuses have traditionally operated temporarily under the accreditation of a "parent" college and are distinguished by being called "college centers" rather than "colleges." MCCCD presently has two such college centers, Chandler-Gilbert Community College Center (CGCCC), in the southeast valley, and Estrella Mountain Community College Center (EMCCC), in the west (*Figure I.2*).

From its inception, each college center is regarded as distinct from its parent institution. A core of administrators and faculty is hired and encouraged to develop their own unique vision. The college centers apply for independent accreditation from the NCA as soon as they are well established. For example, after seven years as a center of MCC, CGCCC just completed the self-study process for initial accreditation in October, 1991 (*Exhibit G.1: CGCCC Self-Study*). The consultant-evaluator team recommended five years of initial accreditation for CGCCC; the final decision should be made at the June meeting of the CIHE. After this action, CGCCC will be renamed CGCC and the Provost's title will be changed to President.

GCC is currently the parent college for MCCCD's newest campus, Estrella Mountain Community College Center (EMCCC). Consistent with the usual relationship between parent college and college center, EMCCC has a separate identity from GCC. Therefore, for the purposes of the self-study, EMCCC is included as a separate companion volume to this report.

# MAG REGIONAL PLANNING AREA

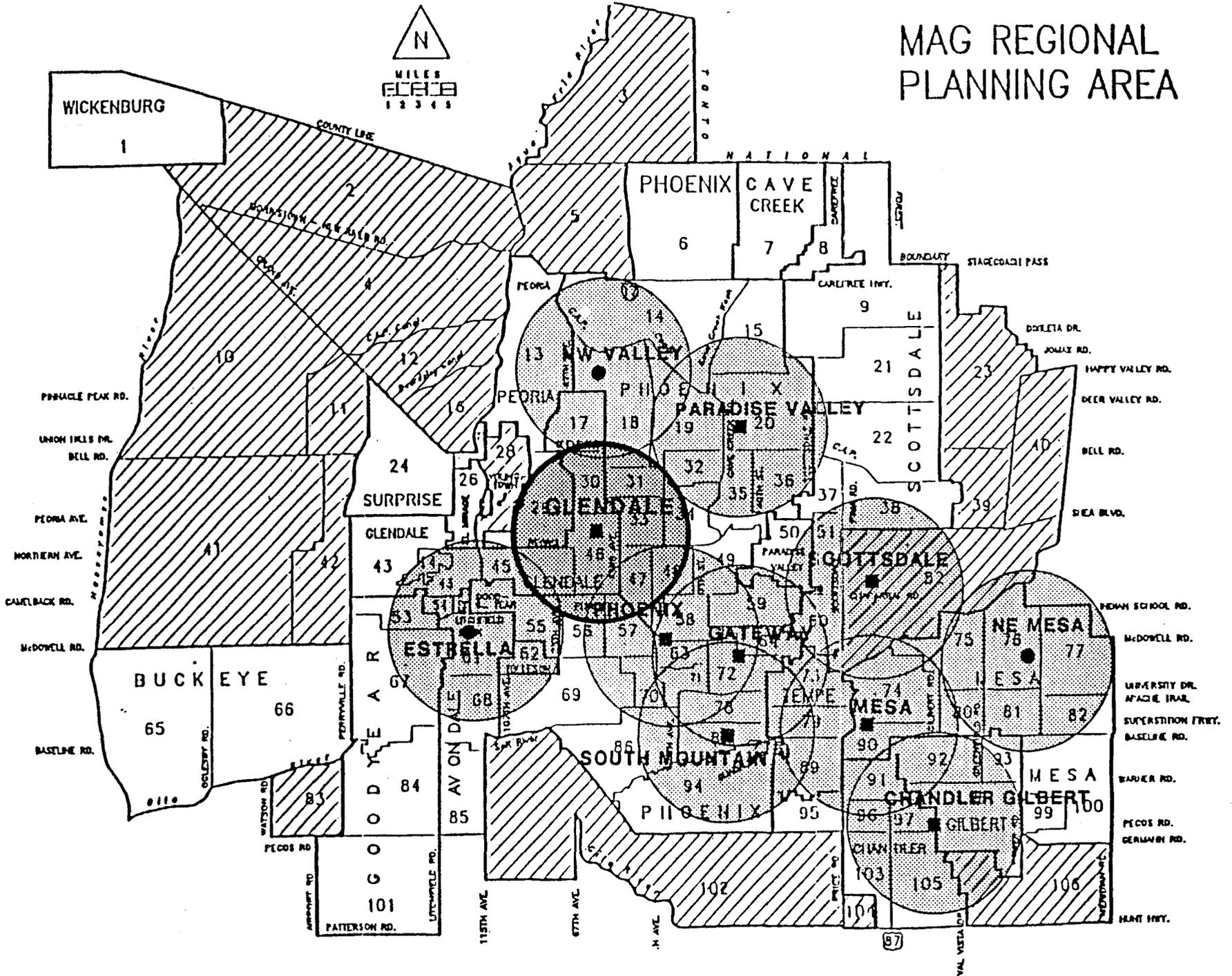


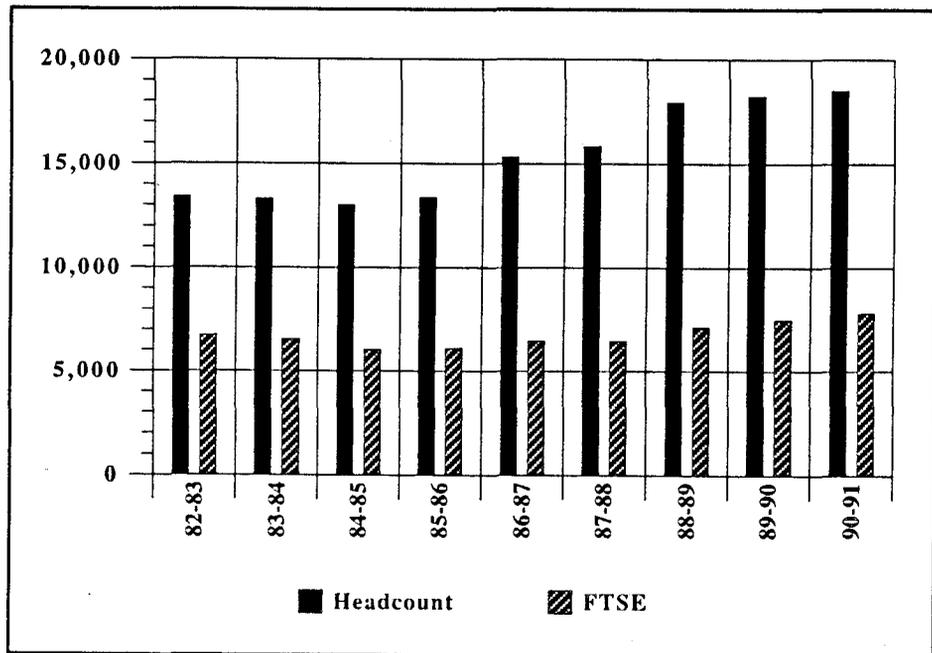
Figure 1.2 Map of Service Area

## PROFILE OF GCC'S SERVICE COMMUNITY AND STUDENTS

GCC's service area includes the communities of Glendale, Peoria, Tolleson, and portions of Phoenix (Figure 1.2). More than 666,000 people reside within the six-mile radius of GCC's service area (DB 23.1), and the population is projected to increase to nearly 850,000 by the year 2005 (DB 24.1). The major employers are medical centers, electronics manufacturers, an Air Force base, and municipal governments (DB 20.4). Employment is expected to more than keep pace with the projected population increase (Compare 24 percent population growth with 39 percent employment increase; DB 24.1, DB 24.3).

Enrollment at GCC has increased 38 percent between 1982-83 and the 1990 fall 45th day<sup>§</sup> headcount of 18,500 (Figure 1.3; DB 11.1). The number of full-time student equivalents (FTSE\*\*) has also increased over this period (Figure 1.3; DB 10.1).

Figure 1.3 Historical Enrollment Trends



<sup>§</sup> Student enrollment is officially reported on the 45th calendar day of each semester. Allocation of state funding is based on these figures .

\*\* FTSE are based on 15 credit hours per semester.

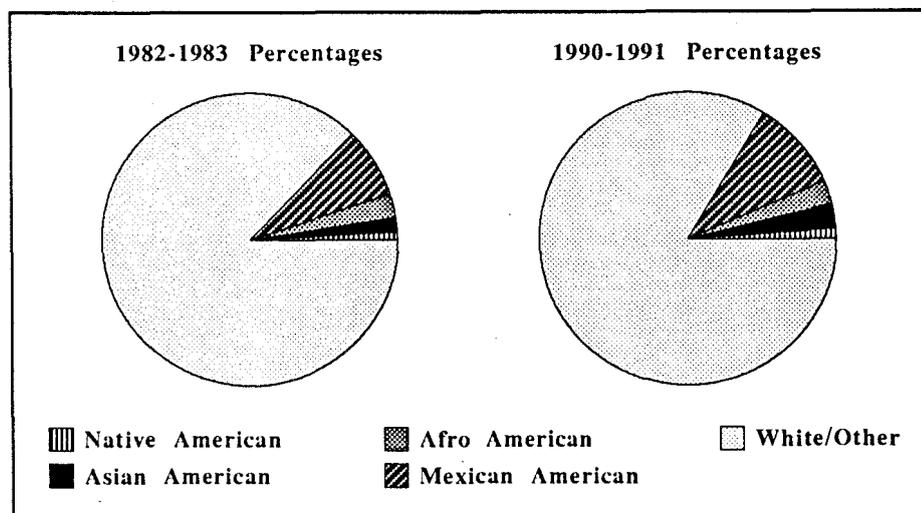
The projected population growth in the service area suggests that the student body will continue to grow over the next decade (DB 10.10, 11.12). Unduplicated headcount calculations show that GCC is actually serving more than 30,000 different individuals during a fiscal year (DB 11.4). About 85 percent of GCC enrollment comes from residents of the college's service area (DB 13.11). Approximately 38 percent of GCC students are new to the college, while about 18 percent are former students returning, and approximately 44 percent are continuing students (DB 13.8). High school graduates and students transferring from another college or university make up nearly 90 percent of the new admissions (DB 13.7).

**GCC currently serves more than 30,000 different people each year.**

Because of its open admissions policy (Exhibit G.8: General Catalog), GCC, like most community colleges, has students with diverse backgrounds and educational goals (DB 13.13; O'Neil 554, 55). The "average student" at GCC is a 30-year-old white female Maricopa County resident who is enrolled in six credit hours (DB 13.1, 13.2b, 13.3, 13.6, 13.9).

While the average age of all students is 30, GCC has students ranging in age from under 19 to over 60 (DB 13.2a and b). Interestingly, the median age of our service area is also approximately 30 (DB 23.4a). The percentage of minority students has increased consistently over the last nine years, from 12.7 percent in 1982-83 to the current 16.4 percent (Figure 1.4; DB 13.3).

Figure 1.4 Student Ethnicity



Source: DB 13.3

Representation of ethnic minorities in the college's service area is similar to that of the college with the exception of Hispanics who may be somewhat underrepresented at GCC (Figure 2.2; DB 23.7).

Students identify similar reasons for enrolling at GCC as do community college students nation-wide. Many GCC students are preparing to transfer to another college or university (38%). Occupational goals also motivate many students to enroll at GCC; over one quarter of current students enrolled to acquire skills needed for a new occupation (20 percent preparing to enter the job market and 8 percent preparing to change careers), and another 10 percent enrolled to improve skills for present job. Nearly 20 percent of students named personal interest or self-improvement as their primary reason for enrolling at GCC (DB 13.13). Data compiled by the American Association of Community and Junior Colleges shows that this profile is similar to that of community, technical and junior college students throughout the nation (Exhibit A.7: Community College Week, 4(4): 1).

Most of GCC's students are freshmen (having completed fewer than 29 credits), but sophomores (having completed more than 30 credits) make up nearly 20 percent of the college's enrollment, and over 10 percent are students who have already completed at least an Associate's degree (DB 13.18). Part-time students continue to outnumber full-time students by 3:1 (DB 13.5a). The average credit load of GCC students is currently 6.3 (DB 13.6), but approximately 40 percent are enrolled in 3 or fewer credit hours (DB 13.5b). The 25 percent who are full-time students (enrolled in 12 or more credit hours) tend to be younger, with an average age of 22 (DB 13.2b).

Approximately half the students attend during the day and the other half are evening students (DB 13.4). The average age of day students is 27, while that of evening students is 32 (DB 13.2b).

## SUMMARY OF GCC'S ACCREDITATION HISTORY

From 1920 until 1963, Phoenix College was the only community college in Maricopa County. In 1962, acting under the provisions of the state's Junior College law, the voters established a community college district for the county, incorporating Phoenix College. The junior college system of Maricopa County officially opened in 1963 with four additional rented locations. A successful bond issue in May, 1964, allowed the district to purchase and begin construction on permanent sites. Glendale Community College's official groundbreaking ceremony was held on May 6, 1965, and a little over one year later, the doors of the college opened to its first students.

Although Phoenix College had been an NCA accredited institution since 1928, the establishment of a multicollge district necessitated a change in affiliation status with North Central. In 1967, the three colleges of the district, Phoenix College (PC), Glendale Community College (GCC), and Mesa Community College (MCC) were evaluated by an NCA team (Exhibit S.4: Self-Study, 1967). In August 1967, the Executive Board of the Commission on Higher Education approved the transfer of accreditation from PC to the Maricopa County Community College District (MCCCD) and also voted to accredit the colleges as operationally separate institutions. The NCA Board noted that the organizational structure of the district was inadequately defined. Therefore, it required that a consultant be appointed for each of the three campuses for

**GCC has been  
accredited by the  
North Central  
Association of  
Colleges and  
Schools since 1967.**

a three-year period to assist in formulating a clear delineation of the functions of the Governing Board, District Office, and college administrations.

The report of the consultant, filed in July, 1968, affirmed that steps had been taken to address the concerns of the previous evaluation team (*Exhibit S.4: Self-Study, 1967*). Although no subsequent visits were stipulated by the NCA Board of Directors, neither was any action taken at this time to clear the district office and colleges of the consultations stipulated upon the granting of accreditation.

GCC, PC, and MCC came up for regular decennial review by NCA in 1977 (*Exhibit S.5: Self-Study, 1977*). The NCA Executive Board decided to make concurrent and coordinated evaluative visits to the three colleges. Each of the three colleges was visited February 5-10, 1977, by a different evaluation team. Because of the inconclusive manner in which the 1967 concerns were resolved and because of concerns expressed by NCA teams in their visits to Maricopa Technical College [now GateWay Community College (GWCC)] and Scottsdale Community College (SCC) in 1974 and 1975, the NCA Executive Board also requested a district self-study report from the district administration. A fourth team, composed of the chairs of the three college evaluation teams plus two additional members and the general chair, was charged with evaluating MCCCCD and its operations during the same week.

At the conclusion of this evaluation cycle, GCC, MCC, and PC were each awarded six years of continued accreditation by NCA. However, as a result of continued concerns about the relationship between the Governing Board, District Office and the individual colleges, additional limited focus visits were scheduled in the Spring of 1979 and 1981. The first of these occurred April 9-12, 1979, and the report of this visit was accepted by the NCA Executive Board on July 23, 1979. On June 23, 1980, the NCA Executive Board voted to modify its previous action and to forego the 1981 focus visit (*Exhibit S.5: Self-Study, 1977*).

GCC's most recent self-study cycle culminated with the visit of the NCA evaluation team to GCC from October 24-26, 1983 (*Exhibit S.6: Self-Study, 1983*). The team recommended and the board approved eight years of accreditation for the college. The only additional requirement was the filing of a report focused on three concerns of the team: (1) the lack of a regular evaluation system for appointive faculty, (2) problems in organizational structure, and (3) inadequate follow-up of program completers and inadequate program evaluation. A report addressing these issues was submitted by GCC in January, 1986; it was reviewed and accepted by the Commission's Executive Board, and no further reports were mandated (*Exhibit S.6: Self-Study, 1983*). The next review was scheduled for 1991-92.

## SIGNIFICANT DEVELOPMENTS SINCE THE 1983 SELF-STUDY

In the eight years since the last self-study, GCC has continued to provide accessible, high-quality instruction and services to a growing and changing student body.

- Added 13 new buildings including 11 buildings used for instruction.
- Added "Afternoon College" program (classes taught between 1:00 and 4:00 pm at a reduced tuition).
- Increased offerings during summer session.
- Added 31 full-time faculty positions.
- Reorganized administration to create Dean of Arts and Sciences, Dean of Business and Technology, Dean of Administrative Services, Dean of Educational Services, and Associate Dean of Student Services.
- Developed "open-entry/open-exit" (OE/OE) courses (self-paced competency-based instruction). The program has grown from 1,306 students in 1984-85 to more than 6,000 students in 1989-90 (*DB 11.8, 10.8*).
- Changed programs, course offerings, degrees, and certificates in response to the changing needs of the community, business and industry, and local educational institutions (*see Appendix 5*).
- Developed "The Institute for Business, Industry, and Technology" to provide customized training for local business and industry.
- Developed the Literacy Center in response to a need for adult basic skill development.
- Created the first "endowed chair" in the district to recognize faculty excellence in "learning through technology."
- Established permanent advisement/registration site (Center for Information, Advisement and Registration, CIAR).
- Established college Fitness Center open to students, employees, and the community.
- Added telephone-registration option for students enrolling in six or fewer credit hours.

Since 1983, GCC has made dramatic efforts to integrate technology into all aspects of its operation and instruction. The impact of this technological revolution has been far-reaching.

- Electronic communication system (All-in-One) facilitates efficient communication on campus, across the district, and with colleagues at other institutions.

- Enrollment and registration are now entirely done “on-line” [using Student Information System (SIS)].
- Student records are now kept in a computer database facilitating institutional data collection and analysis.
- Student transcripts are transmitted electronically to other colleges within the district and the local state university (Arizona State University) expediting student data exchange.
- Financial records are kept in an on-line database [Financial Record System (FRS)].
- The library cataloguing system is automated district-wide and gives the user access to information on the holdings of the 10 MCCCDC colleges and centers, Arizona State University West and Glendale Public Library.
- Computer-aided instruction and tutorials are used in a variety of instructional environments throughout campus, and the faculty are encouraged to develop their own instructional software.
- The High Tech Center (HTC) and the recently completed High Tech 2 (HT2) provide “state-of-the-art” facilities for the integration of computers in instruction and are complemented by 11 smaller instructional computer labs on campus.
- All faculty desiring a personal computer for their office are provided one. Site-based training and technical support are also available.
- Installation of a new district-wide voice/video/data microwave network has improved communication throughout the college and district.



## Criterion One

The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

## Overview

This section examines the mission and purposes of the college relative to **Evaluative Criterion One**, including:

- the development of the mission
- changes in the mission since the most recent self-study
- its appropriateness to the institution

## GCC's Mission

Glendale Community College's mission statement provides the basic framework from which all other aspects of the institution are defined, including planning, resource allocation, and evaluation. The college's mission statement is reviewed every three years coincident with its regular cycle of strategic planning, by both a community advisory committee and a college committee composed of faculty and administration.

This chapter reviews the developmental history of GCC's current mission statement and discusses its appropriateness to the institution.

### EVOLUTION OF GCC'S MISSION STATEMENT

At the time of the last North Central Association accreditation visit (October 1983), GCC's mission statement was as follows:

*Glendale Community College is a public supported comprehensive community college dedicated to serving the educational needs of the people of Western Maricopa County. The multifold educational program enables students to achieve the following goals:*

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

*The instructional program is designed to prepare students for the upper division of senior colleges and universities, or for immediate entry into career fields. Courses are also offered for those not concerned with earning academic credit but who wish to select studies on a basis of interest or to improve their efficiency.*

In 1987 with input from the more than 100 community members of the President's Business and Industry Council (PBIC), the college revised its mission statement. It was published as follows in the 1987-88 college catalog:

*The mission of Glendale Community College is to meet the diverse educational needs of the people of western Maricopa County by offering accessible and excellent adult educational opportunities.*

*We believe education is a lifelong necessity, and we offer both credit and non-credit learning experiences. As a comprehensive community college, we are committed to offering:*

*General education, to enable the community to study fine arts, natural sciences, liberal arts and social sciences;*

*The first two years of baccalaureate education;*

*Occupational education, including courses, certificate and degree programs designed to provide job training, retraining, and upgrading of skills;*

*Adult developmental basic education, to provide literacy as well as access to postsecondary education and opportunity for personal and family economic improvement and enrichment;*

*Student support service programs, including admissions, articulation with high schools and universities, financial assistance, educational assessment, counseling, tutoring, learning resources, job placement, advisement, follow-up and special assistance for students;*

*Linkages to provide services to the business community and other institutions;*

*Community service programs of an educational nature, intended for the enrichment of the community.*

*The instructional program is designed to prepare students for the upper division of senior colleges and universities, or for immediate entry into career fields. Courses are also offered for those not concerned with earning academic credit who wish to select studies on a basis of interest or to improve their efficiency.*

The mission statement was revised again in 1990 in conjunction with strategic planning. The resulting mission, as published in the General Catalog, semester class schedules, faculty and student handbooks, and GCC's Annual Report, is:

**Mission revision is a key component of GCC's strategic planning process.**

*The mission of Glendale Community College is to provide comprehensive educational services responsive to community needs.*

*Glendale Community College is committed to:*

*General Education*

*Occupational Education*

*College/University Transfer Courses*

*Basic Skills Development*

*Student Support Services*

*Business/Industry/Educational/Agency Linkages*

*Community Enrichment and the*

*Development of Global Awareness, Citizenship, Multi-Cultural Understanding, and Volunteerism.*

Although the current mission statement is much more succinct, its basic elements have not changed significantly since 1983 (see Appendix 2.1 comparing

1983 with 1990). The mission still reflects GCC's commitment to providing many educational services to meet the diverse needs of a dynamic community.

## APPROPRIATENESS OF MISSION

Surveys of faculty and staff, current students and community members reveal that all aspects of GCC's mission are important to the college and community\* (see Figures 3.1, 3.3; Exhibits U.2-U.4: O'Neil surveys). GCC's mission statement is consistent with the comprehensive nature of the State Community College Board and of the Maricopa County Community College District (see Appendix 2.2).

## MISSION AS A GUIDELINE FOR ASSESSMENT

In this self-study, the purposes stated in GCC's mission were used as the basis of assessing institutional effectiveness (see Criterion 3). However, in attempting to do so, it became apparent that the current mission statement, did not itself provide objectives which could be easily measured. Although the mission statement is appropriate for public information, for the purposes of future assessment, each of GCC's purposes needs to be further defined in terms of measurable objectives and outcomes. The next cycle of strategic planning will incorporate this concern and build upon the measures identified in this self-study process.

## STRENGTHS AND CHALLENGES

### *Strengths*

- The GCC mission statement and goals were developed with broad participation from all segments of the college community.
- The mission and goals are appropriate to a postsecondary educational institution.
- GCC's mission is consistent with the missions of the Maricopa County Community College District and the Arizona State Board of Directors of Community Colleges.
- The mission and purposes of the college have been made public.
- The GCC mission and purposes address the needs of students.
- The mission and purposes of the college are supported by the faculty, staff, and students.

### *Challenges*

- The current mission statement needs to be further defined in terms of measurable objectives and outcomes.

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\* The section of this report addressing Criterion 3 discusses these survey results extensively and evaluates each element of the college mission.



## Criterion Two

The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

## Overview

The purpose of this section is to describe and evaluate the following resources relative to **Evaluative Criterion Two**:

### 2.1 Human Resources

- faculty
- administration
- support staff

### 2.2 Organizational Structure

- boards of governance
- district administration
- college administration

### 2.3 Fiscal Resources

### 2.4 Physical Resources

- physical plant
- equipment

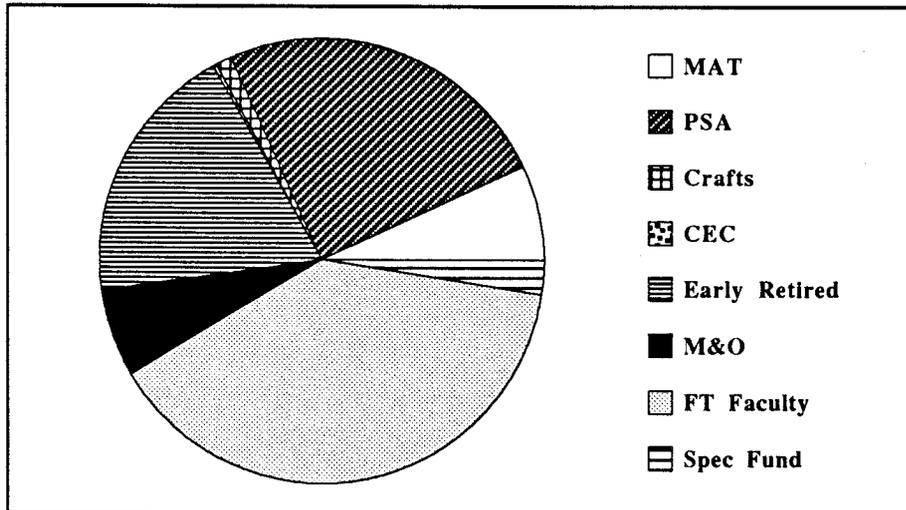
This section describes the numerous resources which GCC has compiled in order to effectively accomplish its mission. The college's human resources (personnel\*) are described first, followed by a review of the college organizational structure. Fiscal and physical resources are described along with the corresponding institutional allocation processes.

The use of these resources to support the college mission is described and evaluated in the next section of this report. That section reviews the educational programs and student services/activities made possible by the current organization and use of existing resources.

## 2.1 HUMAN RESOURCES

GCC is staffed by over 850 full-time and part-time personnel. Most full-time employees belong to one of the following employee groups: Residential Faculty (RFP), Management, Administrative and Technological personnel (MAT), Professional Staff (PSA), Maintenance and Operations (M&O), Crafts, and Specially Funded personnel (*Figure 2.1*).

Figure 2.1 GCC Employee Groups



These positions are covered by district-wide employment policies (*Exhibit H.12: Policy Manuals*), and each is defined by a written job description (*Exhibit H.4: Job description book*). Policies shared by all employee groups are covered by a district Common Policies statement. These shared policies are described in more detail at the end of this section. There is no collective bargaining in Arizona, but MCCCCD employee groups do participate in a "Meet and Confer" process to determine salary, benefits and other working conditions.

\* Students have been described in the Introduction (pages 8-10).

## Faculty

In Arizona, all instructional faculty must be certified by the State Board of Directors for Community Colleges. For academic positions, the minimum requirements are a Master's degree with at least 24 upper division/graduate hours in the subject area to be taught. In occupational areas, directly related work experience plus at least 64 semester hours of college course work is an alternative to graduate level education. (*Exhibit L.11: Guidelines for Teacher Certification*). In several disciplines, Computer Science, Counseling, Electronics, Library, Mathematics, Nursing and Religious Studies, the MCCC CD Governing Board has approved additional requirements on the recommendation of their respective Instructional Councils. All faculty must also hold a current Arizona State Community College Teaching Certificate.

### Full-Time Faculty

Residential faculty are faculty members originally employed with the intention that they will be continuing employees (*RFP 1.2.10*). These faculty members are bound by the policies prescribed in the Residential Faculty Policies (RFP) manual (1991-93).

Ninety-five percent of GCC's residential faculty positions are instructional positions; the rest are classified as service faculty (primarily librarians and counselors). Recently, a new model of service faculty has been developed to support the large number of courses taught in the "open entry-open exit" (OE/OE) format.

### **Staffing**

In the budget process, each department has the opportunity to request funding for new faculty positions (*Exhibit H.9: Position request form*). The College Staffing Advisory Committee considers the requests of each department and makes recommendations to the college President as to the allocation of budgeted slots (*RFP 1.2.2*). Among the criteria considered in this allocation process are the relationship of each request to mission and strategic planning goals, need, and the ratio of departmental FTSE to full-time faculty (*RFP 5.2*). Over the last eight years, GCC's residential faculty has grown from 183 positions (1982-83) to the current (1991-92) 204 residential faculty (*DB 18.4*). In comparison, MCC, with a slightly higher FTSE and total enrollment, has 234 residential faculty (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*). Because of the current steady state budget situation in the district, there will likely be no new residential faculty positions for 1992-93 (*Exhibit F.10: GCC 1992-93 Budget Proposal, Tab 5*).

The RFP stipulates that the day program will be staffed at 90 percent of the projected enrollment for the fall and spring terms by residential faculty (*RFP 5.2*). GCC has come close to meeting the 90:10 staffing ratio each year for the college as a whole and for most of the departments (*DB 18.20, 18.21*). With no new positions in 1992-93, however, the college will be challenged to maintain compliance; conservative estimates project the need for eight new full-time positions next year (*Exhibit F.10: GCC 1992-93 Budget Proposal, Tab 5, pp. 6-7*).

**The total number of residential faculty positions has increased nearly 20 percent since 1982-83.**

Current district-wide staffing policies do not acknowledge faculty reassigned time (DB 18.16, 18.17), OE/OE enrollment, the evening or weekend programs, or summer school. These issues are among those under study by district groups.

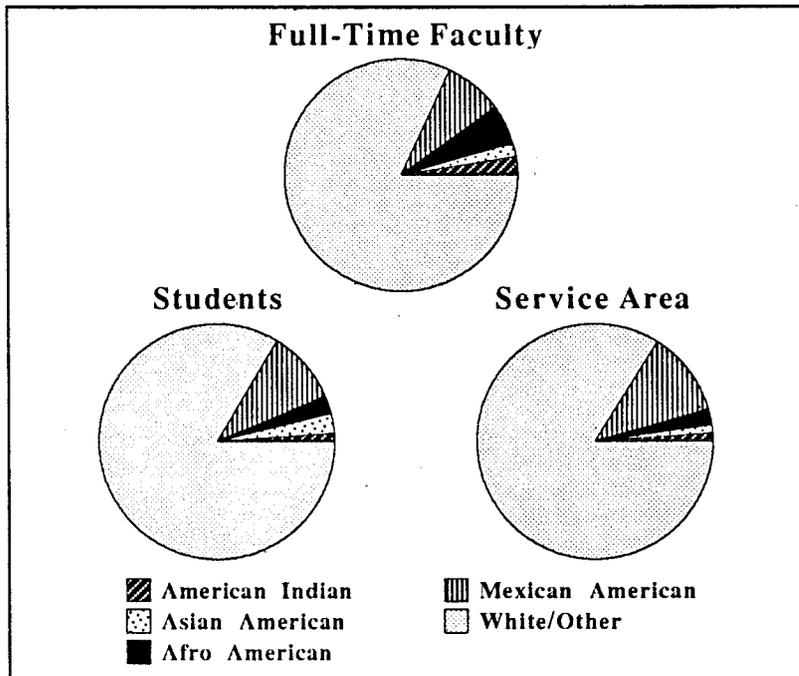
**Recruitment and Hiring**

National advertisements and recruitment letters to major universities generate applications for full-time faculty positions. All applications are collected in a general district-wide pool annually between October and April.

Specific faculty openings are advertised first internally; current faculty may request a transfer (RFP 3.15). If no suitable internal candidate is found, the district pool is screened by a departmental committee, selected candidates are interviewed, and three to five candidates are forwarded to the college President (or Provost) who makes the final decision (RFP 2.11). Formal approval is given by the MCCCCD Governing Board.

MCCCCD abides by state and federal non-discrimination and equal opportunity statutes. The district and the college have made a strong effort in recent years to recruit and hire faculty of culturally and ethnically varied backgrounds. As a result, the ethnic demographics of current full-time faculty closely match the ethnicity of the student body, of the service area (Figure 2.2), and is very close to the district average (DB 18.9 MCCCCD).

Figure 2.2 Ethnicity Comparison



Sources: DB 18.9, 13.3, 23.7

Recruitment and hiring policies and practices at GCC were among the most highly evaluated of the management dimensions rated in a recent employee survey (Figure 2.5; O'Neil E144, p. 53).

**GCC has 204 residential faculty positions; 52 have doctorates. The average faculty salary is \$49,627.**

### **Contract Renewal, Promotion and Tenure**

Residential faculty are classified as being either appointive or probationary depending on their years of service (*RFP 1.2.10*). Contracts are renewed automatically unless the faculty member is notified by the dates specified in *RFP 3.10*.

There are no promotions, but faculty can advance on the salary schedule in two ways. Vertical movement occurs upon annual contract renewal (*RFP 4.5*). Horizontal advancement is granted to individuals who advance their experience or education to the doctoral level (*RFP 4.4, RFP A.2, A.3, Appendix E*).

Probationary faculty become appointive faculty after their fifth year of consecutive service and consistent evaluation (after their sixth year in the case of faculty hired before the 1989-90 academic year) (*RFP 1.2.10.1*).

### **Faculty Evaluation**

Residential faculty are evaluated by their students, a faculty member, the department/division chairperson, and the appropriate dean (*RFP 3.4*) (*Exhibit H.1: Faculty Evaluation Form*). Provisional faculty are evaluated annually, and appointive faculty are evaluated every three years. The consequences for unsatisfactory evaluations are specified in the *RFP (3.4.3.5 – 3.4.3.9)*.

The evaluation process was rated favorably by 49 percent of full-time faculty in a recent survey ( $N^{\dagger}=147$ ; *O'Neil E17*); this compares to a favorable evaluation by 52 percent of all full-time employees ( $N=480$ ). Nearly 40 percent of residential faculty also feel that evaluation does not have any impact on the quality of their work ( $N=147$ ; *O'Neil E18*). Modifications in the existing evaluation process are being considered (e.g., suggesting peer evaluators from another MCCCCD college, scheduling classroom visitations for a particular week rather than a specific class period, updating evaluation criteria, analyzing student evaluations to provide composite scores to faculty member).

### **Compensation and Benefits**

The salary schedule for residential faculty (*RFP 4, Appendix E*) considers both years of teaching and education. The average faculty salary for GCC is \$49,627 (*Source: MCCCCD Wage and Salary Office*); this is comparable to the district average of \$49,268 but significantly higher than the median for two-year colleges nationally of \$37,200 (*Exhibit A.5: The Chronicle of Higher Education Almanac, 1991*).

Benefits are specified in the *RFP* Appendices A, B and C. They include opportunities for professional growth, tuition waivers, a comprehensive benefit program (*Exhibit H.3: Flex Benefits Brochures*), and extra pay for extra duty (e.g., overload instruction, coaching, advisement, chairing a department).

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<sup>†</sup> N indicates the total number of respondents to the question.

According to survey results, faculty are quite satisfied with their salary and benefits; 52 percent of respondents said they were very satisfied and 39 percent were somewhat satisfied (*N=153; O'Neil E 36*).

### **Profile of Faculty**

The quality of GCC's instructional program is reflected in the very positive ratings given by current students (*N=1867; O'Neil S30*), non-continuing students (*N=397*), graduates (*TEX-SIS*), employees (*N=451; O'Neil E21*) and community members (*N=299; O'Neil C21*).

Over 95 percent of GCC's full-time faculty have graduate degrees (*DB 18.10*). Approximately one quarter have doctorates — a percentage consistent with the level of education of the district faculty and slightly higher than found at MCC (*DB 18.10 MCCCCD, 18.10 MCC*). Encouraged by the salary schedule as well as personal interest, many faculty continue to pursue additional course work (*DB 18.19; Exhibit U.9: Personnel profile*).

Many faculty remain active professionally. Over 75 percent are members of at least one professional organization. Although not required to do so, many have authored publications, made presentations at professional meetings, and attended conferences on education and in their discipline (*N=154; Exhibits U.9: Personnel profile; O.1: Faculty publications*). GCC faculty are also experienced educators: over 75 percent have at least five years of teaching experience and over 40 percent have been teaching at least 10 years (*DB 18.19*).

While men outnumber women (55 percent to 45 percent) among full-time faculty (*DB 18.7*), GCC has a higher percentage of female faculty than either the district average (*DB 18.7 MCCCCD*) or MCC (*DB 18.7 MCC*). Nearly 70 percent of GCC's faculty are at least 41 years of age (*DB 18.8*). More than one-third of faculty have been teaching in MCCCCD for more than 10 years, and over 90 percent of those years have been at GCC (*DB 18.19a*).

**Collectively, GCC residential faculty represent over 1500 years of teaching experience.**

### **Short-Term Full-Time Faculty (One Semester Only, One Year Only)**

Under certain conditions, full-time faculty are hired on a "one semester only" (OSO) or "one year only" (OYO) basis. Usually these short term positions replace residential faculty members on sabbatical leave or temporarily fill budgeted positions until the department completes the hiring process.

The criteria for hiring OSO and OYO faculty are the same as for residential faculty. GCC currently (Fall, 1991) has one OSO and six OYO faculty.

### **Part-Time Faculty**

Like most community colleges, GCC recognizes part-time faculty as an important part of its instructional staff (*DB 18.12 - 18.14*). The professional talent and resources that part-time faculty bring to the instructional program is an indicator of the strong community relationship that the college enjoys (*Exhibit U.9: Personnel profile*). Roughly paralleling the increase in enrollment since 1982 (*Figure 1.3; DB 11.1, 11.2*), the number of visiting faculty

has increased over 30 percent in the last nine years (DB 18.1). Each part-time faculty member may teach a maximum of 9.0 load hours a semester (Exhibit H.10: PT Faculty Board Policies); exceptions require the approval of the dean, college president and district Director of Human Resources (Exhibit H.10: PT Faculty Board policy). Forty-five to fifty percent of the visiting faculty teach between one and four credit hours each semester (DB 18.3).

Part-time faculty are covered by Part Time Faculty Board Policies (Exhibit H.10). Although there is a Part Time Faculty Association (PTFA) (Exhibits L.19, L.20, L.24: PTFA By-laws; Directory; The Part-Timer, PTFA Newsletter), there is no "Meet and Confer" process regarding these policies.

### **Recruitment and Hiring**

The criteria for hiring part-time faculty are the same as for residential faculty. Qualified candidates are often solicited from the local universities (faculty, graduate students, postdoctoral fellows). Hiring is handled at the college level. The selection process varies by department.

### **Evaluation**

Part-time faculty are evaluated at least once during each of their first three semesters by their students and by the department chair or designated faculty member (Exhibit H.10, H.11: Board Policy; PT Faculty Evaluation Form).

Part-time faculty were more positive about the evaluation process (77%; N=208) and its impact on their work (only 18 percent felt it had no effect; N=210) than either residential faculty or the total employee sample (O'Neil E17-18).

### **Compensation and Benefits**

Part-time faculty are paid on a per-load-hour basis (Exhibit H.10: PT Faculty Board Policies 5), are eligible for fee waivers and for Professional Growth funds (e.g., for travel); they are not included in the other benefits programs.

The salary and benefits provided to part-time faculty were sources of dissatisfaction among GCC employees, particularly faculty, in a recent survey (N=425; O'Neil E34). Over 55 percent of all respondents, 52 percent of part-time faculty (N=243) and 73 percent of full-time faculty (N=121) were dissatisfied with the current level of compensation of part-time faculty provided by the district.

Other points of concern include the lack of involvement of visiting staff in departmental and course decisions, and in the college community, scarcity of office space for visiting staff to meet with students, and the fact that visiting staff are not directly compensated for office hours or preparation time.

### **Profile of Part-Time Faculty**

Part-time faculty closely resemble the basic profile of residential faculty in terms of demographic data (gender ratio, age profile, ethnicity) (Exhibit U.9: Personnel profile; O'Neil E107-113 cross tabs). Although there are fewer doctorates among the part-time faculty compared to residential faculty (Exhibit U.9: Personnel profile; Institutional Data Form C), many visiting staff bring

**Part-time faculty are an important part of GCC's instructional staff. They bring current practical experience in their discipline to the classroom.**

current practical experience in their discipline to the classroom. Like residential faculty, visiting staff are active professionally as members of organizations and participants in meetings and conferences (*N=140; Exhibit U.9: Personnel profile*). Proportionally fewer part-time faculty are involved on college or district committees (*N=252 part-time, N=155 full-time; O'Neil E7, 8*) and with student organizations (*N=140 part-time; 154 full-time; Exhibit U.9: Personnel profile*).

### Other Instructional Faculty

In addition to visiting staff, instruction above the regular contract load of residential faculty is also done by early retirees (retired faculty who teach at up to a 49 percent load) and by regular residential faculty on overload contracts (*DB 18.12, 18.17*).

#### **Early Retirees**

Under the provisions of the MCCCCD Early Retirement/Active Retirement Programs, employees meeting certain criteria of age and years of service are eligible to continue working at up to 49 percent of a full load (*Exhibit H.5, H.6: Early Retirement Program, Active Retirement Program*). These early retirees are paid at a pro rata share of their salary placement at the time of retirement and receive wages in lieu of benefits. GCC currently has 35 early/active retirees in its instructional faculty ranks (*Source: Office of Administrative Services*). They instruct 6 percent of the total day teaching load (*DB 18.13*) and 19 percent of the day teaching load not covered by regular residential faculty contracts (*DB 18.17*).

**In Fall 1990, over 200 load hours were taught by GCC's active faculty retirees.**

#### **Overload Contracts**

Approximately 16 percent of the day teaching load not covered by regular residential contracts is taught by residential faculty teaching overloads (*DB 18.17*). Nearly 300 additional overload hours are taught by residential faculty in the evening (*DB 18.14*). About 2/3 of residential faculty survey respondents teach an overload at least once a year (*N=150; O'Neil E160*). Overload instruction is most common in departments that have difficulty locating qualified part-time instructors (*DB 18.17*). The policy for this extra teaching assignment is covered in the RFP (*Appendix C.3*). Faculty are paid for overloads on a per-load-hour basis at the same pay rate as part-time faculty (*Appendix C.3.3*).

### Instructors for Non-Credit Courses

There are several programs on campus offering non-credit courses. These include The Institute for Business, Industry and Technology, the Center for Community Education, the P.E. department (Fitness Center and Aerobics), and the High Tech Center. The director of The Institute and the coordinator of the Center for Community Education hire instructors based on their qualifications for the course(s) they will be teaching; there are no formal policies stipulating qualifications for instructors in non-credit programs. Both programs have internal evaluation practices for their instructors (*Exhibit S.8: SCR#2*).

## **Management, Administrative and Technological (MAT) Personnel**

This employee group consists primarily of managers and administrators, but also includes technical employees and laboratory personnel adjunct to the instructional program. Policies stipulating the terms, conditions, rights and benefits of these employees are stated in MAT Policy Manual, 1989-91 and its Addendum. These policies are negotiated by a "Meet and Confer" committee of the MAT Association working with the Vice Chancellor for Human Resources (MAT 2). Nearly half of GCC's MAT personnel are members of the District-wide MAT Association; this is much higher than the district-wide average of 18 percent membership (*Exhibit S.8: SCR#2*).

GCC has 29 (27.8 FTE) MAT employees, including the deans, associate dean, directors of various student service areas, and directors of such operational units as security, buildings and grounds, community and school relations, and network services (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*). MCC, a comparably sized MCCCDC college, has 40 MAT employees (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*). Based on data from the MCCCDC department of Human Resources, the demographic profile of MAT employees is quite similar to the profiles of MCC and the district as a whole (*DB 18.7-18.10*); most MAT personnel are in the 31 - 50 age range with very few (or none in the case of GCC) over 60 years of age (*DB 18.8*). A survey of GCC's MAT employees shows that over half of the respondents have graduate degrees (*N=26; Exhibit U.9: Personnel profile*).

The various MAT job titles are classified into salary grades I-XI (*MAT p. 19-23*). Employees are placed onto the salary schedule based vertically on this grade classification and based horizontally on years of experience (*MAT Addendum, page 3*). Currently, 42 percent of GCC's MAT employees fall within the first two grades (*Source: District Personnel Office*).

## **Support Staff**

### Professional Staff Association (PSA)

Support staff, such as technicians, clerks, and secretaries (*see PSA Policies for a complete list of job titles*), are employed based on the terms and conditions of the PSA Policy Manual, 1989-1992 and Addendum. These policies are negotiated by a "Meet and Confer" process between the Professional Staff Association (PSA) and the district administration (*PSA 1.2*). Thirty-five percent of GCC's support staff are members of their association, slightly lower than the district average of 43 percent.

PSA employees are placed on a salary schedule based on the grade of their position (*PSA 2.4*) and on their education and years of work experience (*PSA 2.2.1 and 2.2.2*). Regular (budgeted) part-time PSA employees are paid on a pro rated basis (*PSA 4.1.2*).

GCC currently has 121 budgeted PSA employees (*DB 18.5*) and 100.9 full-time PSA equivalents (*DB 18.4*). These numbers have increased 75 to 85 percent since 1982-83. At that time the ratio of full-time faculty and MAT

to support staff was approximately 3 to 1; currently the ratio has decreased to roughly 2 to 1 (*DB 18.4 and 18.5*).

### Maintenance and Operations (M&O) Employees

Custodians, groundspersons, and security personnel are covered by Maintenance and Operations Policies, 1989-91 and its Addendum. These policies are negotiated with the district by elected representatives from their employee group (*M&O 2.4*). Like the other employee groups, M&O employees are placed on the salary schedule based on their job title and their years of work and education (*M&O 26*).

Although the campus and student body have grown considerably in the last eight years, the total number of personnel in maintenance and operations and crafts has remained the same (*DB 18.4, 18.5*). Yet they do an excellent job with the resources and personnel they have (*O'Neil E51-53*).

As the campus has grown, security issues have become an increasing concern among employees (*O'Neil E56*) and students (*O'Neil S50*). This may be, at least in part, a reflection of minimal staffing in this area.

### Crafts

The Crafts Policy Manual, 1989-1992 and its Addendum specifies the terms, responsibilities and benefits of such crafts personnel as carpenters, electricians, plumbers, and heating, ventilation and air conditioning (HVAC) maintenance technicians. These policies are negotiated by a "Meet and Confer" process (*C 1.5*). The number of craftspersons at GCC has remained about the same over the last eight years.

### **Other Personnel**

#### Specially Funded Personnel

A few positions (currently 13 at GCC) are funded by grants or by fee generating programs of the college. As such, these specially funded personnel are not permanent employees; their positions exist only as long as the source of funding continues. The major employer of specially funded personnel at GCC is The Institute for Business Industry and Technology.

Currently (Fall 1991), GCC's specially funded employees include three support personnel and three managers. The hiring, qualifications, responsibilities and salary of each position are specified in its job description. The Specially Funded Policy Manual (*Exhibit H.12*) states the Board approved policies regarding these employees.

#### Other Part-time Employees

The college employs part-time personnel in a variety of temporary positions. These are not board-approved positions and thus are not covered by any employee policy manual.

## Student Employees

Part-time positions are filled each semester by current GCC students who are paid either from a department's budget or by the College Work Study (CWS) program. This practice enables students to augment their educational and living expenses while performing essential jobs on campus. All student job openings are listed with the GCC Career Center; from there interested students are referred to the supervisor for interviews.

Students qualified for CWS funds are those who have met basic need requirements through the financial aid process. The CWS program enables departments to fill essential positions at no cost to themselves.

## **Common Policies**

### Board Policies for All Employee Groups

Since 1990 policies common to all employee groups have been published in a separate common manual (*Exhibit H.12: Board Policy All Employee Groups*). These common policies cover such topics as general employment requirements, leaves of absence for civic responsibilities (jury duty, voting, military service), and benefits (tax-sheltered annuities, retirement programs, tuition waivers). Changes in these policies are negotiated by a district-wide Common Policies Committee.

### Employee Evaluations

Policies for all employee groups specify evaluation procedures (*Crafts 11, MAT 7, M&O 13, PSA 2.7, RFP 3.4*). Based on the results of an employee survey, it appears that those procedures are followed; nearly 90 percent of respondents indicated that they had been evaluated in the last three years (*N= 546; O'Neil E16*).

**GCC's employees  
are evaluated on a  
regular basis.**

The evaluation system was rated positively by 53 percent of PSA/M&O/Crafts (*N=93*), and by 70 percent of the MAT personnel (*N=27*); approximately 65 percent of these same employee groups indicated that the evaluation process helped them improve their job performance (*N=120; O'Neil E17, 18*). Residential faculty were slightly less positive about the evaluation system.

### Staff Development

Employee group policies encourage continued professional development and education through tuition assistance (*M&O Appx A; Crafts Appx A, PSA Appx A*), support to attend seminars and workshops (*PSA Appx A; RFP Appx A.7; MAT 15*), paid educational leave or sabbatical (*PSA Appx B; RFP A.4, MAT 15, 16*), funding for professional growth projects (*RFP A.6*) and internships (*PSA Appx C*).

Funds are administered by district committees on a first-come first-served basis. In 1990-91, GCC was allocated nearly \$40,000 for faculty travel. District-wide \$380,000 was available to support faculty sabbaticals, and funds totalling \$90,000 were allocated for MAT professional growth activities. Results of a recent survey indicate that most employees are aware

of these professional growth opportunities ( $N=549$ ; O'Neil E14, 15) and over half have participated in them ( $N=549$ ; O'Neil E14).

### Employee Recognition

Recognition awards for individual excellence include:

- **Employees of the Year** recognizes one employee from each policy group for his/her contributions to the college;
- **Innovator of the Year** honors employees for the application of innovative strategies in any aspect of college operations;
- **Instructional Excellence Award** (sponsored by the President's Community Council) recognizes a faculty member for excellence in the classroom;
- **Paul Pair Endowed Chair** honors a faculty member for outstanding and sustained contributions to the college in the use of technology in instruction.

Despite these annual college recognitions, overall employees were not particularly satisfied with the "rewards for personal performance" (Figure 2.4). This low level of satisfaction may be explained by the limited number of awards given. While certainly increasing the prestige for the recipients, these few awards do not permit GCC to acknowledge the ongoing outstanding efforts of numerous other employees.

### **Measures of Job Satisfaction**

Overall GCC is regarded as an excellent place to work. When faculty and staff were asked to rate the college compared to other educational institutions, 48 percent stated it was above average and another 34 percent rated it as one of the best ( $N=519$ ; O'Neil E5). Forty-six percent of respondents felt that the working environment was better now than compared to when they were hired ( $N=539$ ; O'Neil E6). Perceptions of improvement were highest among support personnel (PSA, M&O and Crafts;  $N=103$ ).

In another question, more than two out of three respondents indicated that if they had it to do over again they would definitely choose to work at GCC; an additional 28 percent stated that they probably would ( $N=542$ ; O'Neil E20). This is substantiated by the longevity of employment at GCC for all personnel groups; 40 percent of all full-time respondents indicated that they had been employed at GCC for four or more years, including 24 percent who had been working at GCC for at least 13 years ( $N=274$ ; O'Neil E112; DB 18.19a).

The survey also asked employees to rate fourteen specific aspects of their work environment (Figure 2.5; See O'Neil E33-46). Salary and benefits for full-time faculty and for full-time staff were rated far more favorably than any other category (Exhibit H.3, H.12: Flex Benefits Brochure, Policy Manuals).

**If they had it to do over again, over two-thirds of employees would definitely choose to work at GCC.**

## **Strengths and Challenges**

### Strengths:

- The success of GCC is largely attributable to the quality and commitment of its employees — they care about their jobs, are conscientious and hard working, and are committed to making a difference.
- The district aggressively recruits a diverse faculty and staff, and provides excellent compensation, benefits and professional growth opportunities.
- GCC has a highly qualified faculty who are extremely committed to the college and its mission, to the teaching/learning process, to innovation, and to the success of their students.
- GCC's dedicated part-time faculty are vital to the delivery of quality instruction.
- Non-instructional staff (MAT, PSA, M&O, Crafts) are well qualified and committed to the college goals.
- Staffing recommendations are made to the President by a College Staffing Committee after hearing requests for new positions from all departments.
- Job satisfaction is very high particularly among full-time employees.

### Challenges:

- Conservative estimates project a need for 8 new residential instructional faculty to keep the college in compliance with the 90:10 staffing ratio. Given the budget situation for 1992-93 funds are not anticipated for new full-time faculty positions.
- District-wide staffing formulas for residential faculty and related issues need to be studied and defined more clearly in district policy to assure comparable high quality instruction throughout the day and evening and throughout the year.
- Other evaluation options should be considered for residential faculty to make the process more valuable to them.
- Faculty should consider making a greater effort to involve part-time faculty as part of their departments.
- Greater recruitment efforts by the college would enhance the pool of candidates available for part-time faculty positions.
- Increasing number of buildings poses a challenge to the existing staff of groundskeepers, custodians and security personnel.

## 2.2 ORGANIZATIONAL STRUCTURE AND SYSTEMS

The GCC institutional structure has well defined roles, responsibilities and relationships. The college also has a well defined operational relationship with the district administration and Governing Board, and the district, in turn, with the State Board of Directors for Community Colleges. This section presents these organizational structures beginning with the state and county boards of governance and progressing to the college level.

### ***Boards of Governance***

While the United States Constitution is silent concerning education, the states have proceeded to establish educational systems under the General Welfare Clause (Section 8) and the Tenth Amendment. The legislature of the State of Arizona enacted authorizing legislation in 1960 creating a state community college system. State law provides for both a State Board of Directors for Community Colleges (*ARS #15-1424; 15-1425*) and county-district Governing Boards (*ARS #15-1441 — 15-1444*) (*see SCR#3*). A community college district is a separate entity from a county and may include more than one county.

### State Board of Directors for Community Colleges

The State Board of Directors for Community Colleges is a lay board appointed by the governor. Membership includes one representative from each of Arizona's 16 counties, and the State Superintendent of Public Instruction, the State Director of Vocational Education, and a representative of the State Board of Regents as ex officio members.

The state board is empowered by the legislature to provide the general parameters within which all Arizona community colleges operate. This includes the establishing of tuition and fees, admission standards, and certification requirements for community college faculty (*Exhibit L.11: Guidelines for Teacher Certification*). New programs and curricula are initiated by the colleges but are subject to the approval of the state board, and in specific instances, the Board of Vocational Education. Similarly, site selection, facilities planning, and campus development are the responsibility of the District Board subject to the approval of the State Board of Directors for Community Colleges of Arizona.

The state board employs an executive director and an office staff who monitor the operation of colleges throughout the state. They also perform articulation and liaison functions with the legislature, the State Board of Regents and the State Department of Education.

### Maricopa County Community College District (MCCCD) Governing Board

The MCCCD Governing Board oversees the ten campuses in Maricopa County within procedural guidelines established at the state level. While subject to approval, the local governing board is responsible for establishing the district budget, setting the tax rate and tuition. The MCCCD

Governing Board is responsible for establishing district-specific policies in a wide variety of areas (*Exhibit L.14: MCCCCD Policies and Procedures Manual*), setting salaries and ensuring compliance with state and federal mandates. The Board, through its Chancellor, also sets the overall direction of the MCCCCD system.

MCCCCD serves constituents in a geographical area of more than 9,000 square miles. The Governing Board has five members, each elected by the voters in a precinct for a term of six years (*Exhibit G.12: Precinct map*). The current Board membership includes:

***Dr. Merrill Grant Christensen***

District 1 (Mesa, Tempe, and Chandler)  
term expires - January 1995

***Barbara Hitchcock (Board Secretary, 1991)***

District 2 (Scottsdale and northeast Phoenix)  
term expires - January 1993

***Dr. Roy Amrein***

District 3 (Phoenix, Paradise Valley, north and west to Wickenburg)  
term expires - January 1997

***Linda B. Rosenthal***

District 4 (Phoenix, west to countyline)  
term expires - January 1997

***Dr. Donald Campbell (Board President, 1991)***

District 5 (Phoenix, south and west)  
term expires - January 1995.

The Governing Board holds regular meetings (on the second and fourth Tuesdays of each month) and special meetings as needed (*Exhibit L.13: Minutes of Governing Board Meetings*). All board meetings are open to the public with the exception of executive sessions which relate to personnel concerns. Among the board's standing agenda items are opportunities for citizens and representatives from employee groups and student governments to speak directly with the board.

In November 1979 the MCCCCD Governing Board adopted a Code of Ethics and Responsibilities (*Exhibit G.10: MCCCCD Policies and Procedures Manual; SCR#3*). This statement outlines the Governing Board's legal powers and duties and its procedural responsibilities.

The Governing Board members are actively involved with the colleges; they visit the campuses regularly and are well known to the faculty and staff. GCC's representative, Ms. Linda B. Rosenthal, has an office on campus and holds regular publicized office hours. Governing Board member Dr. Roy Amrein is also a frequent visitor to the GCC campus. In addition, all Governing Board members are accessible to the faculty and staff via the district's electronic mail system (A-1 mail).

The organizational philosophy of the district encourages the involvement of the board members in system-wide commissions, task

**Members of  
MCCCCD's  
Governing Board  
regularly visit the  
colleges to meet  
with faculty, staff  
and students.**

forces and study committees. They are also active members of the Arizona Association of District Governing Boards, regular attendants at meetings of the State Board of Directors of Community Colleges, and active participants in legislative action.

The Governing Board has a strong commitment to Maricopa Community Colleges and an understanding of the colleges and their missions. Four of the five have been members of the board for eight or more years. Their re-election, often unopposed, is an indication of community confidence and support (*Exhibit L.21: Resumes of Governing Board*).

## ***District Governance (Appendix 3.1)***

### District Administration

The chief executive officer is the Chancellor, who reports to the District Governing Board. On the Chancellor's staff are four Vice Chancellors overseeing educational development, business services, employee relations, and information technology (*Appendix 3.1*).

The executive leadership of the district is very stable. The Chancellor has been with MCCCDC since 1977, and three of the four Vice Chancellors have been in their present positions for at least five years (*Exhibit L.21: Resumes of District Administration*).

### Presidents Council

The council includes all eight college presidents, the provosts of the two college centers, the director of the Maricopa Skill Center, and the District Faculty President. This group makes district-wide operational decisions and recommends action and policy change to the Chancellor. The Vice-Chancellor for Educational Development presides.

The Chancellor and presidents regularly hold retreats to discuss future initiatives. These retreats overlap Governing Board retreats. In this way, the policy making body and the colleges' leadership can be in consensus on new directions for the district.

### Faculty Executive Council

Residential faculty in the district are not unionized. However, there is a faculty association at each college, and the Faculty Executive Council represents the faculty to the District administration and the Governing Board. The council is composed of the faculty presidents from each of the colleges along with other faculty representatives. The number of representatives is based on the size of the faculty at the respective colleges. This group elects the District Faculty President from its membership. The council is concerned with academic and professional matters. Information from the Faculty Executive Council is conveyed by electronic communication and the periodic publication of *Peerpoint* (*Exhibit O.3*). GCC has been very active in the leadership of the Faculty Executive Council; currently the President-Elect and Past President are GCC faculty.

**MCCCDC's  
leadership is  
notable for its  
longevity and  
national reputation.**

## District-Wide Committees

To enhance communication throughout the district and to ensure broad involvement in decision making, a comprehensive system of committees has been developed. Survey results show that 45 percent of full-time faculty and 68 percent of administrators are currently members of at least one district-wide committee ( $N=155$ ;  $N=36$  O'Neil E8).

### **Administrative Groups**

District administrative groups bring together related personnel from each of the ten colleges and centers in the system to share information, discuss common issues and concerns, and resources. Among these administrative groups are: Deans of Instruction (DIs), Occupational Deans (ODs), Administrative Services Group (ASG), Deans of Students, Deans/Directors of Admissions and Records, Directors of Financial Aid, Career Planning and Placement Council, Disabled Students Services Council, Honors Coordinators Group, Library and Related Agencies Directors' Organization (LARADO), Catalog Common Pages Committee, Professional Growth Committee, Staff Development Committees, and other computer users groups (*see Appendix 4.1 for a description of each of these committees*).

### **District Curriculum Process and Committees**

All colleges in the district share a common inventory of courses (*Exhibit D.8: MCCCCD Course Inventory Audit (CIA)*). This course bank helps assure comparability of courses taught at different MCCCCD colleges.

To add, modify or delete a course, a proposal must be evaluated at the college and district level through a well defined series of steps (*see Figure 2.3 (Exhibit D.3: Curriculum Procedures Handbook, 1991-93)*). Key groups in this process are the appropriate Dean at the college initiating the proposal, the District Instructional Councils, the College and District Curriculum committees.

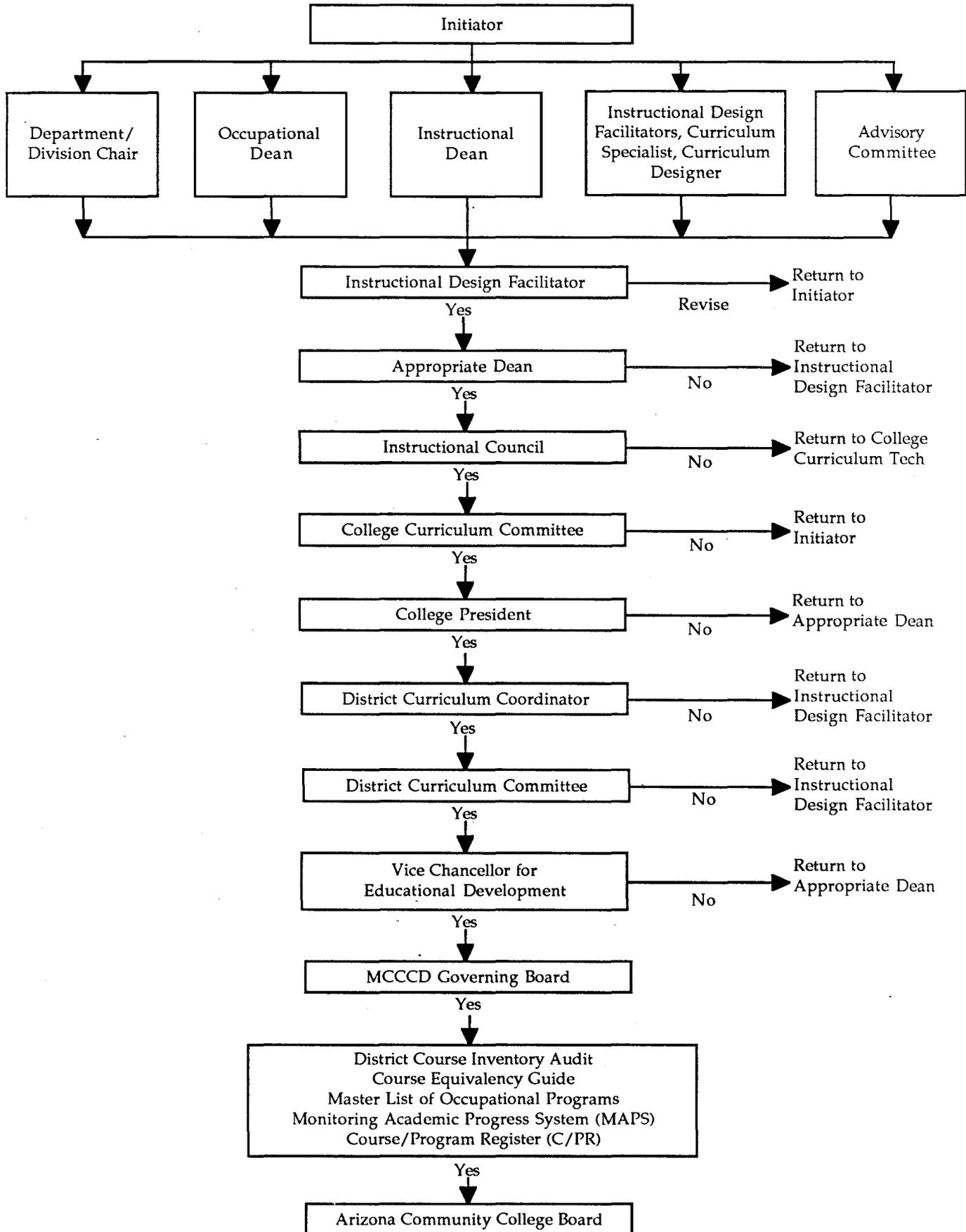
Final approval comes from the State Board of Directors for Community Colleges; however, in the case of academic (non-occupational) courses, the MCCCCD Governing Board is empowered to give this approval. Changes or additions to the district's occupational curriculum require formal state board approval because of the state funding associated with many of these courses.

A similar sequence of steps is followed to make changes in the occupational programs, degrees and certificates.

- Instructional Councils (IC) (*1.2.16 Addendum to RFP; Exhibit D.5: Guidelines for Instructional Councils*): The 44 district instructional councils provide discipline-specific review of proposed curriculum changes. Each council is made up of a representative from each MCCCCD college. Instructional Council members also represent the college on the Articulation Task Force (ATF) in that discipline. In general, ICs are intended to foster communication between faculty members teaching in the same fields and to improve the quality of the instructional program of the district.

**MCCCCD Colleges share a common inventory of courses. Changes to this course bank are made through a well defined curriculum process.**

Figure 2.3 Curriculum Development Flow Chart



- College Curriculum Committee: This committee is described on page 45.
- District Curriculum Committee: Composed of a dean and one faculty member from each college, the District Curriculum committee evaluates curriculum proposals from a district-wide perspective. This body also makes recommendations for changes in Graduation/General Education requirements.

Once approved by the governing boards, appropriate changes are made to the Course Inventory Audit (CIA) and to the official course descriptions and program requirements listed in all college catalogs. Approved occupational programs are also listed in the Master List of Occupational Programs.

### **Cause-specific Committees**

Faculty and staff throughout the district are brought together by concern and interest in common issues. In most cases, they are catalysts for awareness and change within the district.

**Common interests in contemporary issues bring faculty and staff together, often providing the impetus for significant change.**

- "At-Risk" Student Task Force: Formed in 1987, the district "At-Risk" Student Task Force was established to share information and to coordinate its efforts with those of the district staff development committee and ASU's Cultural Diversity Committee. Among the outcomes of the task force have been the establishment of mini-grants for college projects dealing with this student population.
- Vision Journal Editorial Board: Supported by district funding, *Vision: The Maricopa Community Colleges Journal of Teaching and Learning* was established in 1989 to encourage the sharing of ideas among those interested in community college education. Composed of one representative from each college and the district office, the editorial board solicits and reviews submissions from faculty, staff and administrators throughout the district. *Vision* is published bi-annually and is distributed to all faculty and managers in the district and to over 1000 community colleges nationally (*Exhibit O.4: Vision '89, '90, '91*).
- Ocotillo: Ocotillo was born out of the desire of many faculty to have an active voice in technology's instructional agenda in the district. The subgroups of this movement are united by a common focus on technology and education, but their individual agendas are varied. Several of GCC's faculty members have assumed leadership roles in this process (*Exhibit L.15: Ocotillo Year End Reports*).
- Department Chair Committee: The major objective of this committee is to develop a Department Chair Academy to provide structured training and ultimately national certification for community college department chairs. The committee has sponsored two academic leadership conferences for MCCCCD chairs and 25 chairs from outside the district (*Exhibit L.3: Proceedings*). The first annual national academy and conference is planned for March 26-28, 1992 (*Exhibit L.4: Poster/Conference Announcement*).

- **Wellness:** This committee develops and implements district-wide programs to encourage employee wellness. GCC is currently piloting an incentive program in which employees will receive cash benefits for participating in a variety of wellness activities such as exercise programs, health maintenance seminars, and cholesterol and blood pressure screenings.
- **English as a Second Language:** This faculty committee meets monthly to discuss curriculum and software development as well as other issues related to the ESL programs at each college.
- **Fine Arts Committee:** This faculty committee is interested in promoting Fine Arts activities within the district and in serving as a voice to the community.
- **Insurance Committee:** In an advisory capacity to the Vice Chancellor for Human Resources, this committee considers new insurance plans and makes recommendations on their inclusion in the district benefits package (*Exhibit H.3: Flex Benefits brochure*).

Past cause-specific committees in the district include the Occupational Education Task Force, the Arts and Sciences Task Force, Vibrant Arts and Developmental Education Task Force. Each is formed in response to a concern or interest, effect significant change within the system and then disband as need for their activity diminishes.

### ***Student Forum to the Governing Board***

Formed in 1990-91 at the request of the Governing Board, the Student Forum is a vehicle for students to communicate their concerns. GCC's students are represented by members of the day and evening student government. The forum makes an annual presentation to the board in November.

### **Employee Groups**

Although there is no provision for collective bargaining in the state of Arizona, there are seven different employee groups in the district which are organized to some degree: residential faculty, part-time faculty, professional staff (classified employees), maintenance and operations, crafts, food services, and management/administrative/technological. Three of these groups (Residential Faculty Association, Management, Administrative and Technological Association and Professional Staff Association) collect dues from their members and have a rather well-developed program for employee representation and professional development.

***Meet and Confer:*** As a "Right to Work" state, Arizona does not require collective bargaining for public sector employees. However, the MCCCCD Governing Board has chosen to participate in a "Meet and Confer" process with its employee groups based on "community of interest." The purpose of "Meet and Confer" is to deliberate and recommend change in the employee policy manuals, including wages, hours, and other terms and conditions of employment. Each employee group elects members to serve on their behalf in the "Meet and Confer" process. The Vice Chancellor of

Human Resources serves as the Governing Board representative. The process has been used for approximately twelve years.

At the conclusion of the most recent residential faculty "Meet and Confer" (January 1990), part of the agreement was that several "sidebar" issues would be discussed in the three years before the next "Meet and Confer" cycle. The issues included: initial placement, faculty evaluations, twelve-month contracts, staffing ratios, and salary schedule structure. (*Exhibit O.3: Peerpoint; L.22: Background documents*). The first two of these issues were discussed during the 1990-91 academic year and tabled by mutual agreement. The remaining issues will be the agenda for the district faculty "Sidebar" committee during the next academic year. No formal negotiations will take place until the "Meet and Confer" process begins during the 1992-93 academic year.

**Common Policies Committee:** (*1.2.17 Addendum to RFP*) In 1990, policies applicable to all district employees were removed from the policies of individual employee groups and published as a separate document (*Exhibit H.12: Board Policy All Employee Groups*). This committee consists of the official representative of each employee group and is concerned with any additions or modifications of this policy.

### **College Organization and Administration (Appendix 3.3)**

Although each of the colleges in the MCCCCD adheres to the Governing Board's policies and code of ethics, each college has its own administrative organization. GCC's organization is further detailed in Appendices 3.2 and 3.3.

With the philosophy of decentralization operating in the district, the GCC president and his executive team have a great deal of latitude in addressing issues on the campus. Interactions between the individual deans and the president occur almost daily on an informal basis. As needed, they meet as a group on major issues.

The deans meet weekly to share information and to deal with specific issues that affect the entire institution.

#### The College President

The President of the College is the chief administrative officer. He is appointed by the MCCCCD Governing Board and reports directly to the Chancellor of the District. The President is responsible for overall budgeting, planning, and personnel concerns. He is responsible for the management of the institution and for the implementation of district policies in compliance with the policies of the state system (*Exhibit H.12: Chancellor's Executive Council Policy Book, 1986-89 and Addendum; L.21: Resumes of College Administration*).

#### The Deans

Since the last self-study there have been some changes in the administrative organization of the college. This was done, at least in part, in response to concerns expressed during the last self-study that the Office of the Dean of Instruction was understaffed.

**Dean of Administrative Services** is the chief budget officer of the college. Responsibilities include strategic and facilities planning, research and grants, library/media services, technology/telecommunication planning and implementation, student activities, the children's center, safety and security, and auxiliary services (bookstore, food service).

**Dean of Arts and Sciences** has responsibility for the development and operation of the arts and sciences instructional program. The Dean is responsible for 11 instructional departments.

**Dean of Business and Technology** is responsible for occupational and cooperative education programs. Responsibilities include the departments of Nursing and Business, the Engineering and Technology division, Career Educational Services, The Institute for Business, Industry and Technology, General Motors Training Center and Community Education.

**Dean of Educational Services** is responsible for most student service areas; curriculum processes and articulation agreements; coordination of faculty evaluations; production of the college catalog, faculty handbook and class schedule master; and faculty committee assignments.

**The President reorganized the administration to insure equity of responsibilities, better lines of communication, and increased efficiency.**

**Associate Dean of Student Services** reports to the Dean of Educational Services and has chief responsibility for administering and managing admissions and records, veterans services, and financial aid. The Associate Dean chairs the Admissions and Standards Committee and serves as coordinator of the commencement activities.

GCC's deans bring excellent educational backgrounds and a wealth of professional experience to their respective positions (*Exhibit L.21: Resumes of College Administration*). Three of the five have been with the college for many years and thus bring a historical perspective to the leadership. The other two deans bring fresh insights from other institutions. This diversity is consistent with the breadth of the deans' responsibilities, and enables the institution to utilize each of their strengths to its best advantage.

### Departments Reporting Directly to the President

**Athletic Director** — The athletic director is responsible for organizing the intercollegiate athletic teams, scheduling their various competitions, monitoring compliance with recruitment policies of Arizona Athletic Conference and National Junior College Athletic Association (NJCAA), and hiring, supervising and evaluating coaches and athletic specialists. The athletic director is a full-time faculty member.

**Director of Buildings and Grounds** — The Director manages the overall custodial, grounds and crafts activities necessary to operate and maintain the buildings and grounds. The director supervises and evaluates assigned maintenance and operations personnel and develops and coordinates preventive maintenance programs and energy conservation programs.

### Department Structure

College faculty are divided among 16 departments or divisions. These departments include 14 instructional divisions and the service areas of library/media center and counseling. This represents a consolidation in department structure from the 1982-83 academic year when there were 21 departments (*Appendix 4.2*).

Faculty in each department are represented by their chairperson to a dean. The deans meet with the chairpersons and directors on a regular basis. The same type of autonomy felt by the deans in relation to the president is also fostered by the deans with the leaders of their departments. The management and administration of each department is handled by its respective chairperson (*Exhibit L.6: Duties and Responsibilities of Department Chairpersons*).

Chairpersons are evaluated each year by their operational dean (*RFP-D.1.6; Exhibit L.5: GCC Department Chairperson Evaluation form*). Department/Division chairs are selected every two years by the faculty in that area (*Exhibit L.18: Procedure for Selecting Department Chairpersons*).

Some department chairpersons opt to have an assistant department chair. These individuals often are responsible for coordinating the evening instructional program and evaluating evening part-time faculty. Assistant department chairs are common in departments or divisions in which several disciplines are combined (e.g., Music, Speech, Theatre, and Foreign

**GCC has consolidated its department structure to increase the efficiency of management.**

Language department has two assistant chairs, one a music faculty member and the other speech communications instructor; the chairperson is a foreign language instructor). (*Exhibit G.2: Faculty Handbook*).

## Governance Committees and Organizations

### ***President's Administrative Council***

This Council consists of representatives from the different employee groups, other administrators on campus (Deans; Associate Dean; Director of Maintenance and Operations; Coordinators of the offices of Institutional Effectiveness, Community and School Relations, and Student Activities and Services; Directors of Career and Adult Educational Services and the Institute for Business, Industry and Technology; Chief of Safety and Security; and Manager of College Business Services) and the College President. The group meets on an "as needed" basis for dissemination of information of the State Board of Community Colleges, the MCCCCD Governing Board and discussion of relevant college and district issues.

### ***Deans' Council***

This council consists of the four deans at GCC and meets once a week for information dispersal and decision-making. When appropriate, the group meets with the GCC faculty president and the Manager of College Business Services as the Budget Development Committee.

### ***GCC Chairpersons' Committee***

This committee is composed of chairpersons in the Arts and Sciences and is chaired by the Dean of Arts and Sciences. This committee meets regularly for both informational and advisory purposes. The minutes of the meetings are distributed to all faculty (*Exhibit L.1: Minutes*).

### ***Budget Development Committee***

Consisting of the four deans, the Manager of College Business Services, and the Faculty Senate President, this committee meets weekly during the budget development period and later as needed to develop a recommended budget for the college. In 1991-92, three additional faculty members attended the committee meetings.

### ***College Staffing Advisory Committee***

This committee consists of faculty and administrators. The administrators are non-voting members of the committee. This group makes recommendations to the college President for faculty hiring.

### ***College Curriculum Committee***

Composed of faculty representatives from various departments and the Dean of Educational Services, this committee meets on a monthly basis to discuss and approve GCC credit course/program additions, modifications and deletions.

### **The Faculty Association and Faculty Senate**

All residential faculty are eligible for membership in the Glendale Community College Faculty Association. Representatives negotiate changes in employment policy ("Residential Faculty Policy (RFP)") with the district administration by a process of "Meet and Confer" (RFP 1.2.7). Approximately 76 percent of GCC's faculty are members of the association, slightly below the district average of 83 percent membership.

By and from the membership of the Faculty Association, 15 faculty representatives are elected to the Glendale Community College Faculty Senate (one-third each year for three year terms) (*Exhibit L.10: GCC Faculty Senate Constitution*).

Generally the Faculty Senate is concerned with academic and other professional matters. The senate represents the faculty in the selection of college administrators. The senate also works with the administration to appoint faculty members to administrative committees.

The president of the Faculty Senate, elected by members of the Faculty Association for a two year term, represents the faculty on a number of councils and committees, including the Budget Development Committee and the President's Administrative Council. The GCC Faculty Senate President, along with three faculty representatives (two elected from the Senate and one from the Faculty at large), also serves on the Faculty Executive Council of the District-wide Faculty Association. As stipulated in the RFP (*Item 2.12.1*), the college (and district) association presidents receive reassigned time.

### Other Committees and Organizations

#### **President's Community Council (PCC)**

This Council consists of more than 100 representatives from business, government and community organizations (*Exhibit L.16: Membership list*). The group is chaired by a community council member, and the director of Career Services coordinates the council's activities. The purpose of the council is to provide a vehicle for the college leadership to communicate with community leaders and to work with them to plan future directions for the college. PCC support was significant in the 1984 Bond Election and in the development of the High Tech Complex as well as the Alumni Association (*Exhibit L.17: PCC Annual Report*).

#### **Faculty Innovation Support Committee (FISC)**

The primary objective of this faculty committee is to sponsor monthly staff development activities for GCC faculty and staff (*Exhibit L.9: Annual report*). The committee is supported by the Dean of Educational Services and the college Innovation Center. The committee is composed of a representative from the Innovation Center and three faculty members who each receive three semester load hours of release time for their service. Funding is provided by the district.

**Community and business leaders work closely with the college to develop new programs and services.**

## **Employee Groups Associations**

### Full-time Employees

Support staff and management, administrative and technological employees each have their own association [Professional Staff Association (PSA) and MAT Association respectively]. These organizations are primarily concerned about the general working conditions and general welfare of their employee group. Both associations also elect officers from their ranks, and the President of each college association is a member of the District-wide Executive Committee of the association.

### Part-time Faculty

The Part-time Faculty Association (PTFA) is concerned with supporting the needs of part-time faculty throughout the district. Although they have no formal voice in negotiating policy changes, the group seeks to promote equity in salary and benefits, better working conditions, and more effective communication with and between part-time faculty throughout the district. PTFA currently has 273 members district-wide and approximately one quarter of those teach at GCC (*Exhibits L.19, L.20, L.24: By-Laws, Directory, Newsletters*).

## Other Committees

Residential faculty are accountable for participation on one college committee each year. The faculty members are asked annually to rank their preferences (*Exhibit L.2: Committee request form*), and the Faculty Committee Assignment Committee makes the final assignment (*Exhibit L.8: 1991-92 Faculty Committee Assignments*). Results of a survey of faculty and staff show that, in fact, 90 percent of full-time faculty are involved with at least one college committee (*O'Neil E7, crosstabs*).

In addition to the administrative committees listed above which have faculty representation, faculty are also members of committees related to:

- student services,
- student clubs and activities,
- educational programs, and
- operations.

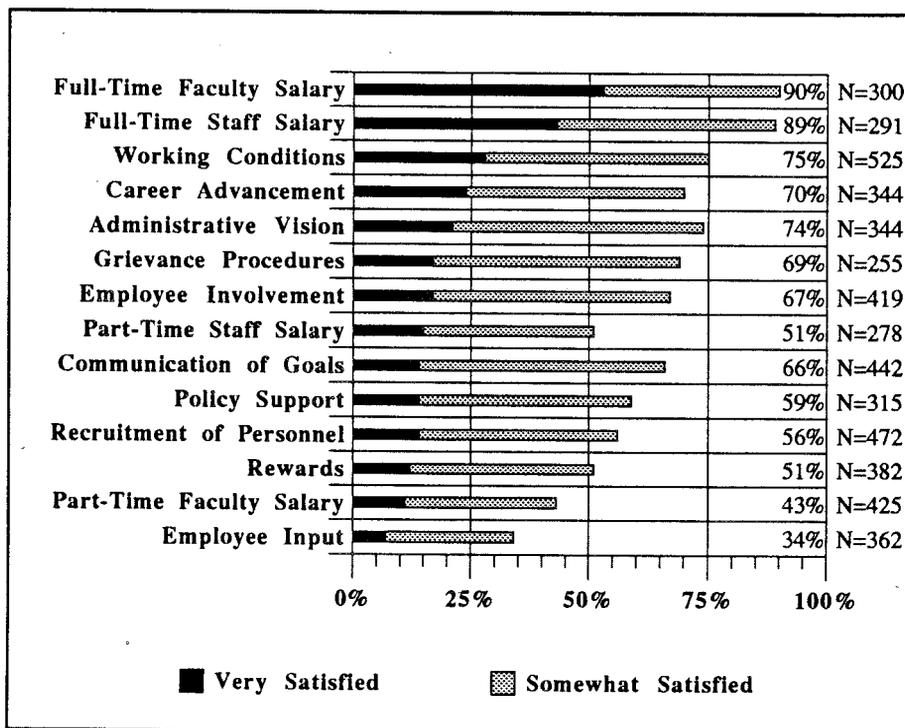
In addition to faculty and administrators, representatives of the student governments are voting members of some college committees. These include committees on commencement, Fund 2 budget advisory, scholarship, speakers forum, traffic court, wellness, bookstore advisory, HTC advisory, intramurals, student recognition day.

## Overall Organization, Administration and Management

Transitions in administrative personnel (three of four GCC Deans have been named as President or Provost of another MCCCCD college within the last three years) and changes in organization in recent years have transpired relatively smoothly.

According to a recent survey of GCC employees (Figure 2.4), the college management has been relatively successful in creating satisfactory working conditions and environment and in creating opportunities for career development and advancement (O'Neil E37, 41). Respondents were also fairly satisfied with the administration's vision of college goals (O'Neil E42); however, they were much less satisfied with the communication of those goals to the employees (O'Neil E43).

Figure 2.4 Satisfaction with Faculty/Staff Issues

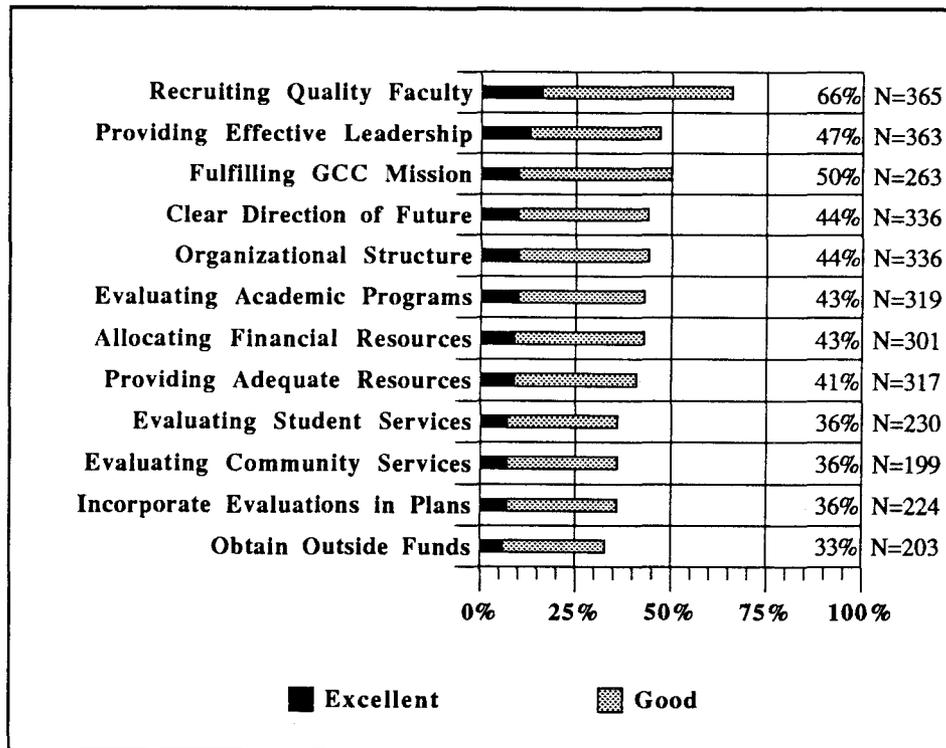


In general, institutional communication and involvement of employees in decision-making seemed to be a recurrent area of dissatisfaction among respondents (O'Neil E38, 43, 45). There are some regular avenues of interdepartmental communication at GCC (e.g., department chair meetings, Administrative Services Management Council); however, the administration recognizes that there is need for improvement. "Communication" is the fourth strategic planning goal for 1990-93.

Other areas of dissatisfaction among employees were the administrative support of district policies for employee groups, recruitment, hiring and evaluation of personnel, and rewards for personal performance (O'Neil E40, 44, 46).

In a survey of faculty and managers only (Figure 2.5), GCC management was rated positively by nearly half of the respondents in the areas of providing effective leadership (47 percent), providing an adequate organizational structure (44 percent), providing a clear sense of direction for the future (44 percent) and fulfilling the objectives of the college mission statement (50 percent) (O'Neil E151 - 154).

Figure 2.5 Evaluation of GCC Administration



Respondents were less satisfied with the college's efforts in evaluating existing programs (academic, student services, community services) and incorporating information from evaluation into planning (*O'Neil E147-150*). This is recognized as an area needing development. While some evaluation efforts are ongoing, their outcomes are often not effectively communicated to the college as a whole or considered in planning mechanisms. An institutional effectiveness office and faculty committee on institutional effectiveness were recently established at GCC to further develop and strengthen these efforts. Communication of the outcomes remains a critical issue to increase the level of awareness, interest and involvement of faculty and staff. The planned continuation of the self-study newsletter will provide one ongoing vehicle for such communication.

Faculty and management were also somewhat dissatisfied with fiscal issues such as allocation of financial resources, provision of adequate resources for year-round operation and acquisition of outside sources of funding (*O'Neil E145, 146, 155*). Several self-study subcommittees also expressed concerns about the lack of involvement of faculty and others in budget decisions. In the last two years, the Dean of Administrative Services has been conducting workshops for department chairs and unit managers to help increase the level of awareness and understanding of the budget development process (*Exhibit F.6: Budget Workshop Materials*). During the 1991-92 budget process, three additional members of the faculty senate attended the meetings of the college's Budget Development Committee as representatives of the faculty.

## ***Strengths and Challenges***

### Strengths:

- The Governing Board is strongly supported by the community and very committed to the community college district.
- The district has stable, highly qualified and well respected administrative leadership.
- Administrative organization and committee structure provide opportunities for broad participation in decisions.
- A variety of committees, councils and task forces bring together personnel with similar interests and concerns from all the Maricopa Community Colleges to share knowledge and resources.
- The administrative organization of the college provides for effective management of GCC's various programs and services.
- Communication channels have been developed through the administrative structure and system of committees.
- The Faculty Senate assumes a pro-active stance on issues of concern to faculty.
- The college organizations provide a vehicle for college personnel to communicate, network, and enhance professional growth.
- There is provision for community involvement in the planning and development of the college.

### Challenges:

- While there have been improvements in communication between the administration and other personnel, additional efforts need to be made so that the college community feels more informed and involved.
- College personnel need to be better informed about the responsibilities, functions and relationships of the college's different administrative units.
- Consideration should be given to including representatives from all employee groups on planning and advisory committees.
- Differences in department chair management and communication styles result in considerable differences in the level of awareness and involvement of faculty in administrative decisions.

## 2.3 FISCAL RESOURCES

All community colleges in Arizona are governed by statutes of the state of Arizona and by fiscal regulations established by the State Board of Directors of Community Colleges and local governing boards.

GCC is a member of a financially sound community college district. As of June 30, 1990 the General Fund Cash balance was \$15 million dollars, and the total cash and investments was \$86 million. At the end of the 1989-90 fiscal year, the district balance sheet showed total assets of \$311 million and liabilities totalling only \$104 million (*Exhibit F.13: 1990 Financial Report*).

**MCCCD had assets of \$311 million at the end of 1989-90 and liabilities of only \$104 million.**

The budget for the Maricopa County Community College District (MCCCD) is approved annually by the MCCCD Governing Board. The adopted budget specifies allocations for the district office and the ten colleges and centers. For 1991-92, the total MCCCD revenue and expenditure plan for all fund sources totals \$282,272,973 (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*).

The 1992-93 budget deliberations are in process. The initial revenue and expenditure plan for the district projects very modest growth. The estimated revenues are projected to be sufficient to meet current employee group agreements and provide for the initial operation of the Estrella Mountain Community College Center. Some assistance is also anticipated to help with utility expenses. Other than these elements, the colleges, centers and district office budgets are expected to be held static for the next fiscal year (*Exhibit F.10: GCC Budget Proposal 1992-93*). (For a discussion of GCC's plan to respond to such a constrained budget, see page 160).

Several outside factors may alter this picture for 1992-93. These include recommendations of the Joint Legislative Committee on Community College Financing, changes in the county's estimate of assessed valuation, and in the MCCCD Governing Board action on tuition and fees. By the time the NCA consultant-evaluator team visits GCC in February, there should be a clearer picture of the estimated revenue for 1992-93.

### Revenue Sources

Revenue for the Maricopa County Community College District (MCCCD) is obtained primarily from three sources: property taxes, state aid, and tuition and fees.

- **Property Tax:** All real property in Maricopa County is subject to a district levy for operational funds for the community colleges. The levy for 1991-92 was 84.02 cents per \$100 of assessed valuation. The historic valuation of the county has been steadily rising with the growth in population (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92, pp. F7 - F11*).
- **State Aid:** Funding from the state is based on the number of full-time student equivalents (FTSE). This number was originally determined based on the average FTSE at the 45th calendar day of the two regular semesters. Legislative action in recent years has,

however, added the students enrolled in summer sessions (*House Bill 2112 in 1988*) and in short-term (*ARS 22, Ch. 9, S. 33, 1980*) and open-entry/open-exit courses (*ARS 22, Ch. 196, S. 4, 1982*) to this FTSE calculation. Nevertheless, because of the limited funds appropriated by the legislature to support community colleges in the state, the actual State Board allocation to MCCCCD is significantly lower than the statutory rates (*see Figure 2.6*).

- **Tuition and Fees:** Tuition has risen from \$11.00 per credit hour in fiscal 1982-83 to \$26.00 per credit hour in fiscal 1991-92. For a student enrolled in 15 credit hours in a MCCCCD college the total annual tuition is currently \$780.00. The community college national median tuition is \$1,016.05. Historically, MCCCCD's tuition has always been significantly less than this national average and also lower than tuition at the local state university, ASU (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92, pp. F13-F14*).

**Tuition for a full-time student at GCC is \$780.00. The median tuition for community colleges nationally is \$1,016.05.**

When the state community college system was founded in 1962, the legislative commitment was 50 percent funding with the remainder to come from the local tax base. Since then the appropriation from the state has continued to decline (*DB \$Budg.1, \$Budg.2*). Based on a 1984 subcommittee recommendation, the legislature gradually changed its commitment to the state system to 33 percent of its operating budget. Further, the allocation process by the state community college board is a stepped formula, funding only the first 2500 FTSE at 100 percent, the second 2500 FTSE at 70 percent and the remaining FTSE at 50 percent; as a high FTSE district, MCCCCD receives a lower appropriation percent (13.76 percent and 14 percent in 1989-90 and 1990-91 respectively) than many of the other districts in the state.

Figure 2.6 Comparison of State Aid/FTSE

County	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
Cochise	\$800	\$835	\$1230	\$1278	\$1564	\$1673	\$1384	\$1399
Graham	828	867	1237	1425	1450	1554	1478	1486
Maricopa	613	642	675	802	776	741	578	689
Mohave	936	964	1211	1231	1342	1513	1432	1442
Navajo	825	885	1203	1287	1402	1421	1465	1453
Pima	647	671	836	973	938	932	927	843
Pinal	783	853	1236	1220	1277	1475	1385	1399
Yavapai	804	850	1176	1322	1259	1453	1391	1321
Yuma/ LaPaz	798	828	1174	1501	1353	1366	1373	1481

Source: MCCCCD Business Office

Thus to make up the difference between local taxes (capped by Proposition 106, passed in June 1980, at an upper expenditure limit) and the lowered

percentage of state funds, the district has increased tuition over the last nine years (*Exhibit F.3: Adopted Budget Fiscal Year 1991-92*).

Comparisons with the median revenues of other colleges in the state, region and nation show that GCC receives a substantially larger percentage of its revenues per FTSE from local appropriations and a smaller proportion from the state (*\$ Rev.4*) than other institutions. Conversely, GCC relies on tuition and fees for a larger proportion of its revenue than is reflected in the national, western regional or state medians (*\$Rev.2*). Total revenue dollars from tuition and fees at GCC, however, are still lower than the national median (*\$Rev.1*).

## Other Revenue Sources

### **Maricopa Community College Foundation**

The Maricopa Community College Foundation is a private, non-profit corporation, established in 1977 to supplement the financial needs of the Maricopa Community Colleges. A volunteer board of directors assists in the acquisition and management of funds and/or properties collected from corporate contributions, individual gifts, memorials, foundation grants and endowments. These funds are used to provide for needs not met by public funds and tuition revenues. In the last three years, GCC has received \$125,000 from the foundation. These funds were designated to fund student scholarships, to support the Jeffrey Robinson Classroom in High Tech 2 (approximately \$62,500) and to support an endowed faculty chair (\$75,000 pledged) (*Exhibit F.12: Maricopa Foundation Reports*).

**GCC has benefitted from over \$125,000 in private donations to the Maricopa Community College Foundation.**

### **Grants**

#### External Grants

Individuals and groups within the college and district may apply for grants from government agencies and corporate foundations to fund activities which cannot be supported with existing operating funds. According to the policy of the Governing Board, such proposals should be related to the district's strategic master plan, provision of student financial aid, improvement of instruction, or the development/operation of programs for special constituencies. The district's Grants Development and Management Office distributes information on granting agencies to interested MCCCCD personnel and coordinates the grants application process (*Exhibits F.14: MCCCCD Procedures for External Grants, Federal Grants Information*). Among the external grants from which GCC has benefitted include: a grant from the National Science Foundation to support the Maricopa Comprehensive Regional Center for Minorities, Federal grant monies to internationalize curriculum, and federal vocational education funds (Carl Perkins Act).

#### Internal Grants

The district and college provide internal grant monies to support smaller projects proposed by faculty, administrators and staff. The current categories of funding are: Priority Educational Programs, Instructional Computing, International Education, Vibrant Arts, and Lodestar (*Exhibit*

*F.11: Grant information*). A number of innovative projects at GCC have been funded by these internal funds (*Exhibit F.1: Abstracts of Internal Grants Project Proposals 1983-1991*). The college's Office of Institutional Effectiveness assists with grant proposal preparation before submission to the district Grants Development Office.

### **Fund Accounting**

District monies are budgeted and accounted for through six funds, each having distinct purposes. These funds are referred to by number and are described briefly below:

- **Fund 1** (Current Unrestricted General Fund): Disbursements from this fund are primarily for the educational/instructional (credit) programs, but also include academic support, institutional support, student services, maintenance and operations, and public service functions. Revenues include funds received through state appropriations, tax levies, tuition and fees, state reimbursement for expenditures, and interest income.
- **Fund 2** (Current Unrestricted Auxiliary Fund): Disbursements from this fund are for student activities, college activities, food service operations, non-credit program activities, athletics, revenue bond retirement and other types of revenue fund activities. Revenues include associated student fees, gate receipts, parking fines, revenue from food service and vending operations, bookstore commissions, fees for non-credit programs, facilities rental fees and interest income.
- **Fund 3** (Current Restricted Funds): These funds may be restricted by the donor or granting agency for a specific purpose. Examples of such funds are grants from foundations, industry, individuals, and state and federal governments; scholarships, financial aid grants, and negotiated contracts for services provided.
- **Fund 5** (Loan Funds): These funds are restricted for the purpose of lending to students and are operated on a revolving fund basis. Repayment of loans and interest payments on notes remain in the loan fund for lending to other students.
- **Fund 6** (Endowment Fund): Endowment funds are donated with the stipulation that the principal of the fund remain intact in perpetuity. Only the income from investment of the principal may be expended.
- **Fund 7** (Unexpended Plant Funds): Disbursements from this fund include capital purchases such as land, land improvements, construction of buildings and purchase of capital equipment. Revenue sources for the plant funds include revenue and general obligation bonds, state appropriations, interest income, and surplus sales.

Money can be transferred within funds and programs in all budget categories by each college. Only the movement of funds from and to salary and from utility categories or movement of funds in excess of ten percent of

a given budget category require approval by the district Vice Chancellor of Business Affairs.

## **Budget Development**

### Operational Budget

The district-wide budget development process is linked to the strategic plans of the district and the colleges (*Exhibit F.5: Budget Development Handbook*). This approach focuses fund allocation decisions on program planning and outcomes.

Budget development at GCC commences at the beginning of the academic year. The college Budget Development committee reviews and analyzes the base budget of Fund 1 and reallocates funds to areas or programs of greatest need.

Requests are made to the managers, supervisors, and department chairs to propose new programs or program enhancements in the Fund 1 (operational) budget. These proposals, called Budget Decision Packages, are reviewed and prioritized by the Budget Development Committee relative to the college's strategic goals. The college President makes the final decision on the Fund 1 budget package. In the 1992-93 budget process, no formal decision packages were submitted because of the current steady state budget situation for the district (*Exhibit F.10: GCC 1992-93 Budget Proposal*).

The college activities budget, supported by Fund 2 dollars, is developed in a similar manner by another advisory committee, the Fund 2 (Student Activities) Advisory Committee. Its membership consists of four student representatives — two from the daytime Student Government and two from the Evening Students Association, the Director of Student Activities and Services, a faculty member, the Manager of College Business Services, and the (non-voting) Dean of Administrative Services. This committee makes budget recommendations to the college President.

The revenue sources for Fund 2 include not only the student fees, bookstore and food service profits which support student activities but also non-credit class fees and technology user/course fees. However, these monies remain with the college and are not part of the district budget allocation process. Non-credit programs are self-supporting and their budgets are managed by their respective program directors at GCC. Occupational course fees, arts and sciences course fees, and technology user fees charged to students enrolled in some courses (e.g., studio art classes, lab science classes, computer classes) are appropriated to the corresponding dean who administers the funds to support instructional supply needs.

These budget proposals, along with ancillary information, are forwarded to the district Budget Development Executive Committee (BDEC). This committee is composed of the Chancellor, the Vice Chancellors, representatives of the Governing Board and the Presidents' Council, and representatives from the district budget office in an advisory role.

**Budget development at GCC is related to the college's strategic planning goals.**

BDEC holds hearings allowing each institution and the district office to present their budget requests. The committee then recommends to the Chancellor the number of supplemental dollars each institution should receive above its respective base budget. The Chancellor reviews and makes recommendations on the entire district budget to the MCCCCD Governing Board. The Governing Board performs the final review and adopts the budget at a public hearing.

For the 1991-92 fiscal year, the GCC budget includes (*Exhibit F.3: Adopted Budget 1991-92*):

Unrestricted Fund 1	\$25,690,495
Auxiliary Fund 2	3,663,576
Restricted Fund 3	4,280,000
Unexpended Plant Fund	817,622
<b>TOTAL, All Funds</b>	<b>\$34,451,693</b>

The annual budget for the entire district is tied, in part, to the amount of FTSE generated by each college and for the district as a whole. The district submits a projected total FTSE for the next year to the State Board. This estimate, tallied with those received from other districts in the state, forms the basis of the State Board's funding request to the legislature. Similarly, college FTSE estimates form the basis for the district submission.

**GCC is a very cost-effective institution.**

Costs per FTSE vary at each of the colleges (*Figure 2.7*). The large colleges, such as GCC, have a lower cost per FTSE than the smaller institutions; they are also budgeted at a lower proposed expenditure/FTSE (*DB \$Exp. 1*).

Figure 2.7 Historic Comparison of Cost/FTSE for MCCCCD

College	Actual 86-87	Actual 87-88	Actual 88-89	Actual 89-90	Actual 90-91	Budgeted 91-92	Projected 92-93
PC	\$3202	\$3366	\$3279	\$3248	\$3556	\$3000	\$2995
GCC	\$2800	\$2866	\$2705	\$2608	\$2891	\$2928	\$2875
GWCC	\$5668	\$5297	\$4743	\$4474	\$4121	\$4732	\$4074
MCC	\$2507	\$2616	\$2613	\$2601	\$2813	\$2971	\$2907
SCC	\$3287	\$3544	\$3448	\$3246	\$3577	\$3574	\$3513
RSCC	\$2260	\$2271	\$2378	\$2274	\$3140	\$3032	\$3112
SMCC	\$6750	\$6223	\$5892	\$5310	\$5304	\$6241	\$5972
CGCCC	\$5312	\$4813	\$4051	\$3819	\$4178	\$3948	\$4499
PVCC	\$6332	\$3373	\$3201	\$3184	\$3706	\$3772	\$3933
EMCCC	NA	NA	NA	NA	\$10,783	\$13,430	\$8810

Source: MCCCCD Budget Development Office

## Capital Budget

Each college receives four separate Fund 7 capital allocations. These four categories of funds are listed below:

- **New/Replacement Capital:** for new or replacement equipment and the costs for remodeling facilities.
- **Occupational Capital:** for new equipment to be used by occupational programs.
- **Library Development Capital:** for new equipment and materials for library.
- **Information Technologies Capital:** for computers and related peripheral equipment.

These capital allocations are based on a lump sum per college plus an additional amount based on FTSE. The Fund 7 capital allocations for 1991-92 for GCC are shown in Figure 2.8.

Figure 2.8 Historical Capital Budget for GCC

	86-87	87-88	88-89	89-90	90-91	91-92
New/Replacement	\$223,144	\$360,158	\$315,864	\$313,006	\$344,270	\$373,056
Occupational	\$193,170	\$235,564	\$228,899	\$231,727	\$236,818	\$229,871
Library Development	\$42,838	\$37,944	\$59,094	\$59,206	\$59,645	\$24,536
Information Technologies	\$165,091	\$171,967	\$193,355	\$188,667	\$190,828	\$190,159
<b>TOTAL</b>	<b>\$624,243</b>	<b>\$805,633</b>	<b>\$797,212</b>	<b>\$792,606</b>	<b>\$831,561</b>	<b>\$817,622</b>

Source: Adopted Budgets

The total amount of money available district-wide in each of the above categories has remained relatively constant for the last several years. In theory, capital allocations should reflect the growth of the college; in reality the reverse has been true because of the increase in the number of colleges. With more institutions being allocated base amounts, fewer dollars have been available to be allocated on the basis of FTSE. Thus, the 1991-92 capital allocations cited above represent almost a \$14,000 decrease in capital funds from 1990-91 even though the college grew near 5 percent in FTSE (*DB 10.4; Exhibit F.3: Adopted Budget Fiscal Year 1991-92*).

The distribution of these funds is handled at the college level. At GCC, requests for new/replacement capital are reviewed by the Budget Development Committee. Capital budget requests are prioritized based on their relationship to the college's strategic goals. Requests for information technologies capital are reviewed by the directors of the Innovation Center and Academic Computing, and by the college deans. The library

allocation is distributed by the department chair of Library/Media with recommendations from the Library/Media Advisory Committee.

Major and preventative maintenance projects are funded by a separate allocation of Fund 7 from the district. To verify compliance with the district board and state board facilities' policies, all such projects are reviewed by the MCCCCD Facilities Planning Office prior to inclusion in a budget proposal. All proposed buildings and grounds projects that exceed \$10,000 also require advance approval from the MCCCCD Governing Board.

In addition to these capital allocations, Fund 2 dollars can be used to purchase capital equipment. The Fund 2 Advisory Committee reviews requests for capital purchases from the Fund 2 account.

### Budget Comparisons

GCC ranks substantially below the other institutional medians in the total revenue per FTSE or per unduplicated student (*DB \$Rev.1, \$Rev.7*). Consequently, its expenditures per FTSE are similarly lower than other institutions (*DB \$Exp.1*). However, GCC expends a higher percentage of its budget on academic functions and scholarship than other comparative geographic medians, and conversely expends a lower percentage on support functions such as maintenance and operations, institutional support and student services (*DB \$Exp.2*). Salaries make up nearly 80 percent of total institutional expenditures. This is higher than any of the other comparative medians and the district average (*DB \$Exp.7*).

**GCC is a fiscally efficient institution. Nearly 70 percent of its expenditures are toward academic functions and scholarship.**

### ***Budget Management and Accounting***

#### Management of Funds

The adoption of the annual budget by the MCCCCD Governing Board is in accordance with Arizona Revised Statutes and constitutes authorization to incur expenditures and collect the estimated revenue. MCCCCD Business Services is responsible for the daily accounting of all district expenditures and for the overall monitoring of district monies.

Each college has a fiscal officer (Manager of College Business Services at GCC) who monitors the individual college budget in accordance with the policies established by the district budget office. All funds are allocated and expended on a program budget basis, and all expenditures are effected and documented through the use of requisitions, purchase orders, receiving reports, and warrants. Each budget manager is responsible for the execution of the budget supporting his or her respective program area.

A financial report of revenues and expenditures is prepared for each charge center of the college. On-line computer access to this information is available to each budget manager and department chair [Financial Record System (FRS)].

## Purchasing

The District Purchasing Office coordinates the purchasing for the MCCCCD and establishes policies and procedures in accordance with the MCCCCD Purchasing Policies and Procedures (*Exhibit F.15*).

All major purchases for colleges within the district are made through a district purchasing agent. The college fiscal agent is delegated to serve as a purchasing agent for goods or services worth \$500 or less through the use of a limited purchase order.

Capital equipment valued at \$500 or more is tagged with MCCCCD property tags by the campus receiving agent. District property control maintains records of all campus capital equipment.

## Audits

MCCCCD's Internal Audit Department conducts periodic, routine audits on the financial activities of all colleges. The reports are presented as findings and recommendations to a standing district Audit and Finance Committee (*Exhibit F.4: Audits*).

The district is also audited on an annual basis by the State Auditor General and is required to comply with all of the recommendations of this audit (*Exhibit F.7: District audits*).

## **Auxiliary Services**

The district collects blanket bids for the auxiliary services of bookstore and food service operation from private contractors. In general, the contracts call for the colleges to provide equipment, space, and utilities. The district receives a percentage of the service revenues, as outlined by contractual formula, into the Fund 2 budget. These revenues are then redistributed to the colleges based on Fund 2 allocations. GCC utilizes the district contracts for both the bookstore service and food service. In both cases the Manager of College Business Services acts as a liaison between the service and the administration.

## **Strengths and Challenges**

### Strengths:

- GCC is a member of a financially sound community college district.
- Given the projected growth of Maricopa County, MCCCCD is expected to maintain a strong financial base.
- Although tuition has risen in the last nine years, it remains significantly below the national community college median.
- MCCCCD has well-established accounting procedures for fiscal auditing and well-established and documented control mechanisms.
- The resource allocation processes are directly related to the college mission and strategic plan.

- Budget development and appropriations are open processes, and information is available to all through the district's electronic record system (FRS).
- College autonomy from the district allows GCC to monitor and control its own budget.
- GCC expends a higher percentage of its funds on academic functions and scholarship than the national and regional averages.

Challenges:

- All community colleges in the state are challenged by the declining financial commitment from the state government.
- State funding formulas allocate an inadequate share of limited state funds to the MCCCCD.
- Because GCC is part of a multicollge district, the status of the other colleges and centers also impacts GCC's budget.
  - The increase in the number of colleges in the district combined with a stable capital budget has resulted in a decrease in Fund 7 allocations to each of the existing colleges.
  - GCC has money constraints in order to help support other colleges in the district that have a very high cost/FTSE.
- Future directions and growth of the college depend upon voter passage of a capital development bond in the next two years, revision of state funding formulas, and improvements in the local economy.

## 2.4 PHYSICAL RESOURCES

### Physical Plant

Glendale Community College is located on a 149-acre campus just minutes from downtown Glendale on the corner of 59th and Olive Avenues. The size of the property has provided GCC with ample room for expansion over the past twenty-six years. The college is adjacent to Sahuaro Ranch Historical Park and the new Glendale Public Library.

To keep pace with its growing student body and programmatic demands, the GCC campus has grown from its original 13 buildings to the current size of 39 buildings with a total square footage of 470,506. Thirteen of these buildings, totaling 109,705 square feet, have been constructed since 1983 (Figure 2.10; Exhibit: SCR#5A). Most construction was financed by the passage of a district bond in 1984. The gross square footage per student has increased on a per FTSE basis (from 82.3 sq. ft./Fall 45th day DFTSE in 1982-83 to the current 89.6 (Figure 2.9; DB 10.5)) but has not quite kept pace with the increase in headcount (going from 53.4/Fall 45th day DHC in 1982-83 to 46.7 (DB 11.5)).

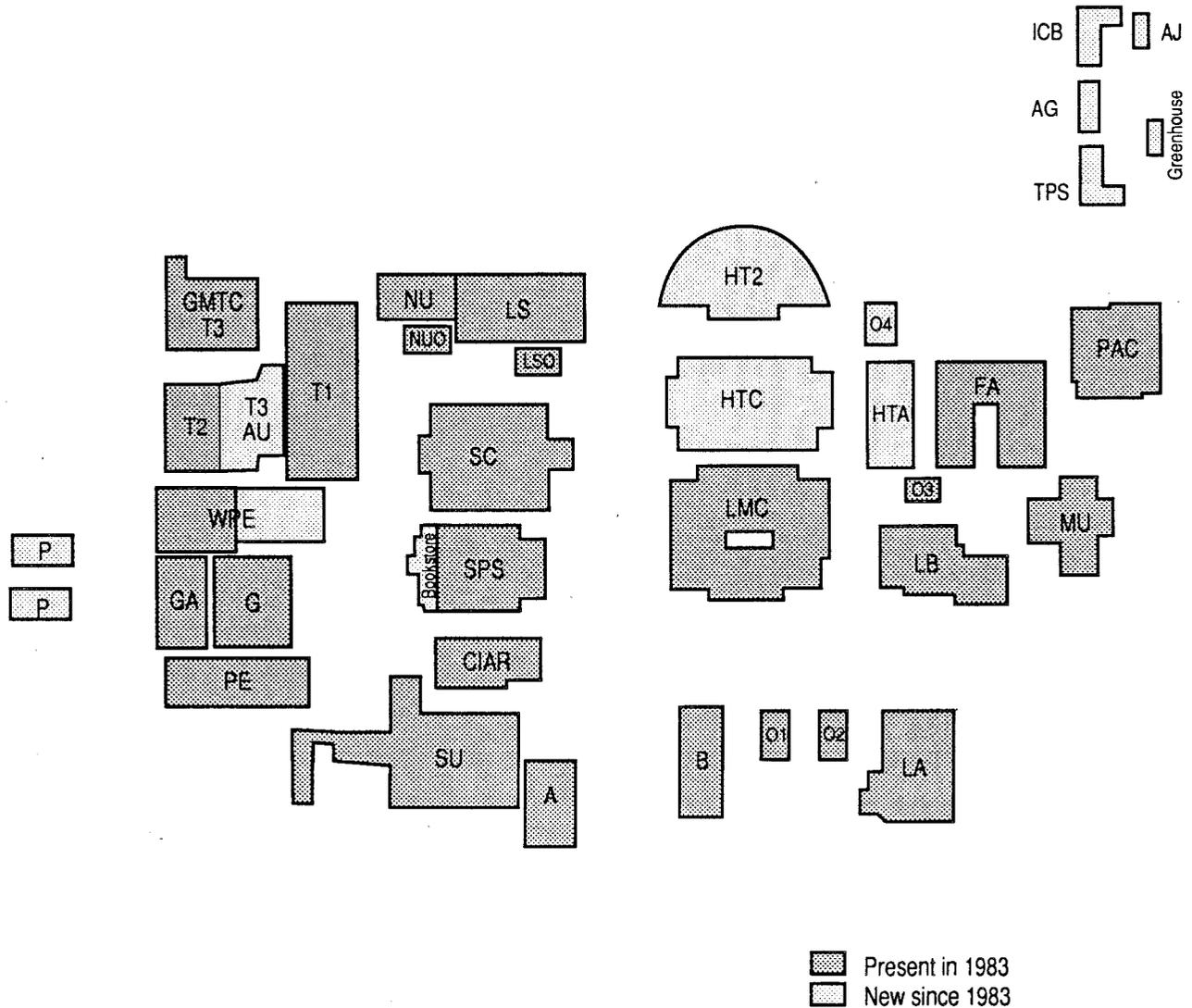
Figure 2.9 Comparison of Space Utilization  
at MCCCC Colleges

College	1992 Gross Square Footage (GSF)	GSF/DFTSE 1990-91
CGCCC	69,100	88
GWCCC	150,800	183
GCC	470,500	90
MCC	518,300	83
PVCC	177,200	127
PC	440,200	114
SCC	320,900	104
SMCC	145,900	181
<b>Total/Average</b>	<b>2,411,900</b>	<b>97</b>

Source: Governing Board Agenda, 7-23-91, Item C-16

Compared to regional and national medians, GCC has been conservative in its expenditures for buildings; the building replacement value per FTSE is significantly lower at GCC than the state, regional or national medians (DB \$Exp.7).

Figure 2.10 GCC Campus 1991 Compared to 1983



Building Abbreviations

- |  |                                |
|--|--------------------------------|
| A-Administration                                       | LS-Life Science                |
| AG-Agriculture   | LSO-Life Science Offices       |
| AJ-Administration of Justice                           | MU-Music                       |
| B-Business   | NU-Nursing                     |
| CIAR-Center for Information, Advisement & Registration | NUO-Nursing Offices            |
| FA-Fine Arts   | O1-O4 Faculty Offices          |
| G-Gym  | P-Portable Classrooms          |
| GA-Gym Annex (Fitness Center)                          | PAC-Performing Arts Center     |
| HTC-High Tech Center                                   | PE-Physical Education          |
| HT2-High Tech 2  | SC-Science                     |
| ICB-Institute Classroom Building                       | SPS-Student Personnel Services |
| LA-Language Arts                                       | SU-Student Union               |
| LB-Liberal Arts  | T1-T4 Technology Buildings     |
| LMC-Library Media Center                               | TPS-Technology/Public Services |
|  | WPE-Women's Physical Education |

Among the recent additions are two new computer facilities (High Technology Center and High Tech 2), and three new buildings to help support partnerships with business and industry (General Motors Training Center, Institute Classroom Building, Technology and Public Services Building). New construction has also included a total of 47 new classrooms. The 20-year Facilities Master Plan calls for the addition of 200,000 - 300,000 square feet. (*Exhibit M.11: GCC Master Plan*). Such growth is contingent on voter passage of future capital development bonds.

**GCC has added 26 new buildings since 1983 including 47 new classrooms and the High Tech Complex.**

In addition to the facilities added since 1983, there has been ongoing renovation of existing rooms, offices and facilities to upgrade and retrofit them for new uses or improved functioning (*Exhibit M.8: Renovation records*).

Utilization of Facilities

**Classrooms:** As of Spring semester 1991, there were 105 classrooms plus 52 "special-use" rooms available for use on the GCC campus. Classes were also held in the High Tech Center, Student Union, and in such off-campus locations as the Holiday Inn, Deer Valley Vocational School, Thunderbird Hospital, Maryvale Samaritan Hospital, John C. Lincoln Hospital, Boswell Hospital, Glendale Fire Station, and the American Graduate School of International Management (*DB 15.1*).

As is shown in Figure 2.11, classroom utilization is high during peak hours of the morning and evening. It is becoming difficult to find space for new sections during these times.

Figure 2.11 Use of Instructional Space

Utilization of Lecture Rooms			
M, W, F		T, Th	
Classtime	Percent Usage	Classtime	Percent Usage
7:00 am	23	7:00 am	25
8:00 am	86	8:30 am	92
9:00 am	88	10:00 am	89
10:00 am	87	11:30 am	82
11:00 am	83	1:00 pm	48
12:00 noon	79	2:30 pm	30
1:00 pm	53	5:30 pm	70
2:00 pm	34	7:00 pm	81
5:30 pm	78		
7:10 pm	91		

Figure 2.11 Use of Instructional Space (continued)

Utilization of Special Use Rooms			
M, W, F		T, Th	
Classtime	Percent Usage	Classtime	Percent Usage
7:00 am	10	7:00 am	12
8:00 am	31	8:30 am	62
9:00 am	42	10:00 am	52
10:00 am	50	11:30 am	64
11:00 am	53	1:00 pm	42
12:00 noon	42	2:30 pm	31
1:00 pm	46	5:30 pm	35
2:00 pm	42	7:00 pm	58
5:30 pm	44		
7:10 pm	75		

Source: SISGCRBS35RPT, revised 10/3/90

In an attempt to more efficiently use existing space during “off-peak” hours, courses offered at a discounted tuition were begun in Fall, 1990, in the “Afternoon College” (DB 14.2).

**Faculty Offices:** In general, individual office space is provided for all full-time faculty including residential, “one semester only (OSO)” and “one year only (OYO)” faculty. Limited office space is also available for “early retirees” during the semester that they are teaching. A large group office is provided for day and evening part-time faculty. During Spring semester, 1991, it was necessary for six full-time faculty members to share three offices. Another 28 full-time faculty shared their offices with either early retirees or part-time day faculty.

Adequacy of office space is a common concern among faculty. This is reflected in comments from department chairs (*Exhibit: SCR#5A*) and in survey results (*O’Neil E140*). There is a general sense that in addition to there being too few offices, the older ones are too small to accommodate current faculty space needs.

**Parking:** There are currently 4,083 on-campus parking spaces, including 80 spaces designated for handicapped individuals. Recent increases in enrollment coupled with loss of space due to new building construction has made parking an issue, especially with students (*O’Neil E55*). Availability of parking is usually a problem early each semester when enrollment and attendance are at their highest, particularly during peak morning and evening hours. The Facilities Master Plan calls for the addition of 2,400 new parking spaces over the next ten years.

## Condition of Physical Plant and Grounds

Overall the campus is attractive, open and functional. One of the biggest challenges to operations is simply the age (26 years old) of many of the buildings on campus. Common problems are antiquated heating, ventilation and air conditioning (HVAC) systems, roofs and ceilings needing repair or replacement, and problems with plumbing and lighting. These same concerns are reflected in the results of the survey of faculty and staff conducted in Fall, 1990 (*O'Neil E48, 104*) and in comments solicited from craftsmen (*Exhibit S.8: SCR#5A*) and from department chairs (*Exhibit S.8: SCR#5A*).

Monies for the repair and maintenance of the physical plant are budgeted from several different funds.

- **Major Maintenance:** This budget is designated for projects costing over \$5000. Of late the annual major maintenance appropriations have not kept pace with the needs of the physical plant. Sufficient funds will likely be unavailable in 1991-92 to carry out all of the needed roofing repairs, and repairs to ceilings, floors and walls cannot be done until the roofs are secure.
- **Minor Maintenance:** Funds for projects costing less than \$5000 comes directly from the Maintenance and Operations Budget (from Funds 1 and 7). Priority is based on the degree of urgency and date of occurrence.
- **Buildings and Grounds Projects:** Approximately \$20,000 is set aside annually from the Capital Budget (Fund 7) for buildings and grounds projects such as an additional light switch, partition walls, built-in shelves, or doorway changes.

The limited funds available to upgrade infrastructure have resulted somewhat in a "crisis management" approach to the physical plant, dealing with the most critical renovations first. The frustration associated with this is suggested by the somewhat lower evaluations expressed by employees with regard to building maintenance compared to other aspects of the college's physical resources (*O'Neil E49, 51*). This situation should be improved somewhat now that a comprehensive report has been done on the status of all existing buildings in the district (*Exhibit M.11: GCC Master Plan, Volume II*).

## Maintenance of Buildings and Grounds

Despite the nearly constant construction or repair occurring somewhere on campus, GCC has a well maintained appearance. This is reflected in the relatively high marks given for groundskeeping and janitorial services by employees on a recent survey (*O'Neil E52, 53*). Most buildings have been freshly painted. The grass, trees, and shrubs are well manicured and the flower gardens are always attractive. Trash and litter are removed on a regular basis. Recently, new cigarette and trash receptacles have replaced many of the metal drums formerly used. New signage has added to the overall appearance of the campus and greatly assisted students and guests in finding their way around.

**GCC has made steady progress in improving the accessibility of buildings and services to the disabled.**

## Accessibility to the Handicapped

An Accessibility Task Force (ATF) was established at GCC in May, 1989, following a U.S. Department of Education Office of Civil Rights compliance review of the college (*Exhibit M.12: OCR Exit Report; M.7: ATF Report*). The ATF was charged with reviewing the accessibility of college facilities, making recommendations for improvement, and monitoring progress to insure continued compliance with American National Standards Institute (ANSI) standards.

Steady progress has been made at GCC since the OCR review with regard to accessibility of buildings and services to the disabled. Of the 78 concerns identified by the ATF in June 1989, 27 have been corrected (*Exhibit M.7: ATF Report*). The college remains committed to respond to the remaining concerns. As additional funds are available, improvements will continue to be made, dealing first with those issues which are of greatest concern to the students and staff.

## ***Strengths and Challenges***

### Strengths:

- GCC has an aesthetically appealing campus with generous pedestrian mall spaces and open areas for campus expansion.
- The campus is enveloped by attractive surroundings including a citrus grove, nearby city park, and turf areas along the east, south and west boundaries.
- The college has continued to expand its facilities to keep pace with its growing student body and changing learner needs.
- Although one third of the buildings are over 20 years old, all facilities are still serviceable.
- Despite limited resources, the college buildings and grounds are well maintained.
- The college strives to maintain a campus accessible to the handicapped.
- The facilities master plan effectively responds to the limitations imposed by the current physical plant.

### Challenges:

- There are currently insufficient multipurpose classrooms to expand instructional offerings during the peak hours of the regular academic year.
- Any additional construction will require expansion of present central plant to support increased demands.
- Preventative maintenance and major maintenance priorities will need to be addressed to assure the long life of older buildings on campus.

- Additional faculty offices are needed and older office space needs to be improved
- Parking space is currently limiting at peak use hours during the academic year.
- Much of the future remodeling, new construction, and maintenance planned to address limitations posed by the existing physical plant are contingent on voter passage of a major district capital development bond.

## **Equipment**

### Capital Equipment Holdings

Glendale Community College abides by the policy set forth by the Maricopa County Community College District (*Exhibit M.1: MCCCCD Property Control Report*). GCC as a unit of MCCCCD abides by the capitalization policy set forth by the Arizona State Community College Board (*Exhibit M.6: Capitalization Policy*).

An inventory of capital equipment acquired during fiscal years 1982-83 through December 6, 1990, is displayed in Exhibit M.2. A listing of items "written to history" since 1982-83 is displayed in Exhibit M.4. It should be noted that the threshold for capitalization of inventory was increased from \$250 to \$500 effective July 1, 1989.

### Computer Equipment

#### **Brief History of Computing at GCC**

Computing at GCC began in 1968 with the purchase of an IBM 1130, keypunch machines, and a card sorter. In 1980, the District signed a 10-year contract with Digital Equipment Corporation (DEC), and GCC received its first VAX computer. This contract was the beginning of a broad-based network for the District, and provided an infrastructure of support for both instructional and administrative computing, via one system of networked VAXs.

With the advent of affordable microcomputers in the early 1980's, computing expanded to include instruction in microcomputing applications and usage; it was no longer limited to programming languages. In 1984 a program was established to provide a personal computer to every faculty member who requested one.

GCC opened its first microcomputer lab in 1983 and with it introduced a flexible instructional format called Open-Entry/Open-Exit (OE/OE) which was the catalyst for the development of GCC's first High Tech Center (HTC). Opened in 1987, the HTC was designed and built on the philosophy of non-departmental ownership, shared use, and maximum access to instructional opportunities.

In January 1991, GCC opened High Tech 2 to provide computing support for many disciplines and classrooms for Math and English. Together, the High Tech Centers serve 23 academic disciplines, and 44 OE/OE courses. Eleven satellite academic computer labs also support instruction at GCC. Currently GCC has over 1300 computer work stations on campus, including those in classrooms, laboratories, and offices (*Exhibits: SCR #5B, M.5: Most Frequently Asked Questions About Glendale Community College High Tech Complex*).

In the last four years, the personal computers and terminals throughout the campus have been linked to the campus data network. This network allows individual users to connect to the college's mini-mainframe computer, the DEC VAX 6000-310. The VAX supports administrative

**Computing resources have grown by leaps and bounds since the last self-study. GCC currently has more than 1300 computer work stations.**

computing such as electronic communication (All-in-1; VAX Notes) and database management [Financial Record System (FRS), Student Information System (SIS), Financial Aid Monitoring System (FAMS), Monitoring Academic Progress System (MAPS)].

This networking also supports instructional computing and enables students to easily access software applications and data files in classrooms and labs without the use of floppy disks. It has also allowed the development of a student computer conferencing system (Electronic Forum) and automated library catalogue.

Telephone lines and recently a microwave system allow high speed transmission of electronic data between the colleges. The VAX also serves as a gateway to networks outside of the district, including Internet and Bitnet, allowing faculty to communicate electronically with colleagues throughout the country.

There are over 400 separate user accounts on GCC's VAX, and during a typical day 175-200 of them are active at any one time. This count does not include the over 300 non-interactive accounts serving the needs of PC and Macintosh users on campus.

Increasing VAX demands for both administration and instruction have pushed the existing system nearly to its limit. Installation of a new VAX 4000 computer during the summer 1991 was expected to alleviate some of this stress on the system; however, the current system remains limiting. College and district personnel continue to explore options for ways to expand operating capabilities and to use the existing system as efficiently as possible.

### ***Impact of Computing***

Technology has impacted education perhaps more than any other single element. Instructionally, we have seen curricula expand tremendously to include the teaching of a variety of computer applications. There are many disciplines in which the instruction of technology is the curriculum, or is at minimum an integral part of it. Prominent examples include business, computer science, computer aided drafting/design, engineering science, art, and automotive technology.

With the advent of multi-media, computing is affecting instructional delivery and the learning process in virtually all disciplines. Many faculty members are using technology to enhance traditional teaching. In other cases, technology provides an alternative delivery for instruction through OE/OE classes, computerized testing, computer-aided instruction (CAI) and on-line and remote instructional delivery. As full-motion video conferencing becomes available at GCC, we will see an increase in remote/distance learning. The greater infusion of technology into "traditional" (non-computing) classes is likely in the near future.

The impact of technology on instruction is suggested by the number of check-ins and checkouts on the Student Attendance System (SAS) at the High Tech Center. During Spring Semester 1991, the SAS recorded 51,639 software checkouts. Because many people use the High Tech Centers

**GCC is recognized internationally as a model for the integration of technology in instruction.**

**GCC faculty and staff have harnessed the power of technology to improve the delivery of instruction and services.**

but do not check out software, this is only a partial indication of people using the facilities.

Many administrative and student service functions have changed dramatically as a direct result of technology and computing. Disabled Student Resources makes effective use of technology to enable students to function more successfully in college. On-line registration has replaced the old keypunch card system; students now may register for classes over the telephone. The Assessment Center uses computers and scanners to process and evaluate test scores. Technology has qualitatively changed the nature of advisement and registration by providing test scores and transcripts on-line, reducing the need for records to be printed and mailed between institutions and departments. Student service departments such as the Library/Media Center, Student Financial Aid and Job Placement have access to regional and national databases, providing immediate access to information. Virtually all departments have automated information management in one way or another.

Personal productivity for all employees has been enhanced by the multitude of technology resources available. Word processing has streamlined the development of instructional material, syllabi, course outlines and handouts, reports, and memos. Electronic spreadsheets and databases are used by many faculty for student gradekeeping. Electronic mail and conferencing systems empower individuals and groups to communicate, both inside and outside the Maricopa District, almost instantaneously. Laser printers, scanners, and digitizers have made the world of desk-top-publishing available to all.

The technological development of faculty and staff is extremely well supported. Not only is the administration committed to providing all faculty with a computer if they want one, but a number of resources are also available on campus to facilitate continued skill development and creative applications of computers.

### **Computer Allocation Process**

At the beginning of each academic year, faculty and staff are surveyed to determine their individual and departmental computing needs. Requests are tabulated, reviewed and prioritized as follows (1 = highest priority):

1. College-wide services. Computing needs that impact the service of the entire college are considered first. For example VAX upgrades and network and telecommunications services are needed and used by virtually all faculty, staff, and students.
2. Multi-use labs. Highest priority is given to labs that provide computing support for multiple disciplines.
3. Individual/departmental requests. These are prioritized based on how the computer would be used, highest priority being given to faculty using computers in their instruction.

With technology changing at such a rapid pace, the college strives to procure equipment that will be of maximum use and longevity. Equipment that

becomes obsolete for particular programs and uses is reassigned to departments where it is still useful.

### **Evaluation**

Surveys indicate that computer facilities received the highest ratings of all facilities and services reviewed by both employees and current students. Results indicate that 93 percent of GCC's employees think the equipment is at least satisfactory, and 51 percent rated it very good (*N=503; O'Neil E102*). Students gave the High Tech Center a high rating; 79 percent rated it as above average (*N=1353; O'Neil S46*). Interviews with departmental chairpersons and employees confirm these findings. Many credit computing—specifically the High Tech Centers—with the growth and success of their programs.

Despite this success, rapid advances in hardware and software development make it challenging for any institution to maintain its status at the forefront of technology. Several of GCC's department chairpersons complained in interviews that their potential was being limited by lack of adequate equipment.

### **Instructional Equipment**

In addition to the excellent computer equipment used in instruction, the college is relatively well equipped with other instructional materials. Most departments have adequate resources for current needs and in many cases, GCC's resources are far ahead of other colleges (*see SCR#5B for more detailed summary and interviews*). For example, GCC is the only college in the state to have a Fire Arms Training Simulator (FATS). This provides "on site" training to the students in the college's police academy. The biology laboratories have become equipped over the last few years with high quality compound microscopes. GCC's Fitness Center currently has 124 pieces of physical education equipment, including treadmills, stationary bicycles, stair climbers, and a series of weight training machines, providing wellness education to students, employees and the community.

Nevertheless, both instructional deans agree that it is a continual challenge to keep abreast of current technology and changing needs of business and industry. A growing student body also presents increased demands for space and equipment.

### **Telecommunications**

Since GCC's last self-study, the MCCCCD Telecommunications Improvement Project has connected all the MCCCCD colleges with a sophisticated network for voice, data and video transmission.

### **Telephone System**

In 1987, GCC was rewired for an entirely new NEAX 2400 telephone system. Prior to the upgrade, the college had approximately 200 telephones, but only 16 incoming and 16 outgoing lines. Consequently, only 32 people could use telephones for off-campus calls at any one time.

**The MCCC  
Telecommunication  
Improvement  
Project has applied  
modern technology  
to enhance  
information access.**

As a result of the upgrade, each faculty and staff member now has a digital telephone which is capable of 16 lines or features such as call forwarding, speed dialing, messaging, and conferencing. The system also provides "voice mail boxes" to all users. Additional analog (single line) telephones in the network are used in such ways as emergency phones, modem lines, power failure stations, and for incoming services like data modems.

### ***Broadband System***

The broadband system includes video outlets in every classroom and conference room. During spring 1991, the first video channel on the system was installed, enabling GCC to broadcast video signals from the head-end in the Media Center directly into classrooms. Ultimately, this system should facilitate the use of audiovisual materials in instruction and reduce the need for individual classroom video players.

### ***Microwave Network***

The last network segment of the Improvement Project is a microwave system that links GCC's voice, video and data networks with those of the other colleges in the District. The microwave system allows for high speed data transfer between colleges as well as district-wide telephone services.

Several of the other colleges are experimenting with two-way video conferencing via the microwave network, and GCC is preparing for participation in the next phase of video conferencing in the District. This interactive conferencing system enables participants at each location to see and hear participants at the other linked locations.

### ***Evaluation***

The O'Neil survey reports the highest ratings for college facilities and services were for communications equipment (*51 percent very good; 42 percent satisfactory; N=520; O'Neil E47*). Employees are pleased with the new telephone and voice mail system because it improves accessibility and efficiency.

## **Other Equipment for Instructional Support**

### ***Duplicating Services***

In 1989, GCC entered into a five-year contractual agreement with Xerox to provide duplicating and limited publishing services for the college (*Exhibit M.3: Facilities Management by Xerox Business Services*). There are 17 Xerox-owned and maintained copiers on campus. Xerox provides quick repair of broken equipment and prompt pickup and delivery service.

### ***Office Furniture***

In interviews with department chairpersons about equipment, faculty office furniture is often cited as a concern (*Exhibit S.8: SCR#5B*). These concerns are supported by the results of a survey of college faculty and administrators, which reports that a substantial minority (*29 percent*) feel office facilities are "poor" (*N=405; O'Neil E140*).

## Maintenance & Operations Equipment

Existing M&O equipment seems to be adequate; however, much of the equipment will likely need repair or replacement within the next few years. Employees in the M&O and Crafts area have limited working space; their "shop" is adequate for storing equipment and tools, but is barely large enough to work in or store inventory required to complete projects.

M&O is allocated an annual supply budget of approximately \$100,000 and a capital equipment budget of \$10,000. Funding for supplies and capital equipment has remained unchanged for the past eight years. Overall, the M&O department does an excellent job with the resources available. Survey results indicate that 85 percent of employees rated grounds keeping as satisfactory or very good ( $N=544$ , *O'Neil E53*). Janitorial services and building maintenance were rated 78 percent and 71 percent respectively as satisfactory or very good by employees ( $N=539$ , *O'Neil E52*;  $N=494$  *O'Neil E51*).

### ***Strengths and Challenges***

#### Strengths:

- GCC is recognized internationally as a model for the use of instructional technology.
- GCC's administration has provided strong support for technological development in instructional programs.
- Computer facilities and resources have been designed to be multi-use/interdepartmental facilities.
- Computer resources are managed efficiently.
  - corporate partnerships enable the college to maximize its purchasing power.
  - older equipment is effectively relocated on campus to other departments using less demanding software.
- Establishment of a networked system of computers and terminals facilitates shared use of hardware (e.g., printers) and software.
- Linked data networks efficiently support the institution's administrative and instructional computer needs, including electronic communication and database management.
- The availability of high quality equipment and support of new purchases has enabled faculty and staff to think creatively about instruction, administration and operations.
- Non-computer capital support has enabled most departments to remain current in their discipline.
- Telecommunication upgrade has linked the college to the world with voice, data and video capabilities.
- Duplicating contract with Xerox provides efficient photocopying service for the college.

### Challenges

- The costs of remaining at the forefront of technology are high in terms of both software and hardware upgrades.
- It is challenging to stay current with the latest developments in business and industry.
- Maintenance and Operations equipment needs to be upgraded in the near future.

### **SUMMARY**

This section has described and evaluated the human, financial and physical resources of GCC relative to Evaluative Criterion Two. It has also described the organization, allocation and administration of these resources. The next section addresses Evaluative Criterion Three by describing how these resources have been organized and mobilized into educational and support programs to accomplish the college's purposes.

**Criterion Three**

The institution is accomplishing its purposes.

## Overview

The purpose of this section is to demonstrate that GCC is accomplishing its mission and purposes in accordance with **Evaluative Criterion Three**.

GCC's current mission emphasizes the college's commitment to ten purposes and priorities. This section is structured around these ten purposes and priorities. To demonstrate that GCC is accomplishing its mission, the following are discussed for each purpose:

- relevant educational programs
- relevant student support services and student activities
- measures of effectiveness

The ten purposes and priorities have been organized in this section into four categories as follows:

### 3.1 Instruction and Curriculum

- General Education
- Occupational Education
- College/University Transfer Courses
- Basic Skills Development

### 3.2 Student Support Services

### 3.3 Partnerships with the Community

- Business/Industry/Educational/Agency Linkages
- Community Enrichment
- Development of Global Awareness, Citizenship, Multicultural Understanding and Volunteerism.

### 3.4 Priorities of the Mission Statement

- Comprehensive Educational Services
- Responsive to Community Needs

This section concludes with a summary of GCC's current assessment efforts and institutional assessment plan . These strategies serve as a measure of the college's accomplishments relative to **Evaluative Criterion Three**.

This section describes how GCC is using the resources, detailed in the previous section, to accomplish its mission. The educational programs and student services pertinent to each aspect of the mission are described and evaluated. Measures used by the institution to assess its effectiveness in achieving each purpose are also detailed in this chapter.

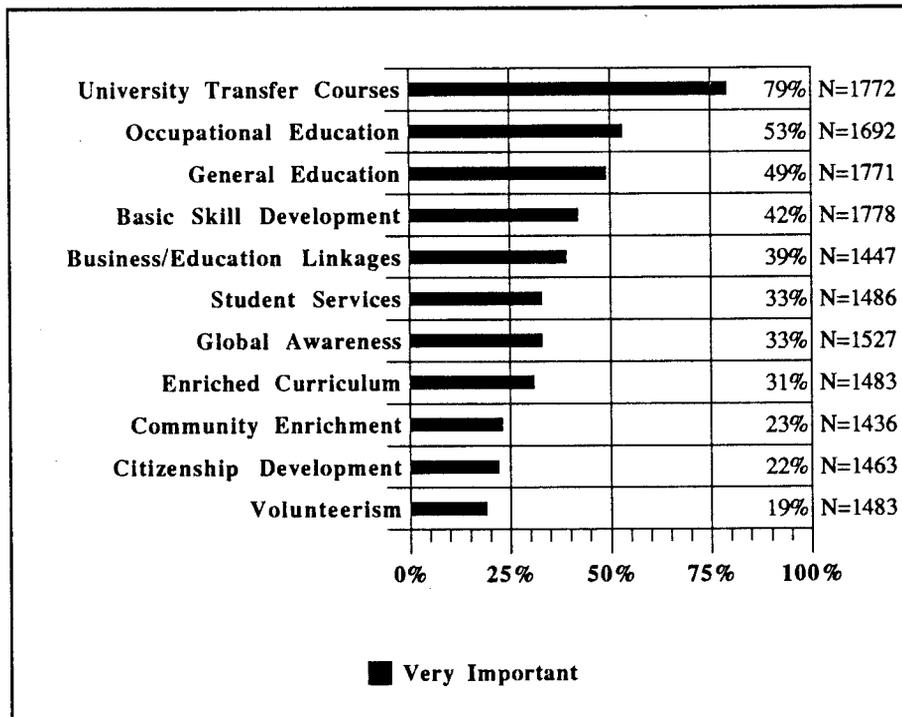
The first two sections provide a brief overview of the current students' and employees' evaluation of GCC's success at accomplishing its mission. Then each purpose stated in the mission is reviewed individually.

## OVERALL STUDENT AND EMPLOYEE EVALUATION OF MISSION

### Students' Evaluation

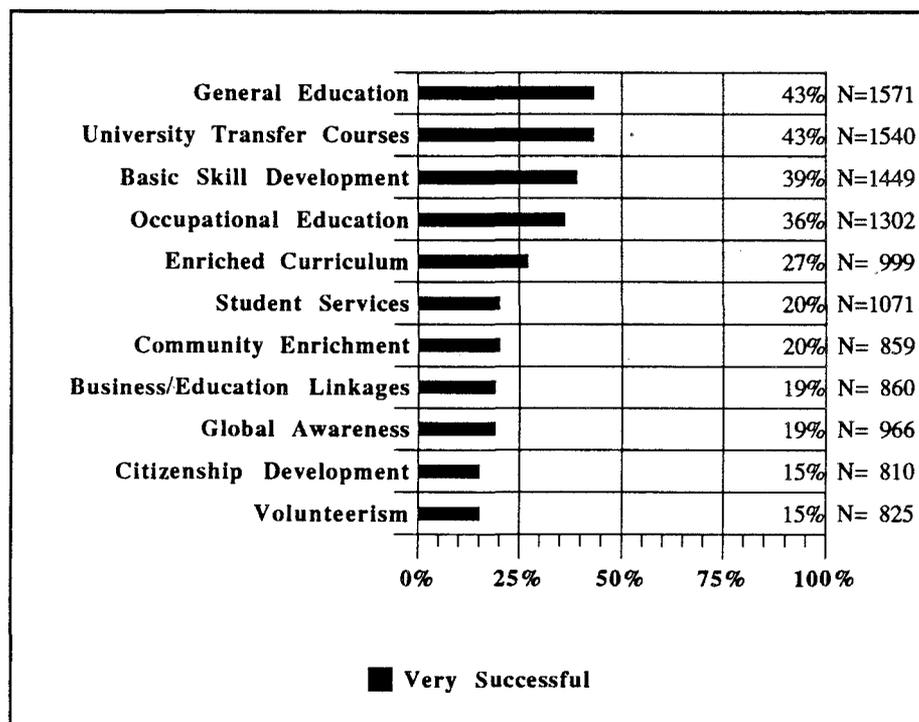
In a survey of current students, respondents were asked to rate the importance of each of GCC's purposes to themselves and the college's success in accomplishing each (Figures 3.1, 3.2). Overall university transfer courses are seen as very important by the largest percentage of respondents. Occupational education, general education courses, basic skills development, and business/educational linkages are also valued by current students (see Figure 3.1; O'Neil S57-67).

Figure 3.1 Importance of GCC's Purposes to Students



While university preparation and occupational education are the most important goals overall, each is more important to different segments of the student population. University transfer courses are rated more important by full-time students than by part-time students, more important to younger students than older students, and more important to day students than evening students. Conversely, occupational education is more important to the older, part-time, evening students (*O'Neil 557-67*). Because of the sampling method used, full-time students are represented more heavily in the survey than their proportion in GCC's total headcount (*see O'Neil Analysis, p. 5*).

Figure 3.2 Students' Evaluation of GCC's Success at Accomplishing Purposes

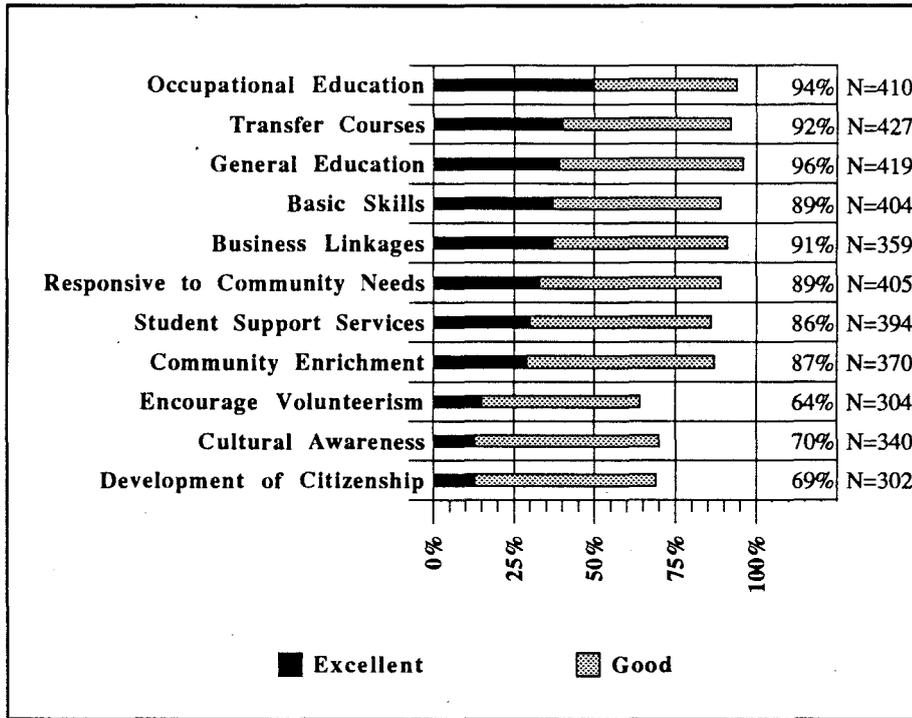


Students feel GCC is most successful in achieving objectives related to general education, university transfer, basic skills development and occupational education (*see Figure 3.2; O'Neil 568-78*). Since these were the four most important of GCC's goals to students (*Figure 3.1*), the college is achieving its highest level of success in the areas where it counts most with its existing student body.

### Faculty and Staff's Evaluation

In a similar survey of GCC's faculty and staff, respondents were asked to evaluate the college's success at accomplishing each of its stated purposes (see Figure 3.3).

Figure 3.3 Faculty/Staff Evaluation of GCC's Success at Accomplishing Purposes



Like students, faculty and staff respondents were most likely to rate GCC as "very successful" in providing occupational education (50 percent), college/university transfer courses (40 percent), general education (39 percent), and basic skills development (37 percent). Business/industry/educational/agency linkages also received "very successful" evaluation from a comparable percentage of faculty and staff (37 percent) (O'Neil E22-32). At least two-thirds of the respondents stated that the college had been at least "somewhat successful" in accomplishing each of its purposes.

## ACCOMPLISHMENT OF MISSION AND PURPOSES

The rest of this section is divided into ten major subsections each focused on one of the ten elements of the college mission. For each, relevant educational programs and student services are described. Each subsection also evaluates the institution's success at accomplishing each of these purposes. This assessment includes measures of student academic achievement as mandated by the CIHE Statement on Assessment and Academic Achievement of October 1989, but also considers other measures of institutional effectiveness wherever possible.

### 3.1 Instruction and Curriculum

#### Purpose: General Education

General education has always been an important purpose in GCC's mission. Today, as in 1982-83, GCC offers three associate degrees, Associate of Arts (AA), Associate of General Studies (AGS) and Associate of Applied Science (AAS), each integrating a range of general education courses in their requirements. GCC's General Catalog describes each program (*Exhibits G.7, G.8: 1982-83 General Catalog, 1991-92 General Catalog*).

**General education  
is an integral  
component of all  
degree programs.**

All three Associate degrees currently require the completion of a 13-credit general education core (including courses in writing, oral communication, critical reading, mathematical reasoning, computer usage). The AA and AGS degrees require an additional 31-34 credits in six general education distribution areas (i.e., writing with research, physical well-being, humanities, natural science, social and behavioral science, and integrated studies). The AAS degree requires 14-15 credits in five of these areas. The 1982-83 degree programs included courses in many of the same areas but required fewer total general education credits (22-32 semester hours).

The MCCCDCD general education requirements have become more specific to promote a course of study that will readily transfer to the state's four-year institutions. They also reflect an added emphasis on mathematical reasoning, critical thinking, integrated studies and computer literacy. The MCCCDCD general education requirements will likely change somewhat in the next year as a result of recently approved Transfer General Education Core Curriculum (TGECC), to further facilitate transfer to the state universities.

Not only does the general education curriculum necessitate breadth of knowledge but the current requirements also emphasize an interdisciplinary perspective. GCC's commitment to this philosophy is reflected in the following:

- **Interdisciplinary Humanities:** Team instruction makes GCC's approach to this general education course unique. Each teaching team consists of specialists in art and architecture, history, literature, music and philosophy. These instructors work together to develop

unified courses that give students an integrated historical foundation in these disciplines.

- **Integrated Studies (IGS 290):** GCC added IGS 290 to the AA and AGS degree program requirements in 1985-86. This "Capstone" course offers an integrated look at the total human experience and encourages critical and integrative thinking. Students have successfully completed their general education core requirements and at least one course from each of the distribution categories prior to enrolling in this course. It is taught by a team of five faculty members with specialties in biology, economics, English, history, and philosophy. Student evaluation of the Capstone course strongly suggests that the course is accomplishing its objectives (*Exhibit S.8: SCR#6*).
- **Writing Across the Curriculum:** Although no organized program exists on campus, instructors in most disciplines are aware of the students' need to write in order to develop strong thinking and communications skills. Several programs on campus encourage students in all disciplines to write and foster their success. These include:
  - The Writing Center: This center offers students individual instruction and professional help with writing for any course, free of charge. Although the most frequent users are those enrolled in English and reading classes, the Writing Center is available to help students with writing in any subject area (*Exhibit T.10: Annual Reports*).
  - The English Computer Lab: Located in High Tech 2, this facility offers students access to microcomputers, printers and "user friendly" word processing programs for a small user fee (\$5.00).
  - The Electronic Forum (EF) - Instructional Support: Many students never get a sense of what it is like to write for an audience. The Electronic Forum is an electronic communication system, developed at GCC, that makes students into writers and their classmates into readers and responders.

Class journals provide faculty with an easy means of infusing more writing into classes in a non-threatening way. Since its inception in Fall 1989, the EF has been used in 21 different subject areas and has spread from GCC to all the colleges of MCCCDC.

In addition to class journals, there are a number of forums which are open to all users. At GCC, these open forums include a Public Forum for general conversation, a Dialogue Forum for discussions of more serious topics, a Technical Forum for the exchange of computer information, a COPE Forum for the discussion of personal concerns, and a new Math Forum (*Exhibit T.17: EF Activity Report, Fall 1991*).

Rather than teaching new content, the "Capstone" course helps students to integrate and synthesize the content of their previous courses.

The Electronic Forum involves about 5,000 students in writing across the curriculum.

General education requirements do not apply only to degree-seeking students. Every full-time student is required to take an ASSET test for placement in English, reading and mathematics. Not only do academic advisors consider these test results in advising students on their curriculum, but some departments have added general education prerequisites to their course descriptions (e.g., SWU 102, CHM 130).

General education is among the most important of GCC's missions to current students and to the community served by the college. According to a survey of current students, general education was rated as "very important to them personally" by 49 percent of the respondents ( $N=1771$ ). The only areas rated as "very important" by more students were "university transfer courses" and "occupational education" (Figure 3.1; O'Neil S57-59). Teaching of general education classes is also important to the community. General education course offerings are rated as "very important" by two-thirds of respondents and as at least "somewhat important" by 94 percent of those surveyed ( $N=300$ ; O'Neil C26).

### Measures of Effectiveness

#### Student Outcomes

As a culmination of the general education core, the Capstone course provides an ideal environment in which to assess the effectiveness of this curriculum, at least among the subset of GCC's student population who take this course. While no data are available presently, a classroom research project is currently being designed to study this issue beginning this fall (Exhibit B.3: Capstone Classroom Research).

Individually, most of GCC's general education courses are accepted by the state universities in direct satisfaction of their general education requirements (Exhibits D.1: CEG; T.38: ASU/MCCCD General Studies Advising Kit). Furthermore, university grade point averages and persistence rates indicate that these students transferring from GCC are generally well prepared for their continuing education (DB 27.17-27.19). This is also supported by former students own assessment of their preparation at GCC (TEX-SIS-L,  $N=397$ ).

Employers seem to be quite satisfied with the general education background of GCC degree graduates. In a survey of employers of GCC graduates, respondents rated the students' math skills, communication skills, organizational ability, and problem solving skills each over 4 on a scale of 1-5 ( $N=85$ ; TEX-SIS-E).

#### Survey Results

Surveys of college faculty and staff (O'Neil E22), current students (O'Neil S57, 68), and the community (O'Neil C26) support the importance of general education to the college. Of all the purposes included in GCC's mission statement, current students give GCC the highest ratings for achievement in general education (43 percent rate GCC as "very successful" in achieving this objective) ( $N=1571$ ; O'Neil S68; see Figure 3.1). According to the same survey, general education is among the most personally important of GCC's purposes to the students surveyed (49 percent rate as very important to them) ( $N=1771$ ; O'Neil S57; see Figure 3.2).

**GCC general education courses prepare students well for university transfer and for employment.**

In a similar question asked of GCC's faculty and staff, the college was rated as being "very successful" in providing general education by 39 percent of respondents ( $N=419$ ). Other purposes perceived as being achieved "very successfully" by a somewhat higher percentage of respondents were occupational education (50 percent;  $N=410$ ), and college/university transfer courses (40 percent;  $N=427$ ) (Figure 3.3; O'Neil E22-24).

When this same group was asked to evaluate the emphasis placed by the college on various disciplines, over half the respondents felt that GCC was placing sufficient emphasis in general education subject areas such as mathematics, natural sciences, humanities, social sciences, and behavioral sciences. These results suggest that a majority of the faculty and staff consider general education to be an important aspect of the college's mission and that it is being achieved satisfactorily. However, a very substantial plurality felt that more emphasis is needed in these areas with almost no respondents indicating less emphasis was needed ( $N=386-405$ ; O'Neil E69-74). In a related question, over half of the respondents favored increased emphasis on twelve of fourteen skills including those related to general education, such as effective written and oral communication, critical reading, and computer usage ( $N=440-465$ ; O'Neil E78-92).

### Purpose: Occupational Education

In response to its mission and purposes, GCC offers AAS degrees in 15 occupational areas (Appendix 5; Exhibit G.8: GCC General Catalog). The degree requirements include general education courses and specific courses emphasizing technical expertise. Some of this coursework is transferable to four-year institutions.

GCC also offers eight Certificates of Completion (Appendix 5). These programs focus on practical training and do not include general education coursework. They are often undertaken by students needing to retrain or update their job skills or by students wanting a shorter program of study that will place them more immediately in the job market. Since the coursework for certificates and AAS degrees are designed to overlap, some students opt to complete a certificate, find employment, and return to school to complete the needed credits toward their degree.

Occupational programs, by necessity, must be responsive to changing needs in the market. To aid faculty in developing and revising occupational programs, advisory councils, composed of representatives of local business and industry and GCC faculty members, meet annually. These meetings keep faculty apprised of industry trends and provide community leaders an opportunity for input on proposed curriculum changes (Exhibit D.9: Sample minutes).

Numerous changes in the occupational programs in the last eight years (see Appendix 5) include the following:

- Addition of courses on usage of application software to BPC/CIS curriculum.
- Redesigning of Clerical Education and Secretarial Science programs to meet the increasing demands placed on office workers

**Occupational advisory councils assist faculty in developing and revising programs to meet the changing needs of the job market.**

by new technologies. Renamed Office Automation Systems (OAS).

- Creation of courses, certificate and degree programs in Microcomputer Applications in response to the demand for computer literate office employees.
- Expansion of certificate program in Industrial Television to a degree program (Video Production Technology).
- Consolidation of degree and certificate programs in agriculture as local demand has decreased.
- Development of new degree programs in technology to meet needs of local industry: Medical Electronics Service Technology and Engineering Technology.
- Development of training programs in collaboration with local police and fire departments (Police Academy, Fire Academy and Basic Emergency Medical Technology certificate programs).
- Restructuring of the degree programs in human services.
- Development of a degree program in Public Relations.
- Incorporation of computer technology into graphic design program (Computer Design and Advertising Graphics certificate and degree) and into drafting program (Computer Aided Drafting certificate).
- Creation of Early Childhood Teaching degree and certificate programs, Nanny: In-Home Child Care Specialist certificate; Early Childhood Lead Teacher certificate; Intergenerational Early Childhood Teaching certificate.
- Changes in specific course requirements (see SCR#7).

The college is currently pursuing additional 2+2 programs with the universities, 2+2 programs with local high schools (*Exhibit J.4: Tech-Prep proposal*), and additional industry specific degree and certificate programs.

Changes in occupational curricula follow the standard curriculum procedures (*Exhibit D.3: Curriculum Procedures Handbook*). The process is expanded whenever a college wants to add a new occupational program. In this case, the curriculum process includes a preliminary market analysis, assessing labor market demand for the proposed program and its impact on existing programs in the district and the state (*Exhibit D.3: Curriculum Procedures Handbook 1991-93*).

Occupational courses are rated among the most important of GCC's offerings to its students and the community. In a recent survey of current students, 53 percent of respondents indicated that occupational education was "very important" to them. This was second only to university transfer in personal importance (*Figure 3.1; N=1692, O'Neil S58*). In this same survey, 25 percent indicated that their primary reason for attending GCC was to obtain job skills or retraining for employment (*N=1882; O'Neil S55*). Similarly, at registration 38 percent of students indicated job-related

**Preparation to enter the job market and improvement of job skills remain among students' top reasons for enrolling at GCC.**

reasons for enrolling at GCC (DB 13.13). In a survey of former (non-returning) students, the goal of approximately 39 percent of respondents was to obtain or improve job skills ( $N=397$ ; *TEX-SIS-L*).

Occupational education is perceived as being very important among community members. In a recent survey of the service area, 82 percent of the 300 respondents rated courses teaching specific occupational skills as "very important to the community" (*O'Neil C27*).

### **Measures of Effectiveness**

#### Program Evaluation

The occupational programs strive to stay abreast of the latest changes in the market. In addition to input from the advisory councils, occupational programs are evaluated annually by the program coordinator or department/division chair as requested by the MCCCCD Governing Board (*Exhibit K.1: Annual Reports*). Although this program analysis provides a regular opportunity for program assessment and goal-setting, the current evaluation process is generally regarded by faculty members as an unproductive annual exercise. The occupational faculty and dean are exploring other assessment strategies to find one that would be more effective.

Remaining current with marketplace demands can be quite costly particularly in technology-intensive areas. Purchase of not only start-up equipment but the latest upgrades is sometimes impeded by budgetary constraints. However, GCC has been quite successful in developing creative partnerships that provide the college access to the needed facilities and equipment. For example, General Motors and the Ford Motor Company donate current vehicles and components (e.g., drive trains, motors, and tools) to GCC's Automotives department. Similarly, grants and matching funds from International Business Machines (IBM) have provided the business and drafting departments with the equipment necessary to make the college a regional training center in these disciplines.

#### Survey results

Perceptions of faculty, staff, students and community suggest that the courses in occupational education are among the most successful and important of GCC's offerings.

The largest percentage (50 percent) of faculty and staff rated GCC "very successful" in the area of occupational education. Over 90 percent of the survey respondents consider the college at least "somewhat successful" in achieving this objective ( $N=410$ ; *O'Neil E23*; see *Figure 3.3*). In a related question, however, a majority of respondents (58 percent) indicated a need for at least "somewhat more emphasis" in job training ( $N=455$ ). This issue was of less concern to full-time faculty (46 percent;  $N=135$ ) than to part-time faculty (62 percent;  $N=198$ ) or professional staff (71 percent;  $N=87$ ) (*O'Neil E66*).

Current students also indicate that GCC is successful in providing occupational education. Over a third rate the college as "very successful" in accomplishing this objective and 90 percent consider it to be at least "somewhat successful" ( $N=1302$ ; *O'Neil S69*). Of the college's purposes, a somewhat higher percentage of students rate GCC as "very successful" in the

areas of general education (43 percent), college/university transfer courses (43 percent), and basic skills development (39 percent) (Figure 3.2).

Results of a survey of former students (non-returning, non-degree completers) also supports the effectiveness of GCC's programs (TEX-SIS-L). Nearly two-thirds of employed former students said they would recommend GCC courses to others employed in similar positions (N=221).

#### Student Outcomes

**GCC occupational programs lead to employment.**

Marketplace statistics also provide a measure of program effectiveness. Surveys of graduates over the last several years (Exhibit U.7: TEX-SIS-G), indicate that approximately 70 percent of those completing occupational programs of study find employment. Placement is much higher in some disciplines, such as nursing.

Employer satisfaction is recognized as an important measure of success in occupational programs. Occupational advisory councils provide one avenue for assessing this since local employers are important members of these committees. However, actually tracking occupational students into the workplace to assess the adequacy of their training has been relatively difficult. There are only a few programs at GCC where students are admitted as a group and progress through the curriculum together. Nursing and the industry-sponsored automotive programs are among the few such "learning communities." In these cases, employers are known and feedback about the program can be readily solicited and used in program development.

Surveys of a random sample of local employers have not been conducted in the past because they were seen as an inaccurate measure of employer satisfaction. Large companies may not know which of their employees are GCC students or alumni, how many courses they completed satisfactorily at GCC and in what disciplines. Therefore, such an assessment would not be a meaningful reflection on the effectiveness of the occupational curriculum. This year a "pilot" survey was conducted using employers identified in the TEX-SIS graduate survey as the database. The sample was limited to the employers identified by students whose current job was related to their area of study at GCC.

**Employers rate GCC graduates high in technical and personal skills.**

Results of this survey show that employers gave high ratings to the training received by GCC students. The average rating of GCC graduates in all of the technical and personal skill areas was at least 4 (on scale of 1-5). Of those employers who had a basis for comparison, 77 percent said the GCC students were better prepared than other employees who did not receive such training. In addition, 83 percent of respondents indicated that the students' training had added "much" or "very much" to their potential for advancement. Overall, 93 percent of respondents rated the training received by their employee at GCC as "good" or "very good" (N=85; TEX-SIS-E).

Graduates of a few programs and courses, Nursing and Emergency Medical Technology (EMT), must take state qualifying exams prior to employment in their field. GCC students consistently perform well on these standardized tests; since 1982, 95-100 percent of nursing graduates

have passed the National Council Licensing Examination (NCLEX) annually (*Exhibit: SCR#7*) and 86-96 percent of GCC students completing EMT 100 have passed the state certification exam since May 1990 (*Exhibit: SCR#7*). Some occupational programs (Police and Fire Academies) have certification testing incorporated into the curriculum.

### Purpose: College/University Transfer Courses

Like most community colleges, GCC is a place where many students begin their baccalaureate education. In a survey of current students, over half (59 percent) named preparation for a four-year college or university as their primary reason for attending GCC (*N=1882; O'Neil S55*). Similarly, when asked to rate the importance of each of GCC's purposes, 79 percent of respondents identified "university transfer courses" as being "very important to them personally" (*N=1772; O'Neil S59*). Preparation for transfer was also named by the largest percentage of students at registration (38 percent) as their primary reason for enrolling (*DB 13.13*). The community also ranks university transfer courses as among the most important of GCC's purposes; a majority of respondents (76 percent) rated this as being "very important to their community" (*N=300, O'Neil C28*).

Transfer of coursework between Arizona's universities and community colleges is facilitated by state-wide "articulation task forces" (ATFs) in most academic disciplines. These ATFs meet annually and provide an open channel of communication between the various educational institutions in the state. (*Exhibit D.6: Handbook for Articulation Task Forces*). GCC is represented on 44 ATFs by representative faculty members. One of the most important responsibilities of the ATFs is to review and recommend changes in the state *Course Equivalency Guide (CEG)*. This publication lists all community college courses that transfer to the three public universities and their equivalent university course number or elective credit (*Exhibit D.1: CEG*).

MCCCD also has a voting member on ASU's General Studies Council. This group determines which ASU courses satisfy the university's general studies requirements and which MCCCD courses satisfy university general studies requirements on transfer. This information is also included in the CEG (*Exhibit D.1: CEG*).

At GCC, the Center for Information, Advisement and Registration (CIAR) is the principal source of information for faculty and students about university transfer. Among the resources available at the CIAR are the following:

- training workshops for faculty;
- on-campus visits by representatives from public and private universities;
- catalogs, university checklists, CEGs, articulation agreements, and advisement guides.

Many of these resources have recently been centralized in a new University Transfer Center in the CIAR. The center is staffed by representatives from

**Transfer courses are among the most important of GCC's purposes to students and the community.**

**MCCCD faculty vote on ASU's General Studies Curriculum Council.**

the three state universities, and private post-secondary institutions such as Grand Canyon University, and the University of Phoenix.

In addition, the GCC library and career center have several resources for out-of-state colleges and universities, including reference books, directories, videos and a microfiche collection of catalogs.

Although many GCC students transfer to a university without completing a degree at GCC<sup>†</sup>, the Associate of Arts (AA) curriculum is designed for students interested in pursuing a baccalaureate degree. The General Catalog offers course recommendations in 28 different academic areas to facilitate course selection for transfer (see Appendix 5; Exhibit G.8: General Catalog). In addition to "majors" in the Arts and Sciences, some "occupational" areas, such as business and nursing, are commonly pursued to the baccalaureate level.

Recently a common general education curriculum has been proposed by a state-wide General Education Articulation Task Force (GEATF) and approved by the State Board of Directors of Community Colleges and State Board of Regents. (Exhibit D.11: Transfer General Education Core Curriculum). This 41 credit block, the Transfer General Education Core Curriculum (TGECC), will transfer among state institutions without loss of credit and will satisfy lower division general education requirements at the state universities. Current Associate degree requirements are being reviewed by the District Curriculum Committee in light of the TGECC (Exhibit D.10: Recommended Changes in Associate Degree Requirements). Three additional Associate degrees are being developed tailored to the specific requirements of ASU's Colleges of Education, Engineering and Business. These new degrees should facilitate transfer to these ASU Colleges without loss of credits. These changes should be ready to implement at GCC in the fall of 1992.

University transfer courses have become even more of a priority since ASU began to offer upper-division courses in Glendale in 1984. The nearby ASU-West campus, just three miles from GCC, has made it possible for a larger number of GCC students to consider a baccalaureate education. Currently GCC's transfer students make up over a third of ASU-West's student body (DB 27.3). Thus, university transfer is a key element of GCC's mission and purpose.

### Measures of Effectiveness

#### Student Outcomes

The Maricopa Community Colleges contribute significantly to undergraduate education in the state. Recent statistics (DB 27.7) show that nearly half of the students enrolled at Arizona State University (ASU and ASU-West) have attended at least one of the community colleges in MCCCC.

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<sup>†</sup> Only 4% of the students leaving GCC (with more than 12 credit hours) from Fall 1985 to Summer 1988 and transferring to ASU graduated from GCC with an Associate of Arts degree (DB 27.25).

The State Board of Directors of Community Colleges and the State Board of Regents have recently agreed on a General Education Core Curriculum for university transfer.

Of the four public universities in the state, most GCC transfer students attend Arizona State University (ASU) or ASU-West; a smaller percentage transfer to the University of Arizona (U of A) in Tucson or to Northern Arizona University (NAU) in Flagstaff.

- During Fall, 1989, a total of 655 GCC students enrolled as new admissions at an Arizona public university; 70 percent of these transfers were to ASU and ASU-West, nearly 19 percent to NAU and over 10 percent to U of A (DB 27.5, 28.2, 29.1).
- As of Fall, 1989, nearly 4,000 students with transfer credits from GCC were enrolled in one of the four state universities; over three quarters of these transfer students were attending ASU and ASU-West, over 12 percent were enrolled at U of A and 10 percent at NAU (DB 27.5, 28.2, 29.1).
- Compared to the rest of the district, GCC is among the top three MCCCDC colleges in terms of the number of transfer students at each of the universities.

**In Fall, 1989, nearly 4,000 former GCC students were enrolled in the state universities.**

Metropolitan Phoenix also has several private universities, including Ottawa University, University of Phoenix, Grand Canyon University, DeVry Institute and Western International University. Although GCC students transfer to all of these institutions, transfer data were only available for Ottawa University and University of Phoenix. Over 800 GCC transfer students are currently enrolled in these institutions (DB 30.1, 30.2).

In addition to these "traditional" students who progress linearly from community college to university, statistics show that in Maricopa county many students "swirl" between educational institutions (Exhibit A.12: AACJC Journal Jun/Jul 90: 32-34). For a variety of reasons, including convenience and cost, an increasing number of students enroll concurrently in a community college and university (DB 27.1). Similarly, the community colleges are also seeing an increasing number of "reverse transfers," students transferring from the university back to the community college (DB 26.3).

Swirling also occurs between and among the community colleges. In Fall 1990, over 11 percent of those enrolled at GCC had previously attended another college in the district and another 26 percent had credits from another post-secondary institution (DB 26.2-26.4). Consequently, many students transferring credits from GCC have credits from other colleges as well. In 1989-90 over 3000 students transferred to ASU with credits earned at GCC. On average, these students transferred 34.1 credits from GCC but a total of 53.9 hours (DB 27.4).

Examination of cumulative grade point averages at ASU shows that GCC students do very well upon transfer to the university.

- Compared to students transferring from other MCCCDC colleges and to "native" university students, GCC's transfer students\* have the highest mean cumulative GPA (2.91 compared to 2.75 district average and 2.74 "native" DB 27.18) and the highest percentage with GPAs in the

\* those with more than 12 credit hours at GCC

University grade point averages, persistence rates and survey results indicate that GCC students are well prepared for transfer.

3.01-4.00 range (44 percent compared to 33.2 percent district and 30.7 percent "native" DB 27.19).

- The one year persistence rate for GCC transfers at ASU is slightly above the district average and comparable to or higher than the persistence rate for the MCCCDC colleges with the largest number of transfer students; over three-fourths of GCC's transfer students admitted in the fall of 1989 re-enrolled in the fall of 1990 (DB 27.17).
- Of the over 2,000 GCC transfer students\* enrolled at ASU during the 1989-90 academic year, 360 (nearly 17 percent) completed bachelor's degrees (DB 27.22 and 27.4). GCC transfer students made up nearly 7 percent of ASU's 1990 graduating class (DB 27.22 and 27.20).

Transfer students themselves seem very positive about their preparation at GCC. In a survey of former GCC students, 92 percent of respondents indicated that they had not had any difficulty in transferring to other institutions. Over two-thirds responded that GCC had provided "good" or "very good" preparation for continuing their education (TEX-SIS-L, N=397).

Increasing data exchange with other colleges and universities enables GCC to monitor the success of its former students.

Data exchanges with other Arizona colleges and universities are beginning to make it possible to track former GCC students as they transfer to other institutions. GCC's pilot tracking efforts have been in cooperation with ASU since this is the university to which the largest number of GCC students transfer. These data for 1987-88 and 1988-89 show that, like most community colleges' students, only a small percentage (12-14 percent) of GCC's non-returning students transfer to a university (DB 27.23). However, when the transfer rate is defined in terms of the students' educational goal, as suggested by the National Effective Transfer Consortium (Exhibit B.8: Enhancing Transfer Effectiveness), GCC's transfer rate to ASU for these same periods was over 30 percent (DB 27.23). These data also show that the ethnic profile of transfer students is comparable to that of GCC students who do not transfer (DB 27.26, 27.27). These tracking efforts will be extended to the other state universities in the next two years. GCC will also begin documenting transfers to other post-secondary institutions by conducting follow up inquiries on transcript requests.

Loss of credits upon transfer continues to be a concern. In a survey of former students, about one-third reported having lost some credits upon transfer (TEX-SIS-L; N=397). Of course, some of these untransferable credits are unavoidable due to changes in a student's educational objectives, but in other cases students enroll in courses based on incomplete or inaccurate information. One of the difficulties has been that many students are unaware of the state *Course Equivalency Guide* (CEG). Efforts are now underway to develop a state-wide "on-line" CEG which would enable students to easily assess transferability of their courses.

Recent changes in the general education requirements at the state universities (beginning with the 1987-88 catalogue year) resulted in not all

\* those with more than 12 credit hours at GCC

faculty advisors being adequately aware of their impact. Consequently, some students were advised to take courses which satisfied GCC requirements but did not fulfill the corresponding requirements at the transfer institution. The CIAR has since developed some concise brochures to aid students and advisors (*Exhibit T.38: Transfer Guides*). The district's articulation office and the state universities have developed very explicit advisement guides for the Maricopa Community Colleges (*Exhibit T.38: Transfer Guides*). The 1990-91 CEG now indicates not only the equivalent university course number for each course but, where appropriate, the general education category it meets (*Exhibit D.1: CEG*). These efforts do seem to be having a positive effect; annual surveys of GCC graduates since 1985 show that loss of credits upon transfer is a problem for a decreasing percent of respondents each year (*Exhibit U.7: TEX-SIS-G*). Similarly, tracking of former GCC students to ASU shows that the average percent of transferable credit hours from GCC accepted at the university has increased somewhat in recent years; more than 80 percent of these GCC credit hours were accepted at ASU for all cohort groups studied (*DB 27.24*).

Other changes in university curriculum continue to impact enrollment and offerings at GCC. In several disciplines, some formerly lower division courses (100 and 200 level) have been shifted by the state universities to upper division (300 or 400) level. These kinds of changes dramatically decrease enrollment in the "equivalent" community college courses as they are often no longer transferable in satisfaction of program requirements. Changes of this kind have resulted in significant declines in enrollment in many business courses, and have forced that department to review its curriculum.

### Survey Results

Surveys of current students, faculty and staff indicate that college and university transfer courses are perceived as among the purposes that GCC is accomplishing most successfully. (*see Figures 3.2, 3.3; O'Neil S70, E24*). Among faculty and staff, 40 percent of respondents rate GCC as "very successful" in this area ( $N=427$ ); this is second only to occupational education in their evaluation of GCC's mission statement. Nonetheless, it is an area perceived by more than one-fourth of respondents as needing much more emphasis and by an additional 45 percent as needing at least "somewhat more emphasis" ( $N=467$ ; *O'Neil E65*). Among students, the largest percentage of respondents evaluate the college as being "very successful" at university transfer curriculum and basic education courses.

### Purpose: Basic Skills Development

Developmental education courses are intended to afford all students, regardless of background, access to higher education. Two major categories of courses offered at GCC are tailored to different student populations. English as a Second Language (ESL) courses emphasize aural/oral development and mastery of standard spoken and written English for non-native speakers (*see GCC General Catalog*). Basic skills courses respond to the needs of underprepared students by teaching pre-collegiate grammar, reading, and mathematics (*see GCC General Catalog*).

External data suggest that the need in the community for such a developmental education curriculum is high. Although it has decreased somewhat over the last six years, the median dropout rate for high school districts within the GCC service area remains higher than the rates for either Maricopa County or the state of Arizona (DB 31.5). Even the students who remain in school seem to be graduating with poorer academic skills; scores of Arizona high school students on the Scholastic Aptitude Test (SAT) and American College Testing (ACT) Program have gradually declined in the last five years (DB 31.12, 31.13). Compared to other states, Arizona's scores are slightly above the national norms for both exams; Arizona ranks 25th in the nation on both the verbal and math portions of the SAT (Exhibit A.13: AZ Republic, July 27, 1991). Although the average percentile rankings for Arizona high school seniors on standardized tests in reading, language and mathematics have improved somewhat in the last three years, they still remain below the national norms (DB 31.9-31.11).

Initial placement in these courses is recommended based on ASSET (Assessment of Skills for Successful Entry and Transfer) test scores. Progression along a course sequence is competency-based. These competencies, along with placement procedures and sample test items were compiled in 1986 by the Basic Skills and ESL Task Force and published as a guidebook (Exhibit C.1).

In addition to these credit courses, GCC's Literacy Center offers free instruction in basic skills. Potential users are given a TABE (Test of Adult Basic Education) assessment, and those with reading skills below the sixth-grade level are referred to the Literacy Center. Community literacy volunteers help to provide tutoring and assistance; ESL instructors regularly schedule time in the lab to work with students. Individualized instruction is available via specialized computer programs; these competency-based modules are designed to allow students to work independently on their English and reading skills and to monitor their own progress (Exhibit: SCR#6).

Enrollment in developmental education courses was nearly 3,000 (not unduplicated) in Fall 1990; this corresponds to FTSE of about 600 (DB 19.20). ESL courses account for about 15 percent of this enrollment and nearly 17 percent of the developmental FTSE.

Enrollment and FTSE in these courses have both increased by at least 50 percent in the last five years (DB 19.20). However, as of July 1, 1991, new "ability to benefit" laws (H.R. 1285) will restrict financial aid eligibility for many ESL students (Exhibit S.8: SCR#6). This will likely impact enrollment in these courses significantly, particularly the intensive ESL courses, and place increased demands on free services such as the Literacy Center.

### Measures of Effectiveness

#### Survey Results

According to a survey, current students perceive basic skill development among the four most important of GCC's purposes; (42 percent of respondents rate basic skill development as "very important to them personally.") (N=1778, O'Neil S60; Figure 3.1). Students also feel that basic skill

**Enrollment in basic skills courses has increased about 50 percent in the last five years to the nearly 3,000 students enrolled in Fall, 1990.**

development is among the areas in which the college is most successful (39 percent of respondents rate as "very successful.") ( $N=1449$ ; O'Neil S71; Figure 3.2).

A majority of community members surveyed rate developmental courses in reading, writing (74 percent) and mathematics (67 percent) as being "very important" to their community. ESL courses were also rated as being very important by 57 percent of respondents ( $N=300$ ; O'Neil C29, 30, 31).

Faculty and staff are similarly positive about the importance of developmental education courses. When asked how successful, GCC had been at achieving each of its purposes, basic skill development was among the four rated "very successful" by the largest percent of respondents ( $N=404$ ; O'Neil E25). However, in a related series of questions, courses teaching developmental reading, writing and mathematics, and courses for non-native speakers were perceived as needing "more emphasis" by the majority of respondents (O'Neil E75-77). Clearly, this is an area that employees feel needs continued support for its important efforts.

### Student Outcomes

An important goal of the developmental education courses and services is to enable students to develop their skills sufficiently to advance into higher level courses. Such tracking of student progress was an objective of the 1986 Basic Skills and ESL Task Force, but until recently no such follow-up had been done. Results of these tracking studies show that over 50 percent of those successfully completing a developmental English course go on to enroll in an above 100 level English course; similarly nearly 70 percent of students successfully completing a developmental mathematics course go on to take a freshman level course in math, and nearly 30 percent of developmental reading students enroll in RDG 101 in a subsequent term. Of those who enroll, about half successfully complete the college level course (DB 14.24).

The *Basic Skills Programs* guidebook was an important development for this program because it defined common exit and entrance competencies for sequential courses in the curriculum. The guide needs to be revised to bring it up to date with current course information.

### **Strengths and Challenges**

#### Strengths:

- The college is achieving the highest level of success in the areas that are most important to its students: general education, occupational education, college/university transfer courses, basic skill development.
- The college faculty and staff continue to develop innovative ways to address the unique and diverse instructional needs of its student body.
- Regular input from local business and industry allows the occupational programs to keep pace with changes in the marketplace.

- Active participation of GCC faculty in state-wide articulation task forces helps to ensure that comparable community college courses transfer to state universities in satisfaction of curriculum requirements.
- Many GCC students transfer to local state universities and on average earn a higher grade point average than either “native” students or students transferring from other MCCCCD colleges.
- Instruction is well supported; GCC appropriates the highest percentage of its funds to academic functions and scholarship.

Challenges:

- Many occupational areas are experiencing a decline in enrollment.
- Some GCC students continue to lose some course credits when they transfer to a university.

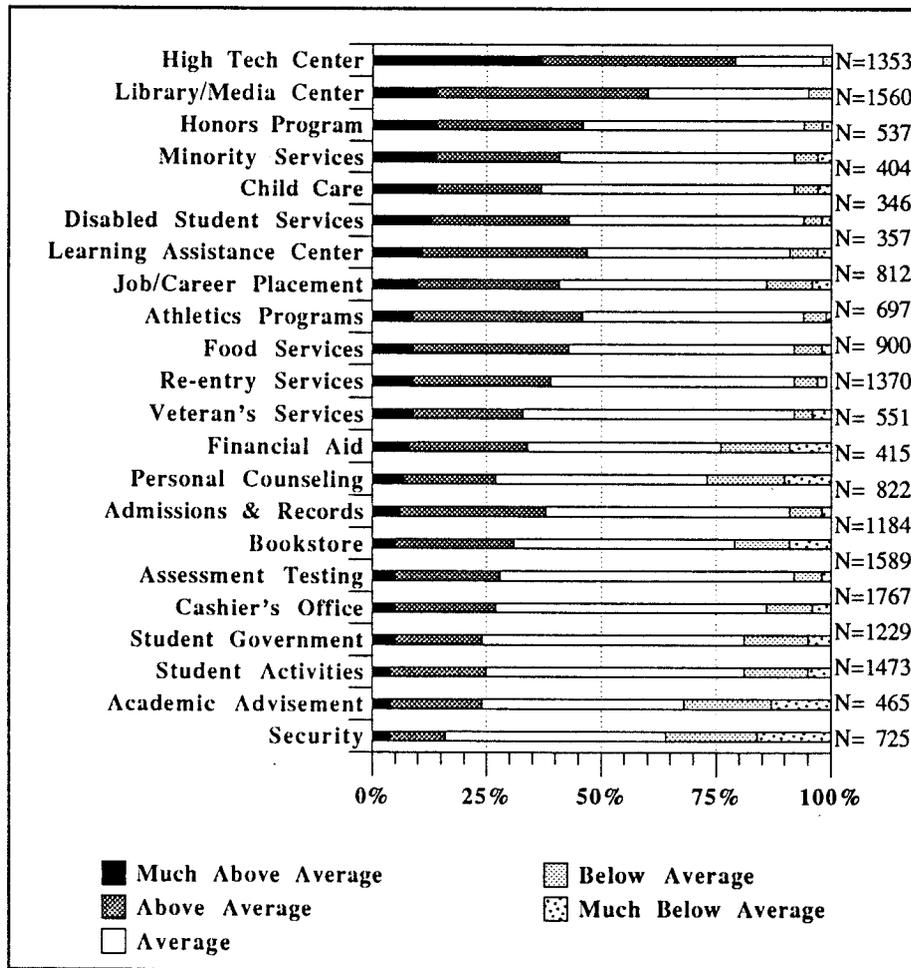
### 3.2 Purpose: Student Support Services

In response to its mission and purposes, GCC provides a number of services to assist students in attaining their college goals. These programs and services can be divided into the following categories:

- Educational Support Services
- Services for Special Constituencies
- Student Activities
- Physical Support Services

In a recent survey, current students were asked to evaluate each of the programs and services available at GCC (Figure 3.4).

Figure 3.4 Students' Evaluation of Support Services



In order to insure that the evaluations reflect the opinions of students familiar with the services, a "don't know" option was included for each question in this survey instrument. For each service, ratings are based only on those students who were familiar enough with the service to respond (N=number of respondents excluding "don't knows.>").

Faculty and administrators were similarly asked to evaluate student services (Figures 3.5, 3.6). Their ratings, on a scale of “needing much more emphasis,” to “needing much less emphasis” are indicative not only of the success of the service but also of the importance of providing the service in their perception.

Figure 3.5 Faculty/Staff Evaluation of Support Services — Highest Rated

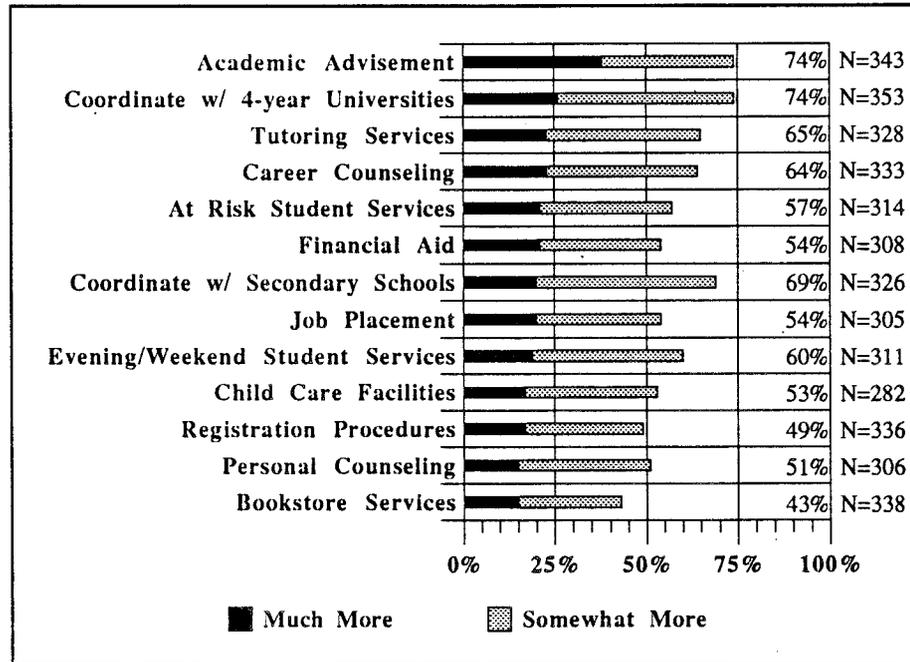
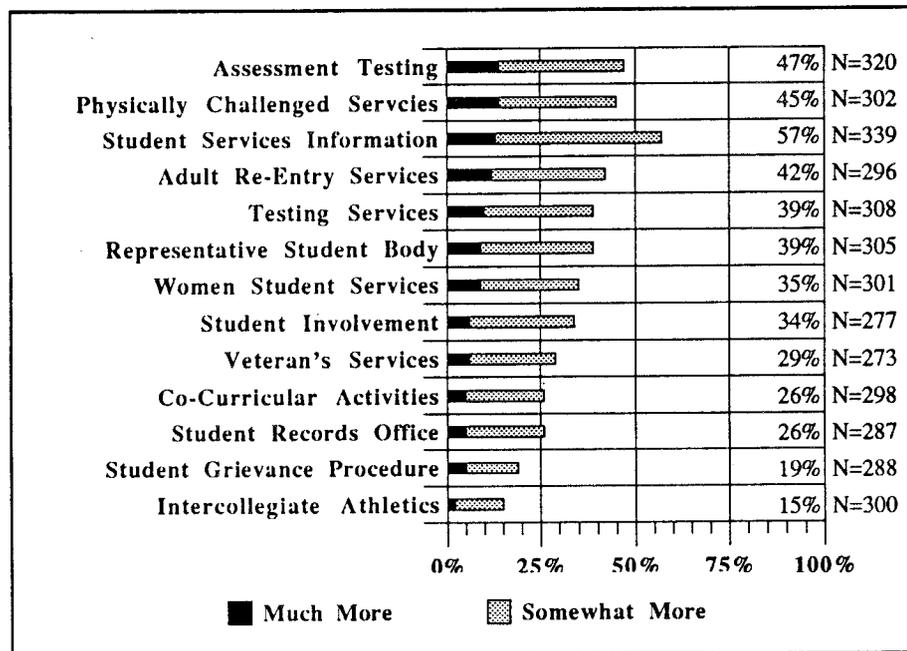


Figure 3.6 Faculty/Staff Evaluation of Support Services — Lowest Rated



## Educational Support Services

Among GCC's support services are those that directly assist students in achieving their academic goals, including those that attract students to GCC, those that get them started in college and those available to help see them through the semester.

### ***Office of Marketing and Public Relations/Community and School Relations (Appendix 3.3 D)***

The responsibilities of this office have grown significantly since 1983. At that time, it functioned primarily as a public information office, issuing press releases, publishing a weekly employee newsletter, *The Bulletin* (Exhibit 0.5), and dealing with the media. Since then the department assumed marketing responsibilities as well. The major goals of this marketing effort were to increase community awareness of the college and to increase enrollment. Among other activities, the office disseminated registration and program information in the community (e.g., local banks, child care centers, and libraries) and arranged special events and tours.

During the course of the self-study, concern was raised regarding the overlap in the outreach efforts of high school recruitment and the Office of Marketing and Public Relations (OMPR). Duties more concerned with internal operations (e.g., tours, *The Bulletin*) consumed time that might have been better spent in more direct outreach efforts. In 1991, there was a reorganization to bring responsibility for the coordination of outreach, multicultural services and high school recruitment under the Office of Marketing and Public Relations. The office was also renamed the Office of Community and School Relations to reflect the change in its focus and relocated to the SPS building.

The other responsibilities of the OMPR relating more to internal communication and relations were assumed by a newly created Office of Institutional Effectiveness.

### Measures of Effectiveness

GCC has very high name recognition (99 percent) in the community ( $N=300$ , O'Neil C9). Nearly 80 percent of community respondents had either taken classes at GCC themselves or knew someone who had ( $N=300$ , O'Neil C24). Not surprisingly then, the majority of current students surveyed first heard about GCC from another person (O'Neil S31). While most had learned of GCC from a friend or relative (50 percent), over a quarter of current students were introduced to the college by a high school counselor or at a high school presentation and only a fraction (6 percent) had first heard of the college through the media ( $N=1873$ , O'Neil S31). The recent reorganization of this department into educational support services will further align marketing efforts with GCC's high school recruitment program.

Over half of the community members surveyed reported that they had received a GCC class schedule tabloid in the local papers or the mail ( $N=300$ , O'Neil C23). Distributing more than 270,000 schedules this way each semester helps bring prospective students on campus.

**Outreach and recruitment efforts are coordinated by the newly created Office of Community and School Relations.**

Enrollment has steadily increased at GCC since 1984-85 (DB 11.1, 11.2). The greatest increase occurred between Fall, 1987, and Fall, 1988, where student headcount increased nearly 14 percent (DB 11.1).

With such a large and growing college and such an abundance of new programs, projects and activities, it is difficult to keep the college and the community well informed about all that goes on at GCC. Among faculty and staff, keeping the community and college informed were both seen as areas in need of some development (O'Neil E99, 100). It is expected that the recent reorganization to align all services related to outreach under a single coordinator (Office of Community and School Relations) and to separate that from responsibility for internal information (Office of Institutional Effectiveness) will strengthen communication with both the college and community.

### **Academic Advisement (Appendix 3.3 D-1)**

In 1983, academic advisement was handled primarily by the Counseling department with faculty assisting during the two week registration period of each semester. Since then the academic advisement services have been centralized both physically and operationally.

Academic advisement is now located in the Center for Information, Advisement and Registration (CIAR). The staff of the CIAR is responsible for assisting students with course selection, helping students to understand program requirements, providing information on university transfer, and helping students to understand the links between higher education and life goals. Admissions and registration are also handled in the CIAR. Combining these processes with advisement further simplifies the enrollment process for students. New facilities, completed in May 1988, provide advisors with a private, quiet place to meet with students and electronic access to student records and current course information.

The center is staffed throughout the year by part-time program advisors, early retirees, and faculty volunteers (as a committee assignment). Four full-time employees (athletic specialists) allocate 50 percent of their time to the CIAR (i.e., 2 FTE). Summer staffing is also supplemented by faculty members who are paid on special contract. These individuals report to the Advisement Coordinator. Residential faculty members are also required to advise 18 hours each semester; most do so during the weeks immediately preceding each semester. During the academic year, advisors receive approximately 55,000 requests for assistance from students and prospective students.

Six years ago GCC began a system of continuous registration throughout the summer. By spreading out the registration calendar, students are allowed more time to seek advisement and make decisions in an unhurried fashion.

Despite the new system of continuous registration, the demand for advisement fluctuates dramatically throughout the year (DB 9.1), peaking during the few weeks before the start of each semester. Even though the CIAR is maximally staffed during these periods, advisement quality suffers. Alternatives need to be pursued to separate advisement from

**Academic  
advisement is  
available to  
students throughout  
the year.**

registration and to encourage students to seek advisement throughout the academic year.

### Measures of Effectiveness

Academic advisement is among the student services that students rate least positively (see Figure 3.4). While 64 percent of current students consider advisement to be average or better, more respondents rated it "below average" (36 percent) than "above average" (16 percent;  $N=1628$ , O'Neil S32). Non-returning students and graduates also rate advisement as average (about 3 on a 1-5 scale); again, compared to the other service areas evaluated, advisement is among those receiving lower scores (TEX-SIS-L,  $N=397$ ; TEX-SIS-G). Faculty and administrators also perceive academic advisement as an area needing greater emphasis; of all the service areas evaluated, advisement was rated as needing "much more emphasis" by the largest number of respondents (38 percent) and one of two areas rated as needing more emphasis by nearly three quarters of those surveyed ( $N=343$ , O'Neil E118; Figure 3.5).

Academic advisement is one of four support services which have been targeted by MCCCCD for district-wide assessment. The district advisement council has conducted an academic advisement audit at each college/center, developed a district policy and guidelines statement (approved by the Governing Board on September 24, 1991), and administered (beginning in Spring 1991) a student survey on advising (Exhibit T.26: MCCCCD Assessment of Student Services; T.25: MCCCCD Academic Advisement Policy). Plans for the 1991-92 academic year include the development of an additional survey instrument for academic advisors and the fifth annual district-wide advisor workshop.

GCC's advisement audit showed that the current system scores well in management, delivery of services, availability of resources, and advisement policy. Areas in need of attention include advisor training, recognition and reward of advisors, and program evaluation. The advisement system needs to be more "pro-active" or "intrusive" to increase contact between students and advisors (Exhibit T.28: NACADA audit). These results were similar to those of most of the colleges across the district (Exhibits T.26: MCCCCD Assessment of Student Services).

Although training efforts for residential faculty have intensified in recent years, the quality of advisement provided by residential faculty remains extremely variable. While faculty are generally well informed about courses specific to their discipline, most advisement, even of students decided on their academic goals, is of a more general nature. Some faculty are extremely committed to advisement and regularly attend the voluntary "Advisor Update" workshops sponsored by the CIAR. Others, however, are poorly informed about programs and requirements, and students who see these faculty receive incomplete or sometimes inaccurate information (see comments under General Education, College/University Transfer).

This situation should be improved somewhat by the recent development of 77 brochures and program summaries for the CIAR. These publications provide current information on program requirements, transfer information, and career opportunities and information (Exhibit T.30: Program advisement brochures). The recent establishment of a University Transfer Center in the

CIAR should also improve the situation by providing a centralized resource for information about transfer to public and private universities.

### **Testing Services (Appendix 3.3 D-1)**

The Assessment Center administers a variety of exams including the test for General Educational Development (GED), aptitude tests, and make-up exams for instructors. The major responsibility of the Assessment Center, however, is the administration of course placement exams. During the last academic year, the Assessment Center administered over 30,000 tests to students.

#### Placement Exams

American College Testing (ACT) service's ASSET (Assessment of Skills for Successful Entry and Transfer) test is used district-wide as a guide for placement of students in English, reading, and mathematics courses. The ranges of scores recommended for placement in the various course levels are also a district standard (*Exhibit G.14: Schedule of Classes*). Testing is required of students enrolling in seven or more credit hours, of students enrolling in English, reading or math courses or any course for which English, reading or math is a prerequisite. It is also required of financial aid recipients and of all degree seeking students (*Exhibit G.14: Schedule of Classes*). A similar placement exam, STEL (Standard Test of the English Language), is administered to place students in ESL courses. GCC's Assessment Center administers over 10,000 ASSET tests and over 1,000 STEL tests each year. The composite results of these exams are reported annually to the college by (ACT) (*Exhibit T.5*).

**All new full-time students are tested in English, math and reading to assist them in selecting appropriate courses.**

#### Measures of Effectiveness

Assessment is being evaluated by a district-wide task force. A survey of test takers across the district showed that placement testing is generally understood and viewed positively by the majority of respondents. GCC's results were comparable to the district averages for nearly all questions. (*N=732 GCC, N=11,971 MCCCD; Exhibit T.26: MCC Assessment of Student Services 1990-91*).

A follow-up telephone survey showed that, district-wide, students felt their test results reflected their skills (87.6 percent agree), and they had enrolled in the recommended course(s) after the test (96.4 percent). However, despite the high levels of support for these statements, a significantly lower percentage of respondents felt that they were placed in the correct course (54.8 percent) (*N=432; Exhibit T.26: MCC Assessment of Student Services 1990-91*).

The accuracy of the exams in course placement is somewhat controversial among faculty as well. Reading faculty, for example, contend that the ASSET exam does not test the same skills that the Critical and Evaluative Reading course teaches (RDG 101). Therefore, students who are exempted from the requirement based on this exam may or may not have the requisite skills. Instructors in the Capstone course have noticed poorer critical reading skills among students who tested out of RDG 101 versus those who completed the course.

To insure accurate placement in composition courses, English instructors require a writing sample from their students at the start of the term. Mathematics faculty, similarly, consider other criteria besides ASSET scores in course placement. The scores of many students are unrepresentatively low because math skills tend to be forgotten without regular use. However, with review most students recover their skills relatively quickly. Therefore, the mathematics department recommends that students be placed in courses based on their high school mathematics record and the number of years since high school graduation rather than ASSET scores alone.

A comparison of test scores with course performance in English and reading shows that the students who pass the course are those who on average scored somewhat higher on the ASSET test. However, the average score for all students was within the range accepted for placement in the course. The results for GCC are comparable to the district as a whole (DB 9.7).

### **Admissions and Records (Appendix 3.3 D-2)**

The Office of Admissions and Records (*see Appendix 3.3 D-2*) assists students with all aspects of admission, registration, records, transfer, and graduation procedures. It also assists faculty in the preparation of class rosters and grade sheets (*see Exhibit S.8 SCR#9 for more details*) and provides statistical information to federal, state and local agencies.

Technology and changes in policy have dramatically changed the operation of the Admissions and Records department. On-line registration has replaced the walk-in registration procedures used until Fall 1983. Although 40 percent of registration is still done on campus, 45 percent of students now register by telephone (a registration option begun in Spring, 1986) and the remaining 15 percent are registered on site at local high schools. This has helped to alleviate long registration lines.

A computer database of student records and demographic information (Student Information System, SIS) has replaced the antiquated system of microfiche and hard copy records. Consequently, access to student records has been dramatically improved. Academic advisors and faculty have immediate on-line access to student transcripts and test scores. Institutional data can also be compiled more easily. Access to this information should be further enhanced by the development of additional software.

**A computerized database of student records has dramatically improved access to student transcripts, test scores and demographic information.**

### Measures of Effectiveness

Although not among the student services rated "much above average" by a high percentage of current students (*see Figure 3.4*), Admissions and Records was considered at least "average" by approximately 90 percent of respondents ( $N=1589$ , O'Neil S41).

Similarly, in a users' survey done by the Office of Admissions and Records, over 90 percent of respondents indicated that the registration process was easy to follow and the personnel were helpful and efficient (*Exhibit T.2: A&R survey results*). By and large the system seems to work relatively well. In this survey, over 80 percent of respondents had been able to get the classes they wanted. Similarly, in the survey of current students

mentioned above, nearly three-fourths were able to get all of the classes they wanted and another 13 percent were able to register for more than half of them ( $N=1860$ , O'Neil S25). Not surprisingly, students registering earlier (e.g., in May for Fall semester) are somewhat more successful at getting their desired classes than those who register closer to the start of the term (e.g., in August for Fall semester) (O'Neil S25 crosstabulated by S24). Even among those who were unable to get all the classes they wanted, over two-thirds indicated that they were satisfied with their schedule ( $N=472$ , O'Neil S28).

Admissions and Records is under study by a district-wide assessment committee. A survey instrument has been designed and data collection will continue throughout the 1991-92 academic year (*Exhibit T.26: MCCC Assessment of Student Services*).

### **Library/Media Center (LMC) (Appendix 3.3 A-5)**

The primary mission of the LMC is to "make available to students and faculty, materials and services that support and enrich the curricula and contribute to the intellectual and cultural development of members of the college community" (See SCR#9 for a complete list of services). The library's hours have been increased since 1983, particularly on Saturdays, in response to increased demand for services; currently the library is open 77 hours per week during the academic year.

The LMC holdings consist of approximately 264,000 cataloged and uncataloged items, including 74,000 books and manuscripts, 40,000 pamphlets and newspaper clippings, 3,000 nonprint materials, 144,000 microforms, current subscriptions to 406 periodical titles and a number of electronic resources on compact disc. The 264,000 items represent a 111 percent increase (139,000 items) since 1982-83. Space limitations in the current facility prohibit the collection from growing beyond approximately 75,000 volumes. The LMC faculty and staff recognize that the quality of the collection is of greater importance than its size; consequently the primary consideration in collection development is the maintenance of a current, relevant and high quality collection. Thus, even at capacity, new materials are added to the collection each year and dated volumes are deselected to make room for them.

The MCCC libraries and media centers were linked by an integrated automated library system in the summer of 1987. As a result, library patrons have access to an additional 550,000 volumes owned by other colleges in the district, effectively increasing GCC's collection over 600 percent. The automated system has replaced the traditional card catalog and has automated a number of library functions including circulation and acquisitions. A serials system, also a component of the integrated automated system, is now being tested at selected libraries in the Maricopa system. The system is accessible to faculty and staff from their offices via their All-in-1 and VAXmail accounts and to all users via dial-in access.

Technology, along with increasing costs of materials, has spurred cooperative efforts among the LMC, the Glendale Public Library and the libraries of ASU-West and the American Graduate School of International Management (AGSIM). This pioneering effort, the West Valley Library

**Technology and cooperative efforts among local libraries has increased resources available to students and staff to over 800,000 items.**

Network, has significantly increased the amount of information available and accessible to students enrolled at GCC.

The LMC has attempted to keep pace with emerging technologies as budgeting allows. Periodical and newspaper indexing is now available on Compact Disc-ROM (CD-ROM). On-line searching of commercial databases has also been implemented for faculty and staff. A satellite dish has been installed and planning is underway for a broad-band closed circuit distribution system. This technology will allow for teleconferencing and other distance learning alternatives.

#### Measures of Effectiveness

Effectiveness measures for library services are an issue of debate in the professional literature. While quantitative measures (e.g., service hours, volumes and titles in the collection, number of items circulated per year, number of contacts at the reference desk) are relatively easy to collect (*Exhibit T.23: Library/Media Center Annual Report*), without a mechanism for qualitative analyses, the LMC has no means for assessing effectiveness. For example, the automated library system provides a variety of quantitative reports, but there are no measures in place to determine its impact on student success. The LMC staff is currently studying assessment options, such as those outlined in *Measuring Academic Library Performance, A Practical Approach*, and developing its own survey instrument.

Although the cost of information resources/materials has continued to climb, the budget for the college LMC has remained virtually static since the 1982-83 fiscal year. The district has provided some supplemental funding over the last five years to aid the colleges in developing their collections. GCC's supplemental allocations have ranged from about \$18,000 to \$24,000 per year.

Seating space will be increased through remodelling planned for 1991-92 semester break. A new library is included in the Facilities Master Plan (*Exhibit M.11*).

The LMC is consistently rated very positively by students, alumni, faculty and staff. Both graduates and former students gave the highest ratings to the LMC (greater than 4 on a 5 point scale) of all the services evaluated (*TEX-SIS-G, TEX-SIS-L*). Similarly the LMC was second only to the High Tech Center in the ratings of current students (*N=1560, O'Neil S37*). These consistently high evaluations are probably at least in part attributable to the commitment of LMC faculty and staff to helping their clients; according to the director, a good service philosophy is often more important to the user than the immediate availability of the requested resources.

Faculty and staff were similarly positive about the LMC. When asked to evaluate the following four aspects of the LMC: library materials and resources, library services, library facilities, and AV materials and services, over 80 percent of respondents rated them all as at least "satisfactory" (*N=461-485, O'Neil E101,103,105,106*). Consistent with the analysis above, highest ratings went to the service aspects of the LMC; 27 percent and 24

percent of those surveyed rated library services and AV materials and services respectively as "very good" ( $N=461-466$ , O'Neil E103,105).

### **Tutoring Services**

A variety of services are available to provide students with individualized instruction at no cost.

- Learning Assistance Center (LAC):(Appendix 3.3 D) Serving 1500 students per year, the LAC provides free tutoring in most subject areas. Students may either schedule appointments for one-on-one tutoring or "drop in" to meet with any available tutor.

Other services include cognitive style mapping and computer-aided instruction on reading, grammar, vocabulary mastery, and study skills. (Exhibit: SCR#9). The staff of the LAC will assist faculty in determining the readability level of text books and in administering make-up tests to students.

The LAC staff routinely surveys student users, tutors, and the faculty about its services and facilities. The results are compiled and used internally for improvement of existing programs (Exhibit T.22: LAC Evaluation).

- Literacy Center (Appendix 3.3 D) The Literacy Center provides tutoring and computer-aided instruction in basic skills for clients with reading skills below the sixth grade level (see page 130).
- The Math Solution: Begun in the fall of 1988, the Math Solution offers free tutoring to students needing help with basic arithmetic through college algebra. It also supports students enrolled in "flex format" math courses. Tutoring is provided by tutors, faculty and computer-aided instruction. Along with the 270 students enrolled in "flex format" classes this semester (Fall 1991), at least 230 other students have received assistance at the Math Solution so far this term (Exhibit: SCR#9).
- The Writing Center: The Writing Center offers one-on-one faculty assistance to students in any course. Its purpose is to improve the quality of students' writing and to promote writing in all subject areas.
- The Life Science Study Lab: Faculty in the biology and psychology departments have developed computer-based tutorials to assist students in mastering important concepts in their courses. These software programs enable students to review material, visualize sequential events and processes, and test their understanding in a low stress environment. Usage of these resources is high; the life science study lab alone averages over 4000 sign-ins each semester. Current studies are underway to analyze the impact of these study aids on student achievement.

### Measures of Effectiveness

Tutoring services, in general, are perceived by faculty and administrators as a support service in need of more emphasis.

**A variety of tutoring services support student academic achievement.**

Approximately twice as many respondents favored more emphasis for this area as thought emphasis should remain about the same. Clearly this is a student service considered important by faculty and administration but one perceived as needing further development (*N=328, O'Neil E127*).

In a survey of current students, the LAC was among three services rated by nearly half of respondents as "above average" (*N=812, O'Neil S39*). The survey did not ask about the other tutoring services. Graduates and former students rate GCC's tutoring services as somewhat above average (about 3.5 on a 5 point scale) (*TEX-SIS-G, TEX-SIS-L*).

### Support Services for Special Constituencies

GCC's student body is made up of a variety of populations. The college attempts to provide services to meet the unique needs of these groups.

#### **"At-Risk" Students**

Many students attending community colleges are considered "at-risk" of not achieving their educational goals. Student services such as child care, counseling, disabled student resources, financial aid, job placement, minority student services, and tutoring are all targeted at helping to provide the support these students need to persist in college successfully. Student tracking systems such as SMASh (Student Monitoring and Alert System) are also being developed so that the college can monitor "at-risk" populations and intervene pro-actively.

The district "At-Risk" Student Task Force is working at increasing awareness of these students among the colleges and helping to develop strategies to respond more effectively to the needs of all students. In the spring of 1991, GCC's "At-Risk" Student Committee co-sponsored a series of four workshops designed to increase communication effectiveness across cultural boundaries.

#### **Financial Aid (Appendix 3.3 D-2)**

The Office of Student Financial Aid (SFA) assists students throughout the process of applying for and receiving financial assistance to help defray the cost of their education. The SFA staff assists students in applying for loans, grants, work study assistance (CWS), and scholarships (*see Exhibits T.32, T.35 for description: Status of Student Financial Aid; SFA brochures and application*). During the 1990-91 fiscal year, the Financial Aid Office service window received over 44,000 requests for information and assistance.

In 1990-91, GCC awarded over 5 million dollars in student financial aid (*DB 16.6*). This dollar amount represents a 79 percent increase over the total financial aid awarded in 1985-86. The number of recipients has increased 64 percent (*DB 16.6*). During this period, total unduplicated enrollment increased about 43 percent (*DB 11.4*).

From 1985-86 to 1989-90, the proportion of financial aid coming from Federal Pell grants has increased while the percentage coming from loans has declined (*DB 16.6*). This decrease in the loan rate is largely explained by the high loan default rates in the student loan program. It is the current

Over 3,000 students  
benefitted from  
financial aid in  
1990-91.

philosophy of the SFA office to award up to 35 percent of student need in the form of grants, and as much as possible of the difference in work study assistance rather than loans in order to minimize student indebtedness. In 1989-90, GCC awarded nearly one third of the CWS funds district-wide (*Exhibit T.32: Status of Student Financial Aid*). Since 1986, GCC's loan default rate has decreased from 36 percent to 17.2 percent.

Increased staffing, staff specialization, and the installation of a computer system have enabled the SFA to serve more students; over 3000 students applied for financial aid during 1982-83 and over 4500 during 1990-91. Over the same period, the number of awards has increased 73 percent. During 1991, 3,079 students received some form of financial aid. The average award at GCC was \$1788 which is not significantly different from the district average. Minority representation is higher among financial aid recipients than in the overall student profile (*DB 16.8, 13.3*).

In conjunction with a faculty committee, the SFA office also awards donor scholarships, processes Presidents scholarships and Honors Fee Waivers, scholarships generated through the efforts of the Maricopa Community College Foundation, (*Exhibit F.12*), and activity scholarships. Last year, GCC awarded nearly 1100 scholarships totalling over \$500,000 (*Exhibit S.8: SCR#9*).

#### Measures of Effectiveness

The goal of the SFA Office to award financial aid to as many qualified students as possible. The office dispenses information to thousands of individuals each year and also offers individual appointments to applicants requiring assistance.

Evaluation of the SFA office in a survey of current students revealed that nearly the same proportion rated the service "above average" as rated it "average" as rated it "below average" (*N=822, O'Neil S42*). Surveys of former students consistently rate financial aid between 3.5 and 3.8 on a 5 point scale (*TEX-SIS-L, TEX-SIS-G*). Among faculty and staff, financial aid was among seven student services identified by more than half of respondents as needing more emphasis (*54 percent*); virtually all others felt that SFA was receiving the right amount of emphasis (*N=308, O'Neil E134*).

Two of the challenges faced by SFA are that the application forms are relatively complicated and require processing time. Many applicants seek financial aid information shortly before the start of the semester when fees are due, lines are long and the staff's time is at a premium. Many students also have unrealistic expectations about the levels of support available. Thus, some frustration is inherent in the current system.

Student Financial Aid is targeted for district-wide assessment. A survey for clients is currently in development.

#### **Disabled Student Resources (DSR) (Appendix 3.3 D)**

Providing a variety of services to students with hearing, visual, mobility or learning disabilities, DSR services include sign language interpreters, note-taking and reading services, other educational accommodations, assistance with registration and financial aid procedures, academic

advisement, career counseling, and referrals to off-campus resources (see Exhibit S.8: SCR#9 for more complete list). Currently GCC has nearly 500 students who identify themselves as being disabled (DB 13.10). Of these, 212 are currently using one or more of the services offered by DSR.

#### Measures of Effectiveness

Of students familiar with its services, 43 percent rated DSR as “above average” and 51 percent rated it as “average” (N=357, O’Neil S49). However, only 20 percent of the students surveyed responded to this question. DSR is currently in the process of surveying its users to assess their level of satisfaction (Exhibit T.16: Survey form) which should be a more accurate reflection of its effectiveness to its target population.

#### **Minority Services/Office of Multicultural Affairs (Appendix 3.3D)**

The primary purpose of the Minority Services Office (MSO) is to promote higher education among ethnic minorities in GCC’s service area. The MSO recruits minority students from the community, assists them with applications for admission and financial aid, and provides students with ongoing information, counseling, assistance and support to allow them to achieve their goals. The office is also involved in a number of outreach activities designed to convey the importance of education to the minority community.

**Last year, the Office of Multicultural Affairs helped over 2,000 students attain their individual goals.**

Beginning with the 1991-92 academic year, MSO has been renamed the Office of Multicultural Affairs. The office will continue to offer three primary categories of service: recruitment, retention and community service, but will now be working in close proximity to other college outreach efforts.

#### Measures of Effectiveness

The minority representation at GCC has increased 25 percent since 1983 (Figure I.4; DB 13.3). The office maintains a record of all client contacts; over the past academic year, the office has worked individually with over 2,000 different students. Among current students, MSO is perceived as “above average” by over 40 percent of respondents and “average” by an additional 50 percent (N=404, O’Neil S44).

#### **Honors Program**

The Honors Program provides talented and motivated students with opportunities for enriched academic experiences and personal development (Exhibit G.14: Schedule of classes; T.21 Honors Forum Lecture Series poster). It also offers these students scholarships plus other benefits such as personalized advisement and early registration.

A student can enter the Honors Program in one of two ways:

- as a President’s Scholar — recent Maricopa County high school graduates in the top 15 percent of their graduating class, or

- as an Honors Fee Waiver student — continuing or transfer students with twelve or more credits in college level courses and a GPA of at least 3.25.

President's Scholars receive a full waiver of basic tuition fees and a \$150 stipend toward books and supplies each semester. Honors Fee Waiver students receive a partial fee waiver based on the number of credits in which they are enrolled. To maintain their status, all honors students must maintain a cumulative GPA of 3.25 or higher and must complete at least one designated honors class each semester with a B or better. President's Scholars must also maintain continuous enrollment and must complete a minimum of 12 credits each semester (*Exhibit G.8: General Catalog*).

The Honors Program is also an interdisciplinary instructional program, coordinated by the energetic efforts of a retired faculty member. Faculty are encouraged to offer Honors sections of any existing course. These classes have a smaller class size, usually limited to 15 students. The emphasis is on a higher calibre of work rather than simply additional work.

The Honors Program, serving over 400 students, has grown from 9 courses in 5 disciplines in the Fall of 1984 to its current number of 51 courses in 27 different disciplines (*DB 16.3*). Enrollment in the program, including both President's scholars and fee waiver students, has increased over 900 percent in this time period (*DB 16.2*).

Despite their high school record, President's Scholars consistently perform more poorly than tuition waiver students academically (*DB 16.4, 16.5*). This disparity can probably be attributed to the fact that fee waiver students are admitted on the basis of college level performance, whereas admission of scholarship students is based on high school performance. Furthermore, the high school academic standards and requirements differ from one school to the next so that class standings or GPAs are not necessarily comparable. This coupled with differences in college experience and age could help explain the difference in performance between these two populations of Honors students. In the general student population, recent high school graduates are also outperformed by older students (*DB 14.23*).

#### Measures of Effectiveness

The level of satisfaction among employees with this program seems to be relatively high. Although 46 percent felt that the program needed "more emphasis," most of these felt that it needed only "somewhat more emphasis" and an additional 47 percent answered that it was receiving the "right amount of emphasis" (*N=391, O'Neil E62*). Among current students, 27 percent of respondents indicated that the Honors Program was "very successful;" the majority (59 percent) rated the college as "somewhat successful" in this area (*N=999, O'Neil S72*).

The program conducted its own internal survey of Honors students and faculty in the fall of 1990. The results of the student survey show clearly that the most important components of the program are the tuition waivers and book stipends, early registration and academic advisement, assistance with university scholarships and the honors classes. Results from Honors

**GCC's Honors Program supports over 400 students with scholarships and an enriched curriculum.**

faculty suggest that they find teaching these students personally rewarding and that the program is allowing them to stimulate students intellectually in a way that would not be possible in a regular class (*Exhibit: SCR#6*).

Results of a district-wide survey of Honors alumni (those completing at least 12 hours of Honors classes in MCCCCD since 1983; N=380) are consistent with the results of the GCC survey (*Exhibit T.27: Honors Alumni survey*). Like current GCC students, a majority of the alumni respondents indicated that the primary factor attracting them initially to the program was financial (tuition waivers and book stipends). However, in reflecting on the personal benefits of their honors experience, alumni respondents indicated that the major benefit was academic (providing academic prestige and stimulating creative thinking). An overwhelming 95 percent of respondents indicated that overall the program had been a beneficial experience.

### **Career Educational Services (Appendix 3.3 C-2)**

The career center assists students, alumni and staff in exploring career options, setting goals and finding employment. In compliance with Office of Civil Rights (OCR) requirements, all college job referrals are handled through this office. The college's computerized Job Placement System (JPS) recruits and places hundreds of students annually in jobs on campus and in the community. The JPS networks all of the Maricopa Community Colleges, other state colleges, and local high schools, increasing the jobs available to students and alumni. Last year the center handled over 3300 job orders, placed over 2200 students in jobs and provided over 46,000 individual services.

The career center also houses an on-campus office of the Department of Economic Security (DES), the only one of its kind operating on a college campus in the state of Arizona. DES provides additional job referrals to students as well as referrals to other social service agencies.

The career center also provides career planning services. A library of resource materials, electronic databases on occupations, colleges and scholarships are available for client use. Weekly "Unlimited Potential" seminars and monthly Adult Re-entry workshops bring community members on campus to speak on a variety of topics (*Exhibit T.10: Brochure*). The seminars are also videotaped and made available for viewing. Students are also given the opportunity to meet with employers and community members during the center's annual Career Expo (*Exhibits T.11: Career Expo brochure; T.9: Career and Adult Education Services Annual Report 1990-91*).

### **Measures of Effectiveness**

Job placement consistently receives ratings of approximately 3 on a 5 point scale in surveys of graduates and former students (*TEX-SIS-G, TEX-SIS-L*). Among current students, ratings are slightly higher; about 41 percent of respondents rate job placement as "above average," 45 percent as "average," and 14 percent as "below average" (*N=697, O'Neil S53*). Some of this apparent dissatisfaction, particularly in the former surveys, may be a result of unrealistic expectations of students in terms of the employability or earning potential of someone with their current level of education. This suggests the

**The annual Career Expo brings nearly 200 local employers on campus to meet with students, youngsters from local schools, and community members.**

need for greater emphasis on career counseling and education. Further, because of the way the question is phrased on these standardized survey instruments, respondents may not be evaluating the career center and its services but rather their success at finding employment after leaving GCC.

Career Educational Services evaluates itself by having clients complete a service survey and uses the results to improve customer service.

#### **Adult Re-entry (Appendix 3.3 C-2)**

Many of GCC's students are older adults (*DB 13.2a*) who have been away from school for a number of years. Adult re-entry services include:

- counseling to assist with career planning, educational problems, and social and personal concerns.
- orientation seminars that include an introduction to student support services, college facilities, and a tour of the campus.
- workshops on study skills and personal development issues.
- referrals to outside agencies and other support services on campus.
- re-entry support group which meets weekly.
- emergency loan fund for students with monies collected by Progressive Enrichment Program for Education (PEPE) fund raising activities.

These services were formerly handled by GCC's Women's Center, but a reorganization in 1986 renamed the unit to reflect a broader target population.

#### **Veterans' Affairs (Appendix 3.3 D-2)**

The Office of Veterans' Affairs assists eligible veterans to receive their educational benefits. Because VA benefits must be used within ten years after discharge, the bulk of the veterans from the Vietnam war are no longer eligible. The number of students receiving VA benefits has steadily declined in the last eight years (*DB 13.10*). Staffing of the Veterans' Affairs Office has been commensurately decreased. With Reservist and National Guard programs in effect, the current number of VA students is expected to remain relatively constant.

Many students are understandably unfamiliar with the services of the VA. In a survey of current students, the majority (59 percent) of those responding rated the services as "average" and another third considered them to be "above average" (*N=415, O'Neil S35*). The Office of VA has consistently received a rating of at least 4 (on a 5 point scale) in surveys of GCC graduates over the last seven years (*TEX-SIS-G*).

#### **Children's Center (Appendix 3.3 A-4)**

The purpose of the Children's Center is to provide high quality child care and an appropriate developmental program for preschool age children while their parent(s) attend class. Additionally, the center provides

training/workshops for college students and parents and is an observation site for local educational institutions and agencies.

GCC students are given priority in enrolling their children, age 3-5, in the center. During 1990-91, the Children's Center provided child care for nearly 200 GCC students. With the growing student population at GCC, the need for child care is rapidly outgrowing the current facilities, equipment and staffing of the Children's Center. Plans for future remodelling include expansion of the center (*Exhibit M.11: Master Plan*), but until then the child care needs of some students will likely go unmet. The center is currently open until 4 p.m. because demand for evening child care is very low.

The center is regulated by the Department of Health Services, Child Care License. The Children's Center also has a contract with the Department of Economic Security (DES) to provide financial support for student-parents with qualifying income levels.

#### Measures of Effectiveness

The Children's Center conducts an ongoing internal evaluation program which includes verbal input from parents, needs assessment and written evaluations by the parents, and evaluations of interns placed in the center (*Exhibit T.13: Parents' Questionnaire*). The results of these evaluations are used to improve the programs and services.

The Director of the Children's Center is a highly qualified early childhood professional. She is currently Chairperson of the Arizona State Board of Education's K-3 Advisory Board and one of 25 endorsed trainers in the state in the High/Scope methodology. The Children's Center was accredited by the National Academy of Early Childhood Programs—National Association for the Education of Young Children in May, 1991 (*Exhibit T.12: Children's Center Accreditation*).

Results of a survey of current students show that the center is evaluated as average by 55 percent of respondents and above average by another 37 percent. Like so many programs serving specialty needs, a majority of the students surveyed (80 percent) were unfamiliar with the children's center (*N=346, O'Neil S48*).

#### **Personal Counseling (Appendix 3.3 D-1)**

The purpose of the counseling department is to reduce student attrition by helping college students identify their interests and aptitudes, deal with outside pressures, and cope with personal crises. This mission represents a major change in focus away from academic advisement.

Faculty in the counseling department teach a variety of courses each semester which are designed to help students develop personal life skills (*Exhibit G.8: General Catalog; T.14: Year End Report*).

The department limits students to three personal counseling sessions per semester. If the student's need exceeds this, referrals will be made to a local outside agency. During 1990, the Counseling department reported nearly 3000 contacts; about one quarter of these individuals sought personal

**GCC's Children's  
Center is accredited  
by the National  
Association for the  
Education of Young  
Children.**

counseling while the remainder came for career counseling and/or test interpretation (*Exhibit T.14: Year End report*).

In 1991, the counseling department initiated an "electronic support group" on the Electronic Forum called COPE. While the forum is administered and monitored by a GCC counselor, COPE allows students and employees to anonymously express their personal concerns 24 hours a day, 7 days a week, to reach outside themselves for help, to feel connected with other human beings, and provide support to others. The forum has been well received and is actively used by 100 individuals, mostly students (*Exhibit T.17: EF Activity Report, Fall 1991*).

#### Measures of Effectiveness

The counseling department evaluates its services internally by having clients seen by a counselor complete a Counselor Evaluation form. The results of these surveys are consistently extremely positive (*Exhibit T.18: Evaluation of Personal Counselors*).

In contrast, surveys of current students, former students and graduates, rate counseling less positively. While counseling was rated as "average" by 47 percent of the current students surveyed, the remainder were equally divided between ratings of "below average" and "above average" ( $N=1184$ , *O'Neil S34*). Similarly, graduates and former students rate counseling at about 3 on a 5 point scale (*TEX-SIS-G, TEX-SIS-L*).

Some of the discrepancy between the evaluation of users and general student population is probably explained by respondents confusing counseling with academic advisement. They may be expressing dissatisfaction with academic advisement when they evaluate counseling. Consistently, the ratings of counseling and academic advisement are very similar on the graduate and former student surveys (*TEX-SIS-G, TEX-SIS-L*). Written comments added by respondents further support this notion.

#### Overall Measures of Effectiveness

Results of a survey of faculty and administration show that several services for special constituencies are among the student services perceived by the majority of respondents as "needing greater emphasis" (*Figure 3.5*). These include child care services, services for "at risk" students, job placement and services for evening and weekend students. Services for several other special student subgroups were also seen as needing expansion by from 33-46 percent of respondents, but in these cases the majority of respondents felt the current emphasis was sufficient (*Figure 3.6*). These include disabled student services, adult re-entry services, veteran's services and services for women (*O'Neil E114-139*).

#### Student Activities

The majority of GCC's students are part-time students, squeezing college classes in between jobs and their families (*DB 13.5a, 13.14; N=1872; O'Neil S104, 105-crosstabs*). Many students attend GCC for two years or less. Many enroll one semester, stop out for a semester or two and then begin again (*DB 13.8*). Because of the transient nature of its student body, GCC is challenged to create a college atmosphere in which students' learning and

development are extended beyond the classroom. Student activities provides one vehicle for students to experience such "connectedness" to GCC and to broaden their perspectives.

### **Athletics**

Intercollegiate Athletics (Appendix 3.3 E)

The Athletics program provides intercollegiate competition for eligible male(M) and female(W) student athletes in the following sports: archery(W), baseball(M), basketball(M/W), cross-country(M/W), football(M), golf(M), soccer(M), softball(W), tennis(M/W), track and field(M/W), and volleyball(W). The football team competes as a member of the Western States Football League; all other teams are members of the Arizona Community College Athletic Conference. GCC's athletic history includes three national championships: cross country in 1967, baseball in 1968, and football in 1988.

**GCC's athletics teams have won three national championships.**

Most of the student athletes are recruited from local high schools. This results in good community attendance and support. It also bolsters GCC's high school recruitment efforts. Academic counseling and free tutoring by members of the college honor society (Phi Theta Kappa) are available to student athletes to encourage their performance in the classroom as well as on the playing field. Athletic eligibility is monitored weekly by A&R in conjunction with GCC's Athletic Director.

Coaching is provided by either one of four athletic specialists or part-time coaches hired on contractual basis. The turnover rate of part-time coaches is relatively high; consequently, it is challenging to develop stability in these programs.

### **Intramural Sports**

Unlike the other MCCCCD colleges, GCC has an intramural program including golf, tennis, bowling, volleyball and basketball, but participation is relatively low. Currently, the college is trying to revitalize the intramural program by organizing open tournaments in conjunction with physical education classes. Student Government has also taken an active role in attempting to involve more students.

### **Cheerleading**

GCC's cheerleading squad was organized in 1966. Over the years, several different departments have been charged with the spirit line, including the college band director and the Student Activities Office. Last year, responsibility for the squad was moved to the Athletics department. Tryouts are held in the spring and are open to all students who will be attending GCC the next fall, both male and female. The team performs at the football and men's basketball games during the academic year.

### **Performing Arts**

GCC's music and theatre department sponsors groups that perform both at the college and in the community. Among these groups are the Marching Band, Symphonic Band, Jazz Ensemble, Concert Choir, Women's Chorale,

Chamber Singers, and Opera Workshop/Music Theatre (*Exhibit G.15: Student Handbook*). These organizations allow individuals who do not plan to major in the performing arts to continue to enjoy performing in public and to rehearse with a group.

### **Student Activities and Services Office (Appendix 3.3 A-4)**

The Office of Student Activities and Services (OSAS) provides opportunities for students to participate in planning and decision-making activities that are non-academic but enrich the educational experience and personal development.

### **Clubs**

The 31 active clubs (*Exhibit G.15: Student Handbook*) and 3 honorary organizations include clubs for special student populations, special interest clubs, and religious organizations. Criteria for establishing new student clubs are stipulated in the Student Policies manual (*Section 5.05a*). The Office of Student Activities and Services monitors this approval process and maintains a directory of clubs and their faculty sponsors (*Exhibit T.33*). In an inventory of faculty and staff, over one quarter of respondents indicated that they were involved with at least one student organization; the largest level of involvement was among residential faculty and administrators (*Exhibit U.9: Personnel Profile*).

Representatives from these clubs along with representatives from student government meet as the Interclub Council. This committee meets monthly to enhance communication and cooperation between these organizations.

### **Student Government**

GCC is the only MCCCDC college to have two autonomous student governments, Evening Students Association (ESA) and Associated Student Government (ASG).

The Evening Students Association has been instrumental in increasing accessibility of services, offices and administration to evening and weekend students (*Exhibit T.19, T.20: ESA By-Laws, ESA Constitution*). This organization also sponsors events for the community and student body such as the Artist Series, Art Collection, Holiday Party and social nights. They also, along with ASG, sponsor free legal services for students (*Exhibit G.15: Student Handbook*).

ASG represents GCC's day students (those with at least half of their credit hours during the day) (*Exhibit T.7: AS Constitution*). Like the evening student organization, ASG sponsors a variety of events including the annual Spring Carnival, Homecoming, and Beginning- and End-of-Semester "Blow Outs" (*Exhibit T.6: ASG Year in Review*).

Student government also provides numerous opportunities for members to develop leadership skills. Both the district and college sponsor annual leadership retreats for student governments. Attendance at the American Student Association of Junior, Technical and Community Colleges Legislative Seminar in Washington, D.C presents an opportunity for representatives of ASG and ESA to learn about lobbying for student issues

**Having two student governments enriches college life for both day and evening students.**

on the national level. ASG itself organizes and conducts a state legislative conference for students from all community colleges in Arizona (*Exhibit T.6: ASG Year in Review*).

The student governments are also represented on a number of college and district committees (*Exhibit: SCR#3*). Input on these committees ensures representation of student concerns, interests, and needs to faculty and administration. Two members of ASG also attend meetings with the City of Glendale, the City of Phoenix, and the Mayor's Youth Commission.

#### Other Activities of the Office of Student Activities and Services

The OSAS also administers a number of other student-oriented programs. For example, OSAS is responsible for maintaining an identification database for students, faculty and staff and issuing identification cards. This office also handles emergency location of students while in class and reservations of campus facilities, vehicles and recreational equipment. It resolves discipline problems (see Student Handbook), handles complaints of racial discrimination and sexual harassment, administers student insurance policies, and handles official student absences. OSAS also prepares the Student Handbook annually, and supports student volunteerism projects. In brief, OSAS provides a place on campus that serves as the students' advocate.

#### **Student Publications: The College Voice and The Traveler**

The student newspaper, *The College Voice*, and creative arts magazine, *The Traveler*, provide students the opportunity to write, edit, design, and produce print publications (*Exhibits T.36, T.37*).

*The College Voice* is produced primarily by a journalism class; however, contributions are accepted from other students as well. The newspaper is published bi-weekly and distributed at no charge to the college community. The paper has received numerous awards from journalism organizations such as the California/Arizona Journalism Association of Community Colleges, Arizona Press Club, and the Rocky Mountain Collegiate Press Association.

The editorial staff of *The Traveler* solicits student poetry, prose, photography and artwork and then selects works for publication from among these submissions. Not only does this provide the magazine staff editorial and publishing opportunities, but it also provides student artists an opportunity to have their work published. The magazine has been published annually since 1968.

#### **The Electronic Forum (EF) - Student Involvement**

Unlike students in a residential college, community college students have fewer opportunities to discuss issues of personal importance with their peers. While university students often sit for hours in the dorms or dining commons or student union discussing their ideas, their opinions, their fears, and themselves, few community college students have this opportunity. Forum administrators note that the EF's open forums seems to help fill this void.

**Award-winning  
publications  
showcase student  
talent.**

Although generally anonymous and electronic, computer conferencing seems to be a vehicle for the more transient community college student to socialize and connect (*Exhibits L.15: Ocotillo report; O.4: Vision '90, 2 (2), 16-21; SCR#6*).

GCC faculty and staff have submitted a grant proposal to FIPSE (Fund for the Improvement of Post Secondary Education) to study both social and academic implications of the Electronic Forum for students (*Exhibit B.9: Grant proposal*). First developed in 1989-90, the EF currently has approximately 1400 student users at GCC and 4800 users district-wide (*Exhibit T.17: EF Activity Reports*).

### **Overall Measures of Effectiveness**

Intercollegiate athletics was seen as "above average" by nearly half of current students surveyed and as "average" by another 48 percent (*N=900, O'Neil S33*). Compared to other community services, providing athletic events was perceived as "very important" to the smallest percentage of the public served (30 percent) and "not very important" to the largest percentage (23 percent) of respondents. This is perhaps not surprising given the number of other athletic events in the Phoenix area, including professional teams, recreational sports, and high school games and meets, that are open to the public.

Although student activities and student government are available to all students, when asked to evaluate these areas 59 percent and 74 percent of current students surveyed responded "don't know." Considering that GCC is a non-residential college with high part-time student enrollment this lack of awareness and/or involvement in student activities is probably not unexpected. Of those rating these programs, over half considered them to be "average;" nearly as many respondents evaluated each to be "below average" as "above average" (*19 percent below versus 25 percent above for student activities, N=725, O'Neil S50; 20 percent below versus 24 percent above for student government, N=465, O'Neil S51*). Similar low levels of awareness or disinterest are apparent in the turnout of voters for student government elections (*Exhibit A.2: Voice article*).

Social and extracurricular activities were perceived by at least two-thirds of the faculty and administrators surveyed as receiving about the right amount of emphasis (*N=298, O'Neil E128; N=300 O'Neil E139*). On the other hand, consistent with the low levels of student participation and awareness of these activities, 26 percent of respondents favored "more emphasis" on involving students in clubs and governance (*N=277, O'Neil E133*).

### **Physical Support Services**

Several services are provided to meet the physical needs of students while they are on campus. Several of these services are provided under contract with private companies.

#### **Food Service**

This service has been operated by Facility Food Services since 1990. Prior to this time, food service was provided by a college operated cafeteria and snack bar. Food service is perceived as being "very good" by

30 percent of faculty and staff and “satisfactory” by another 49 percent ( $N=409$ , *O’Neil E54*). Similarly, in a survey of current students, 43 percent rated food service as “above average” and 49 percent as “average” ( $N=1370$ , *O’Neil, S38*).

### **Bookstore**

Operated by Follett College Stores, the bookstore provides new and used textbooks, required reading materials, general school supplies, and college promotional materials.

Major concerns about the bookstore are the retail prices of materials, the buy back policy, and providing enough copies of required materials to match the number of students wishing to purchase it (*Exhibit A.4: Voice articles*). Another problem is the long waiting lines during peak times in the semester caused, in part, by fire marshall regulations limiting the number of persons who can be in the store at any given time. A future phase of remodelling includes expansion of the bookstore facility (*Exhibit M.11: Master Plan*), but until then efforts need to be made to encourage early purchase of textbooks and supplies.

About half the students felt the bookstore was “average,” nearly as many rated it “below average” as “above average” ( $N=1767$ , *O’Neil S40*).

### **Safety and Security (Appendix 3.3 A)**

This department is charged with insuring the safety and security of students, staff, visitors, property and facilities on campus.

Issues of safety and security have become increasingly complex in recent years. New federal regulations mandate the collection of certain security data. There has also been an increase in the planning and training responsibilities in order to comply with new OSHA standards. GCC is taking the lead district-wide in the development of new safety policies (*Exhibit T.31: Safety procedures*).

Although staffed by a Chief Officer, three security officers and numerous part-time student security guards, maintaining high level security on such a large, sprawling and highly populated campus is challenging (*DB 9.3-9.5*).

In response to the Federal Crime Awareness Act, the MCCCCD Governing Board recently hired a consultant to bring the district into compliance with this legislation. In particular, this report will address issues of staffing, training and certification. Action plans will be implemented district-wide based on the consultant's recommendations.

### **Measures of Effectiveness**

While nearly half of the students, faculty and staff surveyed rated GCC’s security as “average” or “satisfactory,” substantially more respondents rated it “below average” or “unsatisfactory” (36 percent students, 38 percent faculty and staff) than “above average” or “very good” (16 percent students, 10 percent employees) ( $N=1056$ , *O’Neil S50*;  $N=511$ , *O’Neil*

**GCC has actively responded to new federal regulations on safety and security.**

E56). It should be noted that these surveys were conducted shortly after a highly publicized sexual assault incident on campus.

### Measures of Effectiveness of Support Services

Compared to regional and national medians, GCC spends a comparable percentage of its annual budget on student services for each full-time student equivalent (FTSE); however, since GCC's overall expenditures are lower than the medians, the dollar amount expended per FTSE on student services is also lower than other comparative medians (*DB \$Exp.6 and 5*). With these limited dollars, GCC provides many services to meet the needs of its student population.

### **Survey Results**

Of the 22 services evaluated, four were seen as "above average" by the largest number of students: library/media center, LAC, honors program, and athletics. Many of the remainder were rated as "above average" by 30-40 percent and "average" by another 50-60 percent of respondents; these include: disabled student resources, minority services, child care, food services, job placement, re-entry services, veteran's services, admissions and records, and assessment testing. The services receiving the greatest number of "below average" ratings were financial aid, personal counseling, academic advisement, security, bookstore, student activities and student government (*see Figure 3.4*).

Faculty and administration were also asked to evaluate various support services. With the exception of intercollegiate athletics, fewer than 8 percent of respondents wished to see decreased emphasis for any of the services. Thus, these items distinguish themselves in the extent to which respondents wish to see "more emphasis" as opposed to the "same amount of emphasis." These results are indicative not only of the effectiveness of the programs but also the respondents' perception of their importance. In general, there was the most interest in development of academic advisement, tutoring services, job placement and career counseling, financial aid, registration, personal counseling, and services for some special constituencies (*Figure 3.5*). Intercollegiate athletics and student activities were perceived by at least a two-thirds majority to be receiving the "right amount of emphasis" (*Figure 3.6*).

Although there has been an increase in evening office hours, many student services remain unavailable after 7:00 - 7:30 pm and on Saturdays (*Exhibit G.14: Schedule of Classes*). Approximately 60 percent of faculty and administrators expressed a desire to see an increase in the support services for evening and weekend students (*N=311, O'Neil E132*).

Survey results also indicate that despite numerous publications describing GCC's support services (Student Handbook, General Catalog, Schedule of Classes, and brochures from many of the service areas), students, faculty and staff are often unfamiliar with many of the services available at GCC (*O'Neil S32-53; E 114-139*). Several efforts are now underway to help increase awareness of student services so that existing programs can serve as many students as possible.

- The 1991-92 new faculty orientation was expanded to include a tour of some of the service areas so that new faculty were concretely introduced to the location of each service area and the facilities/services available.
- A new program of monthly meetings for new faculty is currently being developed by GCC's FISC committee (*Exhibit H.7*).
- Educational services is in the process of developing audiovisual materials about support services. Plans are to play these tapes continuously at stations in various sites on campus such as the CIAR and Student Union.

Results of future surveys should help assess the impact of these efforts and foster new directions for improvement.

### ***Strengths and Challenges***

#### Strengths:

- GCC provides a wide variety of student services including services directly supporting educational needs, those supporting physical needs, and others supporting the needs of special constituencies.
- Personnel staffing each service area are well qualified and very committed to serving students needs.
- Library automation and establishment of the West Valley Library Network have increased the availability and accessibility of resources to students, faculty and staff.
- Individualized instruction in many different modes is available to assist students in a variety of disciplines.
- Integration of technology into student service areas has increased the efficiency of operations and thus enabled them to serve more clients.

#### Challenges:

- Although GCC appropriates a comparable percentage of its annual budget to student services as national and regional medians, the actual dollar amount expended per FTSE is lower than comparable medians.
- Despite print materials, class presentations and word of mouth, students and some faculty are still often unaware of the existence of certain student support services.
- Staffing and/or training issues need to be addressed in the areas of academic advisement and safety/security.
- Limitations imposed by current facilities prevent the Children's Center from meeting the child care needs of all prospective GCC students.

### 3.3 Partnerships with the Community

#### Purpose: Business/Industry/Educational/Agency Linkages

Since 1983, GCC has made significant efforts toward increasing partnerships with the community, both with local business and industry and with educational institutions and agencies. These linkages not only provide services and training responsive to the needs of the community but also help to increase awareness and utilization of GCC's resources in keeping with our mission and purposes.

#### **Business and Industry Linkages**

To community members, working with business and industry to provide training for their employees is the most important of GCC's linkages to the community ( $N=300$ , O'Neil C43). An overwhelming majority (86 percent) of respondents to a community phone survey rated this as "very important." GCC has established linkages to local business and industry in the following ways:

The Institute for Business, Industry and Technology (Appx 3.3 C-2)

The Institute for Business, Industry and Technology (hereafter referred to as The Institute), established in 1984, was developed in response to a need for training, in the areas of basic skills/academics, clerical skills, specialized training and personal/professional development, targeted to the business sector. The Institute generally offers courses tailored to the individual needs of companies and organizations. Training is supplied on-site, at GCC, or at other locations.

The Institute has developed partnerships with: Deere and Company, General Motors Corporation, Ford Motor Company, Honeywell, Digital Equipment Corporation, AT&T, State of Arizona Oxygenated Fuels Program, Service Station Dealers of Arizona, Arizona Department of Transportation, and eleven local social service agencies (*Exhibit S.8: SCR#8*).

The Institute contracts to provide exactly the programs and training that each client has determined its employees need. Evaluations of instruction and the curriculum by the Director, students and the company are conducted routinely. The continued association between clients and the Institute is an indication that it is accomplishing its objectives (*Exhibit S.8: SCR#8*).

#### IBM Partnership

Recently the college established a multi-faceted partnership with the IBM corporation.

- IBM has provided an AS/400 mini-mainframe computer. GCC's Business department will become a regional training site using this state-of-the-art business computer. This partnership enables department faculty to receive additional training and to establish

new professional and marketplace contacts at IBM's national seminars and regional meetings of business users.

- With matching GCC funds, IBM helped the Drafting department obtain IBM OS2 software and computer equipment that enabled the department to become a training site for the latest in IBM Computer Aided Drafting and Design (CADD) in addition to AutoCad and Computervision.
- IBM designated GCC as a Technology Transfer Center (*Exhibit A.10: Brochure*) and provided a significant discount to purchase equipment for HT2. In addition, IBM granted computer equipment for HT2's multimedia Jeffrey Robinson Classroom.

#### Other Occupational Training Partnerships

GCC provides training for the local law enforcement agencies and fire departments. Students in several of these programs are sponsored by the agencies that determine students' eligibility for service. In some cases, the sponsor provides equipment to the candidates, supervises on-the-job training or subsidizes program fees.

Local police and fire agencies provide part-time instructors in the Police and Fire Academy. Paramedic training is offered in cooperation with local hospitals and the Glendale Fire Department. Nursing students also participate in clinical rotations in local medical facilities; GCC's nursing program currently has training partnerships with 16 hospitals, clinics and health maintenance organizations (*Exhibit: SCR#7*).

Graduates of GCC's Police and Fire Academies are qualified as reservists for these agencies. Those successfully completing the Emergency Medical Technology courses are eligible to be certified by the state as an Emergency Medical Technician or Paramedics after passing state licensing exams.

The Automotive program at GCC is also closely aligned with the local community; two of the three AAS degrees in Automotive Technology offered at GCC are corporate and dealer-sponsored. In these programs, Automotive Service Educational Program (ASEP, sponsored by General Motors and participating GM dealerships) and Automotive Student Service Education Training (ASSET, sponsored by the Ford Motor Company and Ford and Lincoln-Mercury dealers), students alternate eight weeks of intensive instruction with eight weeks of co-op work in their sponsoring dealerships' service departments. Students also work during the break between semesters. The dealers pay the students during the co-op phase. (*Exhibits: SCR#7; K.2: ASEP, ASSET brochures*).

#### Linkages between College and Community

There are a number of committees and groups that bring together college leaders and representatives of the local business community and civic organizations. As a result, GCC is highly visible and highly regarded in the community, and community members play an active role in shaping the future directions of the college. Among these collaborative groups are the following:

**Local hospitals, law enforcement agencies, fire departments, and automotive dealerships sponsor occupational programs at GCC.**

- Occupational Advisory Councils: Representatives from local business and industry work with college faculty to assure that degree and certificate programs provide training appropriate for current needs and trends in the field.
- President's Community Council (PCC): This council provides a vehicle for an ongoing dialogue between the college and representatives of local governments, organizations, business and industry (*Exhibit L.17: PCC Annual Report*).
- G.R.E.A.T. (Glendale Region Educational Articulation Taskforce) Consortium G.R.E.A.T. brings together 40 representatives from K-16 institutions in the Glendale region along with representatives of government, business, industry, and community organizations. The consortium is dedicated to using the collective resources of these local institutions to better prepare community members to face the 21st century.
- Community Organizations: A number of GCC administrators, faculty and staff represent the college at such community organizations as the local Chambers of Commerce and Rotary Clubs. Results of a recent survey show that at least one third of full-time faculty and half of its administrators are members of one or more civic and/or service organizations (*N=549, O'Neil E 9-12, crosstabs*).

Members of the Associated Student Government also represent the college on such organizations as the local Departments of Parks and Recreation, the Mayors Youth Committee, and the Cities of Glendale and Phoenix.

### **Educational Institution and Agency Linkages**

#### Partnerships with Schools

GCC works with local public schools to increase awareness of GCC's resources, programs, and opportunities, to facilitate the transition from high school to college, and to help enrich curricula and programs. Among the efforts currently in place are the following programs:

- High School Recruitment (Appendix 3.3 D-2): GCC currently has one program advisor who concentrates entirely on providing information to high school students and counselors about the college. In addition to conducting orientations, the advisor administers assessment tests and assists students in college registration from their high school. Data collected in a recent survey show that registration at the high schools helps to reduce the number of students in this age group registering just before the start of the term (*O'Neil S24*). On average over 15 percent of the graduating class from the top feeder high schools enrolls at GCC (*DB 31.8*) and recent high school graduates make up over 20 percent of GCC's new student each year (*DB 13.7a*).
- M.E.S.A. (Mathematics, Engineering, Science, Achievement) Pre-College Program: The state-wide M.E.S.A. program is designed to increase the number of minority students who graduate from high

**Programs with local schools facilitate high school students' transition to college.**

school with adequate preparation in mathematics, science and English to enter college in a math/science-based discipline. The program is a partnership between a college or university and designated high schools.

GCC's M.E.S.A. program has almost doubled in enrollment since its inception in 1984; currently the program supports the academic efforts of over 100 students in three local high schools. Program evaluation indicates a positive impact on minority student enrollment in pre-college classes, retention and persistence of this population and their subsequent enrollment in college or university (*Exhibit T.24: M.E.S.A. Annual Report, 1990-91*).

- **ACE Plus** (*Appendix 3.3 D-1*): ACE Plus is a program that begins with high school sophomores who have an interest in attending college (*Exhibit T.3: ACE Plus Brochure*). The goals are to retain students in high school through attainment of a diploma and to insure their transfer and success at post-secondary educational institutions. GCC's program, modelled after the ACE (Achieving a College Education) program at South Mountain Community College (SMCC), has added an occupational/technical track to the program and hence has added the word "Plus" to the program title.

ACE Plus students attend college courses while they are still in high school. After high school graduation, they will enroll at GCC; ASU West will work with the ACE Plus students interested in university transfer. Close monitoring and pro-active intervention ensure that the college atmosphere is supportive for these students.

ACE Plus has been a highly collaborative effort between the high schools, community colleges and universities. Planning efforts began in January 1990 and the first class of 177 ACE Plus students was selected in the spring of 1991.

Currently students from five high schools are enrolled in the program. There is planning underway to expand the program not only to include other high schools but ultimately to incorporate an ACE Plus track into the elementary and junior high school levels.

The program requires parental support and involvement. It is anticipated that this requirement will increase parental appreciation of higher education and their overall involvement in their children's education.

ACE Plus is incorporating multiple assessment mechanisms into its program. These include collecting program data, student evaluations, and an extensive computer tracking system (SMASh) which will be linked to the feeder high schools participating in the program.

- **Tech-Prep Program:** GCC, working with three local secondary school districts, is defining a coordinated 2+2 curriculum in several occupational areas (agriculture, automotives, business, drafting and electronics). By developing an articulated secondary and postsecondary curriculum, the tech-prep program aims to develop

**ACE Plus encourages high school graduation and transfer to colleges and universities.**

higher levels of technical competence among its graduates. The program also emphasizes applied academic skills to provide students with the foundation necessary to adapt to changes in the workplace (*Exhibit J.4: Tech Prep proposal*).

- Minority Services/Office of Multicultural Affairs (*Appendix 3.3 D*): This office works regularly with local schools and community to increase awareness among students of all grade levels of the advantages and opportunities offered by higher education.
- Science Olympiad and Science Expo: GCC works collaboratively with local high schools to sponsor these two enrichment activities for area students. Since both events are held on campus, they also help to familiarize the participants, their families and teachers with the college and its resources.
- Workshop for Teachers: Faculty at GCC along with their colleagues at ASU are developing a summer science and mathematics institute for elementary and secondary school teachers. The project's goal is to strengthen the quality of these programs in the local school districts and, ultimately, to increase the preparation of new college students in these disciplines. This workshop will be the first in a series sponsored by the Maricopa Comprehensive Regional Center for Minorities, funded by a five-year multi-million dollar grant from the National Science Foundation to MCCCCD (*Exhibit J.2: Grant Proposal*).
- Non-credit Summer Programs: GCC's Center for Community Education offers several noncredit programs for children during the summer months. These programs include MASTERMINDS!, an enrichment program for gifted and talented children and Reading Clinic, an intensive individualized reading program. These programs are of high quality and are well supported by the local schools. One school district has donated scholarships to the Masterminds! program. The Reading Clinic is recommended by the schools over other summer reading programs, often including the ones offered at their own institutions.

#### Partnerships with Universities

In addition to the ongoing articulation efforts between the community colleges and universities, there are a number of projects underway to link the two educational institutions in a more cohesive relationship. Among these efforts are the following programs:

- 2 + 2 Programs with ASU-West: Since the new branch campus of Arizona State University is an upper division/graduate university only, opportunities for 2+2 programs abound.

GCC is geographically one of the two closest MCCCCD colleges to the ASU-West campus. Currently, GCC transfer students make up over one third of total enrollment and almost half of the total MCCCCD transfer students attending ASU-West (*DB 27.3*).

**Cooperative efforts with universities facilitate student transfer and strengthen the role of GCC in the state's higher education system.**

ASU-West and the community colleges are developing collaborative baccalaureate curricula (2+2 programs). To date, two such programs have been developed: one in nursing and the other in recreation studies (*Exhibit G.8: General Catalog*). Efforts are now underway to develop several interdisciplinary baccalaureate programs, whereby students would complete their lower division requirements at GCC (or another MCCCDCD community college) and finish their junior and senior level courses at ASU-West.

The proximity of ASU-West to GCC has also made it feasible for students to enroll concurrently in both institutions. Thus, students nearing junior class standing can begin their upper division course work while completing remaining requirements at GCC.

- University Consortium: Representatives from the three state universities (ASU, U of A, NAU) and Grand Canyon University visit GCC on a regular basis to provide information and advisement to prospective transfer students. The recent establishment of a University Transfer Center in the CIAR will provide these representatives a permanent location to store and display brochures and catalogs and meet with students.
- Seamless Web This joint MCCCDCD/ASU project was developed to respond to the critical shortage of minority faculty in institutions of higher education. The program goal is to expand students' aspirations beyond the associate or baccalaureate degree and to set community college students on the track toward successful completion of a graduate or professional degree.

Initial phases of the project, sponsored by the Arizona Minority Education Access and Achievement Corporation (AMEAAC), have included a survey of faculty and staff to identify potential participants in the program, a conference for ASU, MCCCDCD and community members held in June, 1990, and an ethnographic study of ways to achieve community support.

The project has been implemented in a limited way to date, but budget restrictions and changes in leadership at ASU have slowed its full implementation (*Exhibit J.3: Grant description*). GCC faculty have been involved in the planning phase of the project and have expressed interest in being part of the project's support team. All faculty will also be asked to identify promising students to be part of the program.

- West Valley Library Network: Established in 1987, this agreement links GCC with three other libraries in west Phoenix, Glendale Public Library, and the libraries at the American Graduate School of International Management and ASU-West. This arrangement allows students, faculty and staff free borrowing privileges at the three member libraries and on-line access to two of their holdings. (The third library, that of AGSIM, does not yet have a computerized catalog; as soon as the cataloguing project is complete it will also be accessible on-line at GCC.)

- Cooperative Instruction: In a few disciplines, GCC faculty are providing on-site instruction at local universities in their areas of expertise. For example, workshops and courses have been offered at ASU-West and at AGSIM to teach university employees and graduate students respectively how to use specific computer software programs.

#### Cooperative Tracking Efforts

Federal reporting requirements, state legislative mandates and regional accreditation requirements regarding documentation of student achievement have made it increasingly important for educational institutions to be able to track the progression of their alumni. GCC has been actively involved in a number of these follow-up projects:

**Data exchanges and student tracking efforts will follow students from kindergarten through university.**

- Data Exchanges with Universities: To date, statistics obtained from the state universities have allowed community colleges to collect composite data regarding their alumni (*see DB 27, 28, 29*). GCC obtained a copy of the ASU student record tape, and programming efforts are underway to extract more specific tracking data (*DB 27.23-27.27*). This should provide the necessary data to analyze student preparation in specific programs and disciplines and other aspects of student performance. Similar cooperative research efforts are being initiated between the other state universities and the state community colleges (*Exhibit B.6: Letter from U of A*).
- State-wide Student Tracking System: The State Community College Board adopted a resolution in October 1990 to implement a state-wide student information system. An implementation task force was established composed of representatives from the universities, community colleges, and their governing boards. The project goal is to provide a way to assess and document educational effectiveness at all levels. This system also hopes to link all educational institutions from kindergarten through university with a uniform system of tracking, common data elements and a common identification number for each student so that it will be possible to track the progression of students through the Arizona educational system.

The task force has compiled the list of data elements (*Exhibit J.1: Data Dictionary, State-wide Student Tracking System*). The target date for implementation of the system is Fall 1992.

- SMASh (Student Monitoring and Alert System): This extensive student tracking system, developed at SMCC for use with their ACE program, is currently being refined for use with GCC's ACE Plus program. The system goal is to enable school personnel to monitor the progress of a selected student population from high school into college. Such a system would not only enable personnel to intervene promptly with students but also would provide a mechanism for evaluating the effectiveness of programs like ACE Plus. Implementation has required considerable cooperation between GCC and the local school districts. The software is currently being

refined by TRG (see below). The current target date for implementation is January 1, 1992.

- The Robinson Group (TRG): MCCCCD has formed a four-year joint venture partnership with a private company, TRG, with the goal of improving institutional effectiveness through technology applications (*Exhibit J.5: Brochure*). TRG, working with MCCCCD technical staff and users, is developing a variety of software applications that empower students, faculty and administrators by making information readily accessible. GCC's commitment to the use of technology has made the college, its resources and personnel instrumental in this project.

Among the planned TRG projects is the development of a longitudinal student tracking system (K-12 and into university) matching the parameters of the state-wide tracking system to enable faculty to identify and monitor "at risk" students and intervene proactively.

Other software applications under development by the TRG-MCCCCD partnership are targeted for students, faculty and administrators. They include:

- KIOSK, an electronic information source on the college, curriculum and support service, which will be accessible to students at computer kiosks throughout the campus.
  - INFORM, a faculty support system, providing information on courses, curriculum and students. This software has its origins with GCC faculty who are currently using the first version of this software to support instruction particularly in OE/OE courses.
  - The Almanac, an electronic fact book, designed to assist administrators plan, manage and evaluate institutional resources. GCC's Data Book has served as a prototype for this project.
- Monitoring Academic Progress System (MAPS): This district-wide student monitoring system permits advisors, faculty, and managers to compare a student's academic record against the requirements of a particular certificate or degree program (*Exhibit B.10: Sample MAPS reports*). Although still in the preliminary phases of implementation, MAPS is expected to be particularly useful in graduation requirement checks, in monitoring academic progress for financial aid and veterans' services, and ultimately in routine academic advisement. Currently MAPS provides the only on-line method to access transcript information from other MCCCCD colleges.

#### Partnerships for Financial Support

GCC faculty and staff seek funding sources from private, professional and government agencies and from internal district grant funds (*Exhibit F.11: Grant information*). These monies enable the college to support special projects, training, or research studies consistent with the mission of the

**A venture capital partnership with TRG is producing exciting software applications to improve institutional effectiveness.**

granting organization (*Exhibit F.1: Abstracts of Internal Grants Project Proposals 1983-91*).

The college's Office of Institutional Effectiveness has responsibility for facilitating these efforts. Information about external grants is also provided by the district grants office (*Exhibit F.8: Federal Grants Information*). GCC has also benefitted individually from grant funds awarded to the district.

### **Measures of Effectiveness**

GCC's relationship with business and industry, community groups and educational institutions has developed considerably since 1983. While many efforts are still in their early stages, the college is already seeing evidence of its success in these areas.

The Institute for Business, Industry and Technology began by establishing linkages with the city of Glendale and businesses on the westside of the valley. Currently the Institute serves businesses throughout the metropolitan Phoenix area and, in some cases, offers classes outside of Maricopa county. The continued association of businesses with the Institute also indicates a high level of customer satisfaction and instructional effectiveness.

The relationships between the college and the local universities and high schools have been strengthened over the last eight years. GCC, and the MCCC community colleges in general, are working hard with the state universities to increase articulation and facilitate transfer. University personnel now conduct workshops on campus and spend time in the CIAR's new University Transfer Center to advise potential transfer students. Similarly, linkages with local high schools have been enhanced by increased recruitment efforts and development of partnership programs like ACE Plus. Furthermore, efforts to monitor the progress of students through the state's educational system has forged cooperative linkages between the institutions.

Clearly there is room for additional development. The data exchanges and tracking systems are just in the fledgling stages. These pioneering efforts, however, have the potential to not only allow educational institutions to evaluate their own effectiveness but also provide a mechanism for them to better know and thus serve their students.

The importance of these linkages and the need for continued efforts in these areas are reflected in the opinions of faculty and administrators. Articulation with universities and coordination with secondary schools are seen as areas in need of "more emphasis" by a large majority of respondents (74 percent and 69 percent respectively) (*N=326, O'Neil E119; N=353, O'Neil E120*). Over half of the the faculty and administration surveyed also felt that customized training for business and industry was in need of "more emphasis" (*N=435, O'Neil E67*).

### **Purpose: Community Enrichment**

GCC provides a number of programs and services for the benefit of the general public in response to this element of its mission. These activities include offering a variety of non-credit courses for both adults and children,

**GCC's partnerships  
throughout the  
community have  
produced  
meaningful change.**

opening college facilities and cultural programs to the community, and hosting events for community groups.

In a survey of community members, over 40 percent of respondents had been to GCC for a public event, activity or workshop ( $N=300$ , O'Neil C41). Survey results also substantiate the relationship between offering community events and recognition in the community. While GCC is well known in the community (80 percent of respondents could name the college unaided,  $N=300$ , O'Neil C9), name recognition is higher among those who have attended events on campus (93 percent,  $N=123$ ) than among those who have not (69 percent,  $N=177$ ).

Among community members, the three service activities ranked "very important" by the largest numbers of respondents were providing employee training for local business and industry (86 percent), providing access to library and information resources (79 percent), and providing the community access to facilities (71 percent). Other community-related activities, such as providing speakers and lectures, providing cultural activities, and offering non-credit classes, were rated "very important" by a substantially smaller percentage of the respondents. None of the community enrichment activities, however, were perceived as being "unimportant" by a large number of individuals; over 85 percent of respondents rated each as being at least "somewhat important" ( $N=300$ , O'Neil C42-49).

### **Center for Community Education (Appendix 3.3 C)**

The Center for Community Education is a self-supporting division of the college responsible for delivering informal and alternative learning opportunities on current topics. Among the non-credit programs offered by the center are adult special interest classes, a "junior" college for children from ages 3-18, and summer developmental and enrichment programs for children (*Exhibit: SCR#8*). The Center also offers low cost classes in partnership with local businesses and organizations such as hospitals, AARP (American Association of Retired Persons), and SCORE (Service Corps of Retired Executives).

The curriculum of the Center for Community Education is dictated by community interests and by the availability of qualified instructors. For example, fewer arts and crafts/hobby classes are taught today than in 1983; whereas, offerings on personal/professional development and recreation/health/fitness have been expanded significantly. The number of classes for children has also increased rapidly in response to community interest (*Exhibit: SCR#8*).

Non-credit offerings are limited to a certain extent by the availability of facilities. Credit courses have first priority in scheduling, and it is not unusual to be forced to cancel non-credit classes for lack of a classroom. The number of non-credit classes and students has actually decreased in the last few years because of the demands of credit courses on GCC's finite classroom space (*DB 16.1*).

Since there are no state funds provided for non-credit courses, the Center is supported entirely by registration fees. To date, these fees have

**Non-credit programs enrich the diversity of learning options at GCC.**

been more than adequate to meet the program's costs. In fact, in the last few years extra monies in the budget have allowed the Center to buy special equipment for other areas of the campus. Continuing to keep fees low is a priority since there is no financial aid available for non-credit courses. The Center is seeking to establish scholarships for special interest students in partnership with local businesses, clubs and schools.

Non-credit classes also often serve to introduce community members to the college. In a survey of non-credit students conducted in March 1988, nearly 40 percent of the respondents went on to enroll in a credit class. Of these, over 60 percent reported being influenced at least somewhat in their decision by their previous non-credit experience (*Exhibit: SCR#8*).

### **Literacy Center (Appendix 3.3 D)**

The Literacy Center was established in 1987 in response to the literacy and basic skills needs of the community. The center offers assistance in English, reading, mathematics, spelling, vocabulary, speaking and writing for adult clients with reading skills below the sixth grade level. Instruction is offered through tutoring, classes, or computer-tutorials and is free of charge. The Literacy Center also offers free classes to help individuals prepare for the high school GED (General Educational Development) exam (*Exhibit A.11: Flyers, brochures*).

This program is a partnership between GCC (site, operating funds and program administration), Rio Salado Community College (RSCC) (instructors), the Literacy Volunteers of Maricopa County (tutors), the Arizona Supreme Court and Department of Corrections (computers and software).

The Literacy Center has been strengthened by the relatively recent hiring of a lead English faculty member who provides curriculum/academic direction for the center. This change also provides a direct liaison between the Literacy Center and developmental education program

Evaluating efficacy has become an increasing priority for the Literacy Center staff. Currently, for example, participants are asked to fill out evaluations of the program. The center has also begun to track its clients in order to determine how many achieve their GED and/or enroll in credit courses (*DB 14.25*). The Literacy Center now averages over 1600 intakes annually; most of these are not GCC students (*Exhibit N.4: Educational Services Planning Report; SCR#9*).

### **Cultural Activities**

A number of cultural enrichment activities are held on campus and most are open to the public. The college's "Fine Arts Calendar" advertises most of the events (*Exhibit A.8*).

### **Speakers Forum**

The college sponsors a series of twelve speakers during the academic year. This program invites recognized leaders in academic, business and political arenas to make presentations on topics in the humanities, social

**Community illiteracy is challenged through a three-way partnership — the Literacy Center.**

and natural sciences. In selecting speakers, consideration is given to increasing public awareness of cultural diversity and gender equality (*Exhibit A.16: Brochure on Forum*).

While the Speakers Forum events are reasonably well attended, advertising efforts need to be expanded to increase awareness and interest among students and the community. One possibility currently being considered to increase student involvement is to incorporate the Speakers Forum into a "Current Events" course. This would allow students to earn college credit for participation.

#### Artist Series

The Evening Students Association invites musicians, comedians, actors, and other talent to perform on campus throughout the school year. These performances provide both entertainment and cultural enrichment.

Parking limitations during the week have forced the series to schedule performances on Sunday evenings. This change in schedule may, at least in part, explain the declining attendance at these programs in recent years.

#### Performing Arts

Student dance, music, and theatre productions are held in GCC's Performing Arts Center throughout the year. These include class recitals, band and choral concerts, plays and musicals. These performances not only provide entertainment for the college and community, but also provide the students involved the opportunity to perform publicly.

#### Art Shows

The student union serves as a gallery for student and faculty art shows. The Evening Students Association has also used some of its funds each year to develop and maintain a large collection of sculptures and other works of art for the campus and gallery. A climate controlled gallery is planned as part of the next phase of facilities development (*Exhibit M.11: Master Plan*); this addition will help to provide a secure location for the collection and conditions suitable to preserve the collection.

#### **Fitness Center/Aerobics**

GCC's fitness center and aerobics classes have provided an affordable and convenient wellness facility for students, faculty, staff and the community. Non-credit sections accommodate community members who are not interested in credit or a grade but want to participate. The Fitness Center also has corporate contracts with the City of Glendale, Arizona Public Service, Phoenix Transit and other local businesses to provide their employees with access to the facilities.

#### **Library (Appendix 3.3 A-5)**

The GCC Library is open to the public. Non-students are considered "community borrowers" and are able to borrow books from the regular circulating collection. GCC currently has nearly 900 community borrowers. The library also provides reference services, either in person or

**Cultural opportunities abound throughout the year.**

on the telephone, to all users. The library now has four telephone lines available to provide dial-up catalog access to anyone with a computer and modem.

### **Shared Facilities with Community Groups**

GCC has several partnership agreements with the City of Glendale for services and activities. These partnerships include the following:

**Partnerships between the community and the college are strengthened by shared facilities and events.**

- Fourth of July celebration for the city is held at the GCC stadium.
- GCC's currently unused acreage, adjacent to Sahuaro Ranch Park, is used by the city to enhance available park space.
- GCC provides overflow parking for city events held at Sahuaro Ranch Park.
- The swimming pool on the GCC campus is owned by the City of Glendale and is used jointly by the college and the City Recreation Department.

Non-profit and community groups are permitted use of college facilities for their meetings and events at no charge. For example, the Cub Scouts hold their Pinewood Derby race in the GCC gymnasium, and many local schools hold athletic events in the college stadium. Space permitting, the college also leases its facilities to other organizations (*Exhibit S.8: SCR#10*).

### **Student Outreach Projects**

The two branches of student government, various GCC clubs and organizations, and the Student Activities and Services Office sponsor a number of events and projects for the benefit of the community. Not only do these activities impact the community directly but they also encourage student volunteerism. Among these projects are the following:

- blood drives
- voter registration
- inoculations for tetanus and MMR
- annual carnival to raise money for a designated charity
- annual Christmas party for underprivileged children
- gardening services at Sahuaro Ranch Park.

The Student Activities Office broadcasts public service announcements to advertise free activities to the public. It also sends mailings to interested citizens regarding the Artists Series, Speakers Forum, and *The College Voice*.

### **Measures of Effectiveness**

GCC is clearly well known in the community. In a survey of community members, nearly all recognized GCC by name and over 80 percent identified GCC as a community college in the west valley without any prompting from the interviewer (*N=300, O'Neil C9*). Awareness of GCC

seemed to increase with length of residence in the service area (see O'Neil C analysis, p. 18).

While fewer faculty and staff rate GCC as "very successful" in its community enrichment programs compared to many of the college's other purposes, nearly 90 percent of respondents do rate the college as being at least "somewhat successful" in achieving this purpose (N=370, O'Neil E28).

Furthermore, nearly 50 percent of respondents felt that most of these community-oriented activities were receiving the right amount of emphasis by the college (N=411-452, O'Neil E93, 95-98). Of the community enrichment activities rated, only programs developing literacy were singled out as needing more emphasis by a large percentage of respondents (61 percent) (N=439, O'Neil E98).

## **Strengths and Challenges**

### Strengths:

- The Institute for Business, Industry and Technology is a highly successful self-supporting program providing customized training to businesses throughout Metropolitan Phoenix and even outside of Maricopa County.
- GCC personnel are active participants in local civic organizations and local community leaders are highly supportive members of GCC advisory committees.
- GCC has very high name recognition in the community and is well thought of among community members as an educational institution.
- GCC has established many programs (e.g., M.E.S.A., ACE Plus, 2+2 programs) with other educational institutions to encourage students to continue their studies and to facilitate transitions between institutions.
- The college is a resource for the community in terms of facilities (library, stadium, swimming pool), cultural activities (plays, concerts, speakers), and enrichment activities (e.g., non-credit classes, literacy center, fitness center).
- GCC is leading the district in cooperative efforts with schools, universities and private companies to develop the capability and contacts to track student progress through successive educational institutions.

### Challenges:

- With a growing student body and highest priority to credit courses, GCC's community education offerings are limited by classroom availability.

Purpose: Development of Global Awareness, Citizenship, Multicultural Understanding, and Volunteerism

Although more difficult to teach or provide directly, GCC is attempting to incorporate these somewhat social objectives of its mission and purposes into instruction, services and activities in a variety of ways.

To students, these objectives are far less important than the more pragmatic goals of job training, general education, preparation for university, and basic skills development (see Figure 3.1; N=435-467, O'Neil S65-67). Among the community members surveyed, however, student involvement in the community and volunteerism were among the activities that were "very important" to over half of the respondents (N=300, O'Neil C49).

**Global Awareness**

Factors such as growing international contact in business, industry and technology, changing cultural dynamics in the southwest, deteriorating environmental conditions and dwindling global energy reserves have made it increasingly important that students come to see themselves as "planetary citizens" with a knowledge and understanding of other cultures. Consequently, international education has become a priority of the district administration (Exhibit O.4: Vision '91 (3) 1, 12-14; N.7: MCCCC International/ Intercultural Strategic Plan).

GCC faculty have been involved in several projects to develop courses emphasizing global awareness. In 1987, MCCCC and ASU received a three-year Title VI grant to jointly enhance the international perspective in lower division courses. GCC served as the lead college in this project. As a result, faculty developed several "internationalized" units that could be "dropped in" to existing courses and two databases of resource material available to faculty.

There are currently no specific Global Awareness course requirements in any of the Associate degree programs; the incentive for implementing these resources has been limited.

While not part of the AA degree requirements, global awareness is part of the general education curricula adopted by two of the three state universities. Furthermore, Global Awareness was incorporated in the recently approved core curriculum for transfer (TGECC). There are currently 17 courses offered at GCC which satisfy university Global Awareness requirements.

**Multicultural Understanding**

**Hispanic Night**

This event is sponsored annually by GCC's Foreign Language department as a way of promoting foreign languages and celebrating diversity. The program is performed by faculty and staff entirely in Spanish and is open to the entire college community.

**International education encourages students to see themselves as part of a global community.**

### The Intercultural Festival

GCC's first Intercultural Festival was held in April 1991. Activities for the festival included dancing, singing, exhibits, food, and arts and crafts demonstrations from several foreign countries.

### Cultural Awareness Workshops

In March and April 1991, the "At-Risk" Student Task Force and Faculty Innovation Support Committee (FISC) co-sponsored a series of four workshops for GCC faculty and staff. Titled "Increasing Intercultural Communication Effectiveness," the workshops were designed to increase awareness of cultural boundaries to communication and to increase participants' communication skills with multicultural populations.

### **Citizenship and Volunteerism**

Along with instruction and services, GCC strives to encourage students to develop a commitment to their community. Several activities encourage students to give of themselves and get involved in community affairs. These include projects sponsored by student organizations, a career exploration course in which students do work on a volunteer basis, and a new Leadership Development course.

The 1991-92 theme for the Office of Student Activities is "Student Leadership Through Community Involvement." The goals are to increase awareness of community agencies and to encourage student involvement. Among the activities planned are a volunteerism fair, incentives for contributed time, and participation in a district-wide community program, "Into the Streets."

Although often not directly involving students, there are several programs on campus in which many faculty and staff participate voluntarily. Concern about the environment has prompted the establishment of a recycling program on campus. Faculty and staff (and students in the High Tech Complex) are asked to separate paper from the other trash and place it in special recycling boxes. Food Service also provides receptacles to separate recyclable styrofoam utensils and packaging.

### **Measures of Effectiveness**

#### Survey Results

Compared to GCC's other purposes, accomplishment of these social objectives related to social issues are rated relatively low by students, faculty and staff. Fewer than 15 percent of faculty and staff rate the college as being "very successful" in either encouraging volunteerism, developing citizenship or developing global awareness and multicultural understanding. Approximately one third of the sample feel that the college is at least "somewhat unsuccessful" in each of these areas (*N=302-340, O'Neil E29-31*). A similar profile of responses was given by current students (*N=810-966; O'Neil S76-78*).

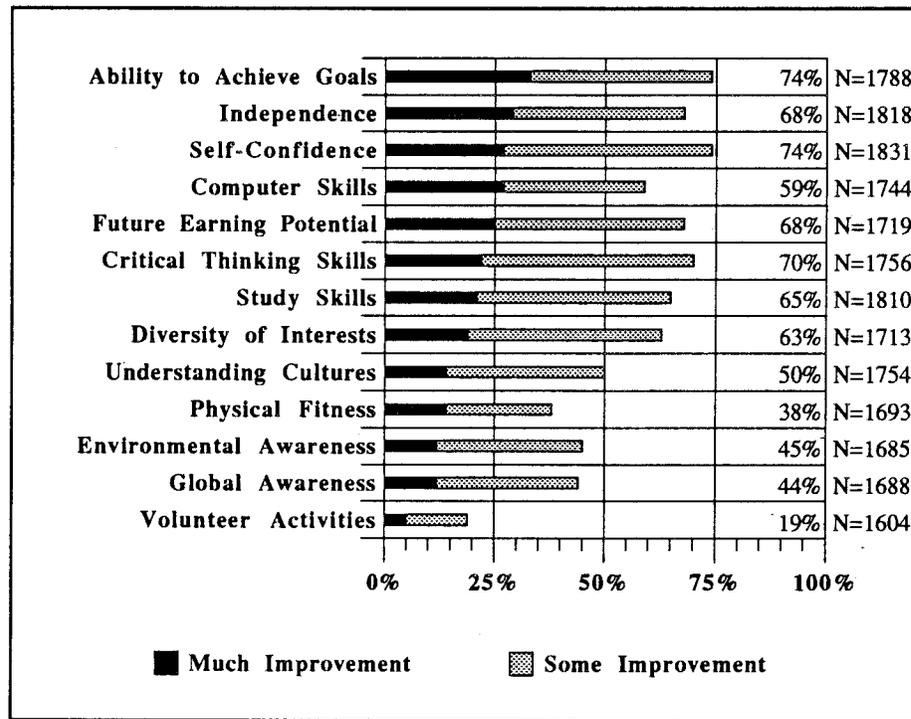
**Volunteerism efforts foster community responsibility.**

When the next mission review and strategic planning process is initiated, these survey results will be taken into consideration. In the interim, it should be noted that the college has placed increased efforts in these areas for 1991-92. For example, cultural awareness week activities will be strengthened this year. As described above, the Office of Student Activities and Services has initiated a major effort to encourage volunteerism, and the district-wide "Crisis in the Workforce" campaign has fostered increased citizenship awareness.

**Student Outcomes**

When students were asked to evaluate the extent to which several personal attributes had changed during their attendance at GCC, understanding of other cultures, awareness of environmental issues, global awareness, and involvement in community and volunteer activities were among the characteristics that the largest percentage of students felt had remained unchanged. However, for each characteristic evaluated, improvement is noticed by a consistently larger percentage of continuing students than new students (see Figure 3.7, O'Neil 881-83, 89).

Figure 3.7 Improvement in Student Personal Characteristics



## **Strengths and Challenges**

### Strengths:

- GCC faculty have developed “internationalized” study units for courses in several disciplines; these modules enable other faculty members to easily incorporate global awareness into their instruction.
- GCC sponsors several activities designed to increase multicultural understanding and celebrate diversity.
- Student clubs and organizations conduct a number of volunteer activities each year including an annual blood drive, a Christmas party for underprivileged children, and a carnival to raise money for a designated charity.
- GCC faculty and staff volunteer their time and efforts as literacy volunteers, club and student activity sponsors, and as active members of community organizations.

### Challenges:

- The incentive for increasing the global/internationalized content of most courses is low since global awareness is not currently an Associate’s degree requirement.
- As a community college with a high percentage of part-time students, many of whom are employed at least part-time and/or raising a family, GCC typically has low participation in extracurricular activities.
- This element of the mission needs more attention in the future if it is to remain a part of the mission statement.

### 3.4 Priorities of Mission

#### Mission: Comprehensive Educational Services

The comprehensive nature of GCC's educational services is reflected in the breadth and quality of the instruction and services offered by the college. Such a comprehensive program is necessitated by the diversity of GCC's students, their needs and objectives (*N=1882-1886, O'Neil S54, 55; DB 13.13*).

**“Comprehensive”  
is defined by the  
wide array of  
programs and  
services meeting  
the diverse needs of  
GCC's students.**

While GCC is providing a variety of programs and services, measuring the effectiveness of these efforts is made more challenging by the diversity of its students and the breadth of their reasons for enrolling in college. The over 500 Associate degrees conferred each spring at GCC (*DB 17.1*) represent the objective of only a fraction of GCC's students (*about one third of students surveyed; N=1886, O'Neil S54*). There are, for example, many students who enroll in one or a few courses for personal interest or to obtain particular job skills. A significant number also transfer to universities without completing an Associate degree.

Furthermore, enrollment statistics show that GCC's student body is very fluid. Over half of GCC's students do not re-enroll in classes the subsequent semester (*DB 13.8*). However, a survey of former students shows that only 5 percent leave the college because of dissatisfaction with GCC. Like most community college students, it is not uncommon to see students discontinue their education temporarily because of work or family conflicts. Many students also “swirl” to another educational institution (*TEX-SIS-L*).

Surveys of former (non-continuing) students show that 48 percent plan to continue their education at a later time and of these 38 percent plan to re-enroll at GCC (26 percent were unsure where they would pursue it). Enrollment data show that returning students make up over 15 percent of GCC's headcount each semester (*DB 13.8*). Interestingly, 39 percent of the former students surveyed reported that they had achieved their objectives at GCC without completing a program of study (*TEX-SIS-L, N=397*).

#### **Measures of Effectiveness**

The importance of quality educational programs to the institution is reflected in GCC's fiscal records as well. Although operating at an overall budget per FTSE lower than the state, regional or national averages, GCC expends a higher percentage per FTSE on instructional programs than any of the comparative median institutions (*DB \$Exp.1- \$Exp.4*).

The resulting quality of education is indicated by the overwhelmingly positive results of surveys of the community, current GCC students, former (non-continuing) students and graduates.

- Over 90 percent of community members expressing an opinion feel the quality of education at GCC is “good” or “excellent” (*N=299; O'Neil C21*). Highest ratings came from community members who had taken courses at GCC (*N=86*).

- Similarly high ratings were given by:
  - current students (84 percent rated as “good” or “excellent;”) (*N=1867, O’Neil S30*),
  - former students (79 percent were satisfied or very satisfied with their educational experience; they gave high ratings to “quality of instruction” and “instructor’s interest in educational needs of students”) (*TEX-SIS-L*), and
  - graduates (who give consistently high ratings to “quality of instruction” and “instructor interest in students”)(*TEX-SIS-G*).
- One of the strongest endorsements is expressed by the consistently high percentage of graduates (97 to 98 percent) who would recommend GCC to their friends (*TEX-SIS-G*).
- Similarly, about 70 percent of former (non-returning) students were interested in taking more courses at GCC (*TEX-SIS-L*).
- Among current students, 42 percent report that GCC has helped them “a great deal” to achieve their goals and expectations; an additional 51 percent of respondents consider that the college has helped them “somewhat” (*N=1729, O’Neil S56*). As might be expected, a higher percentage of continuing students than new students evaluated the college as helping them significantly.

Although one cannot necessarily attribute improvement in a student’s personal characteristics like independence and self-confidence to their experience at GCC, correlation of such personal development with college experience is at least suggestive of GCC’s positive impact. According to survey results (see *Figure 3.7*), the characteristics which current students feel have most improved include belief in their personal ability to achieve goals (33 percent), independence (29 percent) and self-confidence (27 percent). The next most improved characteristics are academic skills and earning potential. Students perceive less dramatic change in their world awareness and physical fitness (*O’Neil S79-91*).

For virtually all the personal traits examined, the extent of improvement increases with the age of the student and with greater college experience; personal improvement is perceived to be greater by continuing students than by new students. At least with regard to traits such as self-confidence and independence, college also seems to be a greater catalyst for change among women than men (*O’Neil S79-91*).

### Mission: Educational Services Responsive to Community Needs

**“Responsiveness” is defined by GCC’s innovative approaches to instruction, flexible scheduling, and experimentation with new teaching formats.**

In order to provide services responsive to the community, an institution must have mechanisms to monitor the changing needs of the community, to develop appropriate programs in response to those needs, and to assess the efficacy of those programs in achieving their objectives. GCC works closely with local educational institutions, civic organizations, business and industry to develop the educational programs and services needed by the community. Some of the creative responses to community needs that have been implemented at GCC are:

#### **Alternative Delivery Strategies — A Response to Community Needs**

GCC continuously experiments with alternative methods of delivering instruction to reach student populations with limiting work and/or family responsibilities and students with different learning styles.

#### **Innovative Instruction**

Because of GCC’s investment in and commitment to technology, many of these innovations involve its incorporation in instruction; other creative teaching methods are supported as well. A compilation of the alternative strategies used by GCC’s departments is shown in Exhibit SCR#6. Many strategies are used to deliver conventional content in a non-traditional way or to provide effective individualized instruction and support to students in a highly accessible and efficient manner.

The college supports innovative instruction both in terms of resources and recognition. Detailed below are some of the ways in which these efforts are encouraged.

The “Innovation Center” (*Appendix 3.3 A-3*) support faculty interested in instructional development. The center evaluates equipment and software, provides training and technical support, and arranges for on-site demonstrations by vendors. Thus, the Innovation Center provides the technical guidance needed for faculty to transform their ideas to classroom reality.

The center also serves as a catalyst for innovative thinking about instruction. This “futuristic” attitude encourages the college community to think creatively. Among the new additions that have resulted from this “forward-thinking” approach are a new Jeffrey Robinson multi-media classroom, and a college authoring center, to support faculty as they develop their own instructional materials. Use of these facilities will undoubtedly stimulate further innovation in instruction.

The development of new materials and approaches is supported by college and district grant monies (*Exhibit F.1: File of projects supported with grant funds*). Outstanding projects are recognized annually with the selection of college and district-wide “Innovator(s) of the Year” (*Exhibit O.2: Innovator of the Year booklets*).

## Class Scheduling

Offering a variety of courses at unconventional times is a response that enables many individuals to attend GCC who might otherwise be unable to complete their education because of conflicting work schedules or family obligations.

### Time of Day

GCC has offered most of its classes from 8 a.m. to 1:50 p.m., Monday through Friday and from 5:45 p.m. until 9:50 p.m., Monday through Thursday. In an attempt to allow more individuals to enroll at GCC, classes have been expanded in recent years to include offerings on weekends, earlier in the morning ("Early Bird classes"), and in the afternoon (*Exhibit G.14: Schedule*). These class sections offer some individuals the opportunity to take a college class who could not have done so otherwise. They also allow the college to make more efficient use of its existing facilities.

The "Afternoon College," classes taught between 1:00 p.m. and 4:00 p.m., was instituted in the fall of 1990. These classes, offered at a discounted tuition (\$17 per semester hour as opposed to \$26 for day and evening courses), currently enroll over 3000 students and produce approximately 600 FTSE (*DB 14.2*).

### Time of Year

In addition to the regular 16-week fall and spring semesters, GCC offers summer courses. Day classes are taught during two sequential five-week periods (Summer I and Summer II), and classes are taught in the evening in an eight-week semester (Summer Evening).

State funding for summer sessions began in 1988-89 (House Bill 2112) and has allowed the college to keep the same tuition rate throughout the academic year. A dramatic increase in summer offerings and enrollment has paralleled this increase in state support and reduction in summer tuition (*DB 14.1a; 12.3*).

### Duration of Instruction

GCC also offers some short-term courses beginning after the start of the regular semester (*Exhibit G.13: Schedule of Short Term and OE/OE Courses*). These course sections meet for fewer weeks but for more hours per week; they are equivalent in content to courses taught during the regular semester.

## Open Entry-Open Exit

Developed as an experiment by a GCC instructor in 1983, open-entry/open-exit courses (OE/OE) allow students to start a course any time during the year and progress at their own pace. OE/OE courses are competency-based. OE/OE courses receive state funding each fiscal year based on the number of students who begin and complete the course during a 12-month period (ARS #4-196).

The number of classes taught in this format and OE/OE enrollment have increased steadily over the last nine years (*DB 11.8*). The success of OE/OE courses has stimulated the exploration of other flexible

instructional formats in other departments. The concept has also spread to the other colleges in the district.

The OE/OE format works most effectively for students who are self-motivated and visual learners. Since there are no defined class meetings, students must motivate themselves to study and master the material. They must also rely largely on the textbook for instruction and must be able to learn by reading. Although there are human resources available for support, OE/OE courses necessitate that students be quite self-reliant. The overall retention rate (percentage of students that complete the course) is higher for OE/OE courses (87 percent) than for the overall college retention rate (81 percent); the percentage of students who complete the course with credit (i.e., receive A, B, C, D, or P) is lower for OE/OE courses (58 percent) than for others (70 percent) (DB 14.3a).

#### Flexible Instructional Formats

The Fitness Center and Aerobics classes are also offered in a very flexible format. Although the offerings generally begin and end with the semester breaks and do not meet the criteria of an OE/OE course as defined by the state, students are not assigned to any particular class meeting time when they enroll. Thus, students may attend class as many or as few times per week as they wish and at any of the times the centers are open. Grading is based on the total hours of attendance.

MAT 077, College Algebra, is taught at GCC both in a traditional format and in an alternative "flex format." Students enrolled in course sections taught in flex format do not have an assigned class meeting time, but rather work individually on their own schedule using computer aided instruction (see Math Solution). They meet weekly with their instructor for a one-on-one conference. The English department offered sections of ENG 071 (Fundamentals of Writing) and ENG 101 (Freshman Composition) in "flex format" for the first time in fall 1991 (*Exhibit A.9: Voice article; D.4: Course materials*). The second semester of Freshman English (ENG 102) will be offered in this format during spring 1992. The Chemistry department is also developing flexible instructional formats for some of its courses. These classes, like OE/OE, require self-motivation but allow students maximum flexibility in their schedule.

#### Telecommunication

GCC currently has the technical capability to link an instructor and class at one campus with students at up to six other MCCCCD campuses. This microwave linkage allows faculty and students to see and talk with others at all locations. This approach was piloted successfully at other MCCCCD colleges (SCC, CGCCC, PC) and is perceived as a means for colleges to routinely offer those upper level courses which historically are cancelled due to low enrollment.

This teaching style requires some modification of more traditional classroom behaviors to be effective. GCC's first "remote instructors" will be mentored by master teachers at other colleges.

### Overall Measures of Effectiveness

In general, the vast majority of community members (87 percent) expressing an opinion in a recent telephone survey feel that GCC is doing a good or excellent job of meeting the community's needs (*N=300; O'Neil C22, Analysis p. 21-22*). Similarly, results from a survey of faculty and staff show that a third of respondents rated the college as "very successful" in providing an education responsive to the needs of the community, and another 56 percent felt it was "somewhat successful" in achieving this objective (*N=405, O'Neil E32*).

Community members consider evening classes to be by far the most important of the scheduling options discussed. Nearly two thirds of respondents consider evening classes to be "very important." A smaller majority of respondents (53 percent) rated open-entry/open-exit classes as "very important." Substantially fewer of the community members surveyed felt that summer classes (46 percent), mini-semester classes (45 percent), or weekend classes (44 percent) were very important, although in each case this is a plurality of respondents. Afternoon classes were rated as being "very important" to only 26 percent of respondents and "not important" to 42 percent. Although open-entry/open-exit courses and remote instruction would both seem to offer flexibility and accessibility, remote instruction was much less valued by respondents. Remote instruction was "very important" to only 30 percent of respondents (*N=300, O'Neil C33-40*).

Among faculty and staff, innovative programs and instruction (65 percent), summer classes (57 percent), afternoon classes (56 percent), remote access to instruction (54 percent), and flexible formats (53 percent) were most mentioned by respondents as "needing more emphasis." The majority felt that weekend and evening classes are currently receiving "about the right amount of emphasis" (*N=382-473, O'Neil E58-61, E63-64*).

### 3.5 Institutional Assessment

To evaluate the effectiveness of its programs and services, GCC engages in a number of ongoing assessment strategies. The outcomes provide a measure of the effectiveness of current programs, services and offerings, help ascertain unmet community needs and project future changes. These data enable the college to maintain and modify its offerings so that they most effectively meet the current needs of the community.

**“Responsiveness”  
also depends on  
regular assessment  
of community needs  
and the  
effectiveness of  
existing programs  
and services.**

These assessment measures are summarized in Figure 3.8 and described below. Results of many of these assessment measures have been discussed in evaluating GCC’s accomplishment of each of its purposes.

#### College Assessment Efforts

The college now routinely compiles considerable institutional data from existing data bases to a centralized and very accessible format (*Exhibit G.6: Data Book*). These data enables the college as a whole and its individual departments and units to readily examine trends quantitatively and to easily use this information in planning.

Surveys of graduates, former (non-returning) students, current students, faculty, staff and the community are a second facet of the college’s assessment efforts (*Figure I.1; Exhibits U.2-U.8*). The survey results are cited throughout this report. The survey of graduates has been administered for the last seven years. The outcomes are remarkably consistent and positive from one year to the next (*Exhibit U.7: TEX-SIS-G Reports*). To date, this is the only population for which the college has comparative trend data. However, plans are in place to routinely survey the other groups, using the same survey instruments, on a regular rotating cycle.

#### Departmental/Program Evaluation

On a smaller scale, many departments are attempting to evaluate the effectiveness of their programs and services in meeting needs and achieving their objectives. Efforts include surveys of users/class members, entrance and exit exams, and correlation analysis of student performance. The assessment efforts of individual support services have already been described above (see ACE Plus, Admissions and Records, Counseling, Disabled Students Resources, Learning Assistance Center, Children’s Center). Additional assessment projects and their outcomes are detailed below. Coordination of these efforts is presently provided by the deans through their respective areas, but it will gradually shift to the Office of Institutional Effectiveness under the guidance of the Dean of Administrative Services and the faculty committee on Institutional Effectiveness.

Figure 3.8 Summary of Institutional Assessment

INSTITUTIONAL OUTCOMES							
	Definition of Measurable Objectives	Student Academic Achievement	Student Satisfaction	Student Development	Program Quality	Achievement of Student Goals	Page
<b>MEASURES:</b>							
<b>Discipline/Program Analyses:</b>							
Course Competencies	x				x		151
ASSET Test Scores		x					102
Classroom research		x	x		x		150
Completion/Retention Data		x	x	x	x		
Teaching Evaluations			x		x		24, 27
<b>Pilot Assessment Programs</b>							
English 101	x	x			x		149
Biology	x	x	x		x		150
Honors Program		x	x			x	110, 150
<b>Future Assessment Projects</b>							
OE/OE Format		x	x		x		144
Electronic Forum		x	x	x	x		83, 117
Computer-Aided Instruction		x	x		x		106
Others	x	x	x		x		
Transfer Data by Discipline		x			x	x	128
Occupational Advisory Councils	x	x		x	x		85, 87
License Exam Scores		x			x		88
Job Placement		x			x	x	
Follow-up on Job Placement	x	x		x	x		88
Contract Renewal — Institute		x	x	x	x	x	122
<b>Support Service Analyses:</b>							
<b>User Surveys</b>							
Counseling			x		x		114
Learning Assistance Center			x		x		106
Admissions and Records			x		x		103
Children's Center			x		x		113
Career Educational Services			x		x		112
LMC			x		x		105
Disabled Student Resources			x		x		109
<b>Data Records</b>							
Financial Aid				x	x		107
Academic Advisement				x	x		100
Assessment Center				x			102
Career Educational Services				x	x		111
Veteran's Services				x	x		112
Multicultural Affairs				x	x		109
Disabled Student Resources				x	x		108
Learning Assistance Center				x	x		106

(shading indicates planned projects)

Figure 3.8 (continued)

	Definition of Measurable Objectives	Student Academic Achievement	Student Satisfaction	Student Development	Program Quality	Achievement of Student Goals	Page
<b>Support Service Analyses (continued):</b>							
Literacy Center				x	x		132
LMC				x	x		104
Counseling				x	x		113
Student Activities				x	x		114
<b>Student Tracking</b>							
ACE Plus (SMASh)		x		x	x	x	125, 128
Multicultural Services		x		x	x	x	109
MAPS				x		x	129
<b>Tracking (Eligibility)</b>							
Intercollegiate Athletics				x			115
Financial Aid				x			107
Honors Program				x			110
Scholastic Standards		x		x		x	103
<b>Other Assessment Projects:</b>							
LMC	x	x	x	x	x		105
<b>College-wide Analyses:</b>							
<b>Surveys:</b>							
Graduates	x		x		x	x	5
Former Students (Leavers)	x		x		x	x	5
Current Student	x		x	x	x	x	5
Faculty and Staff	x						5
Community	x				x		5
Employers	x	x			x		5
Compiled Teaching Evaluations			x		x		26
Enrollment/Trend Data	x		x		x		
University Transfer Rates		x			x	x	90, 128
University GPA/Persistence		x			x	x	90
Mission as Measurable Objectives	x						152
<b>District-wide Analyses:</b>							
Academic Advisement			x		x		101
Assessment			x		x		102
Financial Aid			x		x		108
Admissions and Records			x		x		104

(shading indicates planned projects)

## Course Evaluations

Instructional assessment is a routine part of regular faculty evaluations (RFP 3.4). Faculty in many departments conduct their own evaluations of their courses for the purposes of self-improvement (*Exhibit B.11: Matrix of Faculty-reported Assessment*). There have been few collaborative course, departmental or programmatic assessment efforts. A few such comprehensive evaluation programs have been developed in recent years to test the practicality and utility of various assessment models. These pioneering efforts are described below. Other instructional assessment efforts have already been detailed in discussing particular programs (e.g., Occupational, Basic Skills).

### English 101

Freshman composition (ENG 101) is among the courses with the greatest number of sections each semester. The resultant number of different instructors teaching this course creates the potential for varying expectations and standards of instruction from one section to another. Two years ago, the English department decided to develop an assessment program for ENG 101. This three-year pilot program examines not only methods of assessing student skills but also instructional objectives. It was hoped to provide a model for other disciplines.

In conjunction with this project, the department holds an annual Assessment Day at the beginning of each academic year for all full-time and part-time faculty. The annual workshop increases dialogue among faculty regarding the teaching of writing, engages in a number of activities such as reading and scoring essays, roundtable discussions, and problem-solving sessions. Faculty share ideas about such basic issues as motivating students, designing assignments, course requirements, determining a grading scale for writing essays, and using computers in the teaching of writing.

The program implemented "mandatory" assessment of student achievement at the end of the semester. To ensure that faculty members have a choice of assessment methods, they were given options:

- a common final exam, designed by the assessment committee.
- work with other faculty members to design a final assignment and evaluation process.
- submission of a portfolio of each student's writing samples to the committee.
- design a final exam activity and report the results to the department.

These options were an attempt to obviate the concerns about academic freedom, classroom autonomy, accountability, and time requirements expressed most often by faculty.

The assessment outcomes are reported internally, to the department (*Exhibit B.7: Report*), with the ultimate goal being to improve instruction. Clearly the project has accomplished at least one of its goals, that being to

**Course evaluation strategies implemented at GCC reflect departmental initiatives.**

increase communication between faculty about teaching composition. Despite program flexibility, faculty participation and enthusiasm varies. Many continue to feel that assessment takes too much of their time, that it infringes on their freedom to teach how they want to teach, and that its intention is to compare them to their colleagues. It is unclear whether the department will endorse its continuation at the conclusion of the three year pilot.

### Biology

GCC's biology department undertook a limited program evaluation as a pilot project (see Adelante newsletter Vol 2#1 for more details). The faculty decided to concentrate on two of its courses initially: BIO 102, a general course for non-majors and a course which is often taken to satisfy a general education requirement, and BIO 202, which is a program requirement for students in allied health fields like nursing.

The faculty developed entrance/exit exams, surveys, and tracking schemes to accomplish the following goals:

- re-examination of the course objectives.
- assessment of their effectiveness in achieving these objectives.
- assessment of the effectiveness of prerequisite courses in preparing students for more advanced courses.
- evaluation of the effectiveness of computer instructional aids on student academic performance.

Results of this assessment (*Exhibit B.2: Report*) have forced faculty to look objectively at the effectiveness of their instruction and to respond accordingly. In many cases the outcomes substantiated existing beliefs, but some results defied operational assumptions. Changes in course content, emphasis and perhaps even offerings are expected as a result. Assessment will be continued to ascertain the impact of these changes.

### Honors Program

Since these courses and faculty are not part of a single department, until last year there had been no assessment of the program as a whole. In 1990-91, students in the Honors Program and faculty teaching Honors classes were surveyed. (*See SCR#6 for survey instruments and results.*) Students were asked to compare Honors courses to other courses and to comment on various aspects of instruction. Answers to anecdotal questions about a specific course were compiled and returned to the appropriate instructor. The general ratings about various aspects of the Honors program were also compiled as aggregate data for the entire program.

### **Classroom Research**

Most traditional evaluation methods are administered at the conclusion of a course or program. While this enables the instructor to make improvements for future classes, it does not enable him or her to best meet the needs of current students. Since classes differ from one semester to the next in their composition, background and learning styles, teaching

methods which are effective one semester are not necessarily as effective the next term.

Evaluative techniques of classroom research allow faculty to easily assess student comprehension and learning during the semester. Instructors can immediately make the appropriate adjustments and improve the quality of teaching and learning while the students are still enrolled in their classes. This method of assessment was developed by K. Patricia Cross (*Exhibit B.4: Classroom Research Materials*).

GCC has been involved in a district sponsored Classroom Research project for the past year. Faculty volunteers on the various campuses received training in the techniques and applied them in their own classrooms. Their experiences and some of the techniques were shared with faculty throughout the district in a regular newsletter. Overall the response of participants has been very positive, and students seem to welcome the opportunity to give faculty feedback (*Exhibit B.5: Classroom Research News*). The project is continuing in 1991-92 working with a new group of GCC faculty members from all departments (*Exhibit B.4: Classroom Research Materials*).

**Classroom research provides immediate feedback on instructional effectiveness.**

### Defining Measurable Objectives

In order to assess the effectiveness and responsiveness of a program, course or service, it is necessary to know its objectives. For many of the assessment efforts described, defining these objectives has been an essential first step.

### **Defining Measurable Course Objectives**

One college-wide project working toward this end is an ongoing effort to develop a set of written competencies for each course offered at GCC (*Exhibit D.2: Course Competencies*). The district course bank already lists all courses offered in MCCCCD, but these entries specify only six common elements: the title, prefix, credit hours, class format (lecture, lab), pre/co-requisites and a brief course description. There are currently no other content specifications for many courses as yet. In fact, the course descriptions are often somewhat generic in order to allow the individual colleges some latitude in developing their curriculum; however, as such, they also provide little guidance to faculty.

**Faculty are completing a comprehensive set of competencies and outlines for all courses taught at GCC.**

Gradually over the last several years, all departments have been working with the college's Curriculum Designer to develop course competencies and related course outlines. All departments should soon have a set of competencies and outlines on file for all courses in their curriculum. GCC is the first college in the district to undertake this comprehensive project. The district now intends to extend this project to all courses in the district course bank. Because of their experience with developing competencies, GCC faculty are expected to provide leadership in this district-wide effort.

Many faculty have found that developing course competencies and outlines is a worthwhile endeavor. Writing competencies forces faculty to think concretely about their objectives for each course and behavioral measures of their achievement. Competencies specify the department's

expectations in terms of content and level of mastery, but say nothing about how those objectives will be achieved or how the instructor will teach. Thus, they do not threaten academic freedom. Written competencies do, however, help insure common content among different instructors so that all students will be adequately prepared for subsequent courses and/or university transfer. They also enable new instructors and part-time faculty to easily prepare a course comparable to that of their colleagues. Finally, defined competencies provide a common standard against which to assess student achievement as a measure of instructional effectiveness.

### ***Defining Measurable Institutional Objectives***

Similarly, in order to meaningfully assess institutional effectiveness, it is necessary to have institutional objectives against which to compare GCC's accomplishments. The mission and purposes of the college provide a general statement of these objectives. However, for the purposes of future assessment the elements of GCC's mission statement need to be more specifically defined in terms of concrete objectives and measurable goals. This will be an important task of GCC's new Institutional Effectiveness committee. Having these kinds of specific goals will allow the college not only to self-assess more effectively but will also enable the institution to recognize and address areas of concern or weakness with appropriate action plans. These goals will thus also provide a basic framework for the ongoing efforts of strategic planning.

### **Assessment Plan**

Program assessment is a relatively new effort at GCC. Hence it is not too surprising to find that nearly half of the faculty and administrators surveyed about GCC's assessment efforts indicated that they "didn't know enough" to evaluate them, and of those who did respond about 60 percent rated the college's assessment of academic programs, student services and community services as "poor" or only "adequate" (*N=199-319, O'Neil E147-149*).

Current projects have been undertaken to experiment with various assessment strategies and to ascertain the resources which will be needed to make such a program effective. Such efforts were implemented gradually and in a manner determined by the faculty so that each generated information useful to the department or program being assessed. It was also important that assessment be "faculty-driven" so that it was not perceived as a threat and that it dealt directly with faculty concerns.

The college created an Office of Institutional Effectiveness (*see Appendix 3.3 A*) with the intent that this office will strengthen the existing assessment efforts. This unit will resemble an office of institutional research, and will likely be responsible for the regular administration of established surveys and the continuing collection of institutional data. A newly formed faculty committee on Institutional Effectiveness will provide direction for the resource staff in the unit.

This committee on Institutional Effectiveness has assumed the following major objectives for its first year:

**Continued  
assessment efforts  
will be guided by  
faculty and  
supported by GCC's  
Office of  
Institutional  
Effectiveness.**

1. Evaluate the institutional surveys currently in use (see Figure 1.1). Recommend a schedule for implementation.
2. Work with faculty and staff to improve areas of concern illuminated by the outcomes of these surveys.
3. Develop strategies to more effectively integrate assessment outcomes into departmental planning and resource allocation.
4. Work with faculty and staff to develop plans to assess effectiveness of specific courses, programs, or service areas.
5. Increase faculty and staff's awareness and understanding of assessment.
6. Further define college's mission statement in terms of measurable goals and implement appropriate assessment strategies.

These objectives are designed to make assessment a "grass roots" effort, developed by the individuals who are closest to the subject being assessed. In this way, the outcomes should be meaningful and valuable. These objectives insure that assessment outcomes will influence institutional operation to effect change or maintain what is successful. Finally, these goals for GCC's assessment efforts recognize the need to review the effectiveness of the assessment measures themselves and to make changes as necessary. These goals are consistent with guidelines for assessment programs provide by NCA (*Exhibit B.13: Workbook on Assessment*).

## **Strengths and Challenges**

### Strengths:

- GCC has been routinely surveying its graduates for the last seven years.
- As a result of the self-study, the college has conducted surveys of several other populations; these groups will continue to be surveyed in the future on a regular cycle.
- The college has been compiling internal and external data related to the institution as a data book for the past two years; the data is updated regularly and distributed to all departments, managers and administrators for use in assessment and planning.
- Instructional assessment has been a regular component of faculty evaluation for many years.
- Many student services routinely survey their clients/users' satisfaction.
- Several academic departments have participated in trial assessment projects over the last two to three years.
- The college has established a committee on institutional effectiveness to provide faculty-driven guidance to future assessment efforts.
- Office of Institutional Effectiveness was established to provide administrative and technical support for this increased effort.

Challenges:

- The purposes identified in the college's mission statement need to be concretely defined in terms of measurable objectives and goals.
- Some faculty continue to have serious reservations about the value or impact of assessment on instruction or student achievement.

**SUMMARY**

This section has described the educational programs and support services offered at GCC in order to accomplish its ten stated purposes and priorities. This section has also evaluated the college's effectiveness at accomplishing these purposes using a variety of assessment measures.

Current and planned assessment efforts are summarized in Figure 3.8. The outcomes of these measures have been incorporated throughout this section to demonstrate that GCC has met Evaluative Criterion Three. The last column of Figure 3.8 indicates the page(s) of the report where each is referenced. Although, in keeping with the CIHE mandate, assessment of student academic achievement has been a priority in this plan, other measures have been considered as well in order to develop an assessment strategy which comprehensively examines institutional effectiveness.

**Criterion Four**

The institution can continue to accomplish its purposes.

## Overview

The purpose of this section is to describe and evaluate the planning processes at GCC relative to **Evaluative Criterion Four**. The following topics are included in this section:

- Strategic Planning
- Facilities Master Planning
- Other Planning Processes
  - Budget Allocations
  - Instructional Programs
  - Student Support Services
  - Operational Support
- Using Assessment Outcomes in Planning
- Action Plans in Response to 1991-92 Self-Study Outcomes

GCC is a progressive, effective and viable community college, providing high quality and comprehensive educational services which meet the needs of the community it serves. Continued success at GCC depends on effective planning to move the college forward into the 21st century. Such planning must consider the local, regional and national environment, including changes in university policies, high school demographics and regional economic trends. It must also respond effectively to the outcomes of the college's self-assessment efforts.

## PLANNING PROCESSES

Planning efforts at GCC include institutional and programmatic planning. This college-level planning also interfaces with more comprehensive district-wide planning processes.

### **Strategic Planning**

The most consistent and ongoing of the college's planning mechanisms is strategic planning. On a regular three year cycle, a committee of faculty and administrators, with input from a community advisory board, reviews GCC's directions and priorities and establishes new strategic goals for the institution (see Figure 4.1). These goals flow from GCC's mission statement but specify areas of particular emphasis for the next three year period. In the planning process, committee members consider internal and external data. In the past this has been done in a general way, but in the next planning cycle (1993-96) the committee will have much more extensive data available about both the college and community (*Exhibits G.6: ; U.2-U.8: surveys*). These compiled data will enable the planning committee to respond more effectively to institutional concerns and to the dynamics of the total community.

**Strategic planning guides institutional directions.**

All other institutional policies and actions flow from this strategic plan. This includes other planning efforts (program, facilities, remodeling) and resource allocation. Since strategic planning begins with the college's mission, the committee also generally reviews and revises the mission statement as necessary to address current needs (see Figure 4.1, Chapter 1).

### GCC's 1990-93 Strategic Goals

The most recent strategic planning cycle (1990-93) culminated with the revision of GCC's mission to the concise statement detailed in the first section of this report and with the selection of the following four strategic goals.

#### **Goal #1: Access:**

Improve student entry to education by:

- expanding learning opportunities.
- increasing the use of technology.
- providing flexible scheduling and diverse services, with special emphasis on "at risk" students.

# Glendale Community College

## Strategic Planning Model

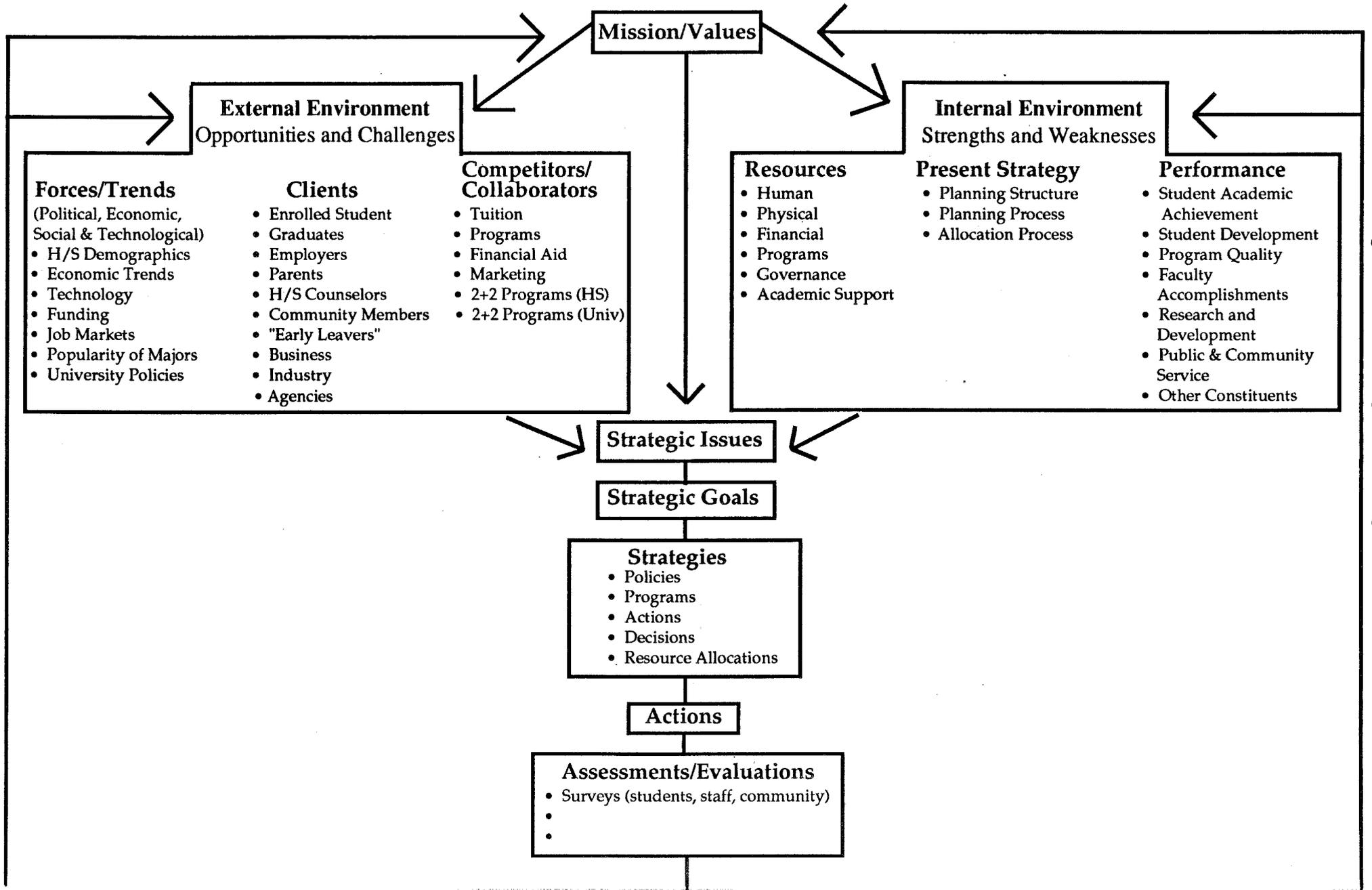


FIGURE 4.1 STRATEGIC PLANNING PROCESS

**Goal #2: Excellence/Relevance:**

Ensure excellence and relevance in occupational education, liberal arts and sciences, and student services to enable students to achieve their individual goals.

Foster stimulating instructional environments for students, staff, and community members by providing:

- quality teaching, learning, and information resources.
- qualified and dedicated faculty and staff.
- new, remodeled, or expanded facilities.

**Goal #3: Partnerships:**

Expand partnerships with educational institutions, business and industry, and community agencies to provide smooth transitions among educational levels and into the work force.

**Goal #4: Communication:**

Strengthen the formal and informal communication process with the college and community.

**Outcomes of 1990-93 Strategic Planning**

These goals were not intended to encompass the college's entire mission, but rather identified areas of particular emphasis for the 1990-93 period. Institutional priorities and consequent resource allocation (financial, equipment and human) have been guided by these strategic goals over the past two years. A number of accomplishments toward these goals have already been achieved, including:

- establishment of the ACE Plus program —*Access, Partnerships*
- addition of a full-time faculty member to work with the Literacy Center —*Access, Excellence*
- increase in the number of full-time faculty —*Excellence*
- increase in the number of OE/OE and technology supported courses —*Access, Excellence*
- addition of new buildings and continued remodelling of existing facilities —*Access, Excellence*
- addition of Afternoon College; increase in weekend offerings — *Access*
- establishment of new partnerships (e.g., G.R.E.A.T., IBM) — *Partnerships, Communication*
- establishment of new internal and external publications to foster increased communication — *Communication*

**Assigning priority to the strategic goals and allocating resources correspondingly has enabled GCC to make strides toward many of its objectives.**

- continuing increases in the number of A1 accounts and access to other types of electronic communication — *Communication*
- addition of Authoring Center within the Innovation Center — *Access, Excellence*
- support for classroom research — *Excellence*

This planning and implementation model has worked most effectively at the higher levels of the organization, where the strategic goals provide direction for major resource allocations. However, at the department level, it is acknowledged that not all of the budget decisions can be made on strategic issues. The college is working to increase the awareness and involvement of all personnel in planning processes.

### **Facilities Master Planning**

In 1990-91, all colleges in the district submitted a comprehensive status report on all existing buildings, long range plans for new construction and remodelling (*Exhibit M.11: GCC Master Plan*). The Facilities Master Plan represents a vision for the future but is recognized as dynamic, one that will likely be modified as situations and priorities change.

A second and related district mandated planning process called "Plan to Plan" asked the colleges to relate new construction and remodeling to new instructional directions (*Exhibit N.5: GCC Planning for the 21st Century, October 1990*). This report considered programmatic changes in response to the college's strategic goals, the district goals (*Exhibits N.3: District Strategic Plan; N.2: Chancellor's encyclicals*), and changes in the community.

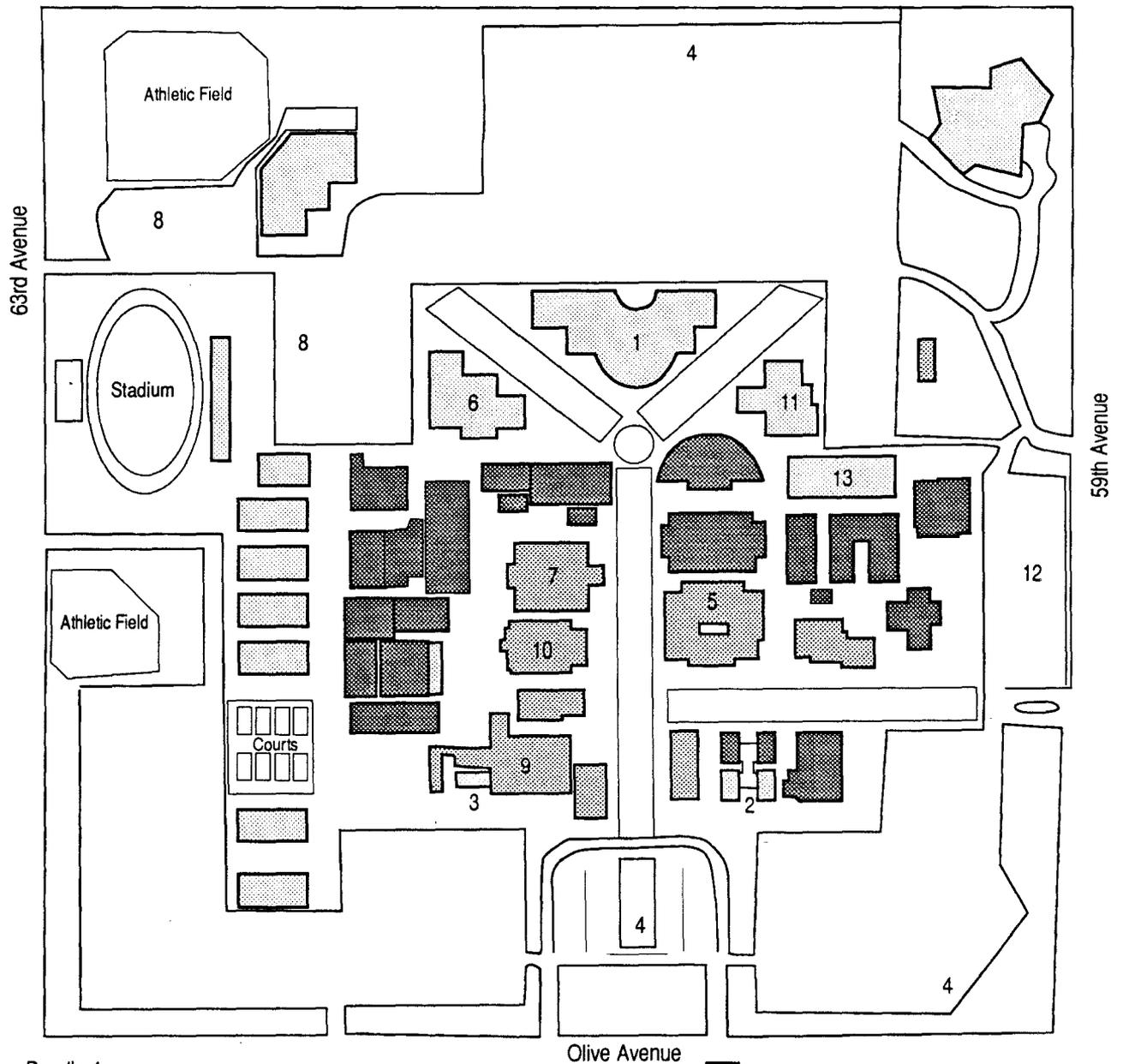
The proposed new facilities were divided into five project "bundles" for capital development to ensure that related and sequential projects were funded together (Figure 4.2). A typical bundle included new construction, remodeling of related buildings, costs for infrastructure upgrades and landscaping (*Exhibit M.10: GCC Capital Development Plan, April 1990*).

The resulting district document, *Capital Planning for the Twenty-First Century, 1992-2002*, was approved by the MCCCCD Governing Board on July 23, 1991, and by the State Board of Community Colleges at its August meeting. This capital plan is dependent on community support of educational bond issues. The first of these would support bundles 1 and 2 from all the colleges and centers in the district. Of the \$397,000,000 proposed district-wide, GCC was allocated:

New Construction	\$20,946,640
Remodeling	6,892,080
Site Development/Utilities	4,861,250
Total	\$32,699,970

**Campus facilities master plan serves as a foundation for future bond elections.**

Figure 4.2 Capital Development Plan



**Bundle 1:**

- 1: Classroom/Information Technology Building
- 2: Faculty Office Building
- 3: Central Plant
- 4: Entry Loop, North and Southeast Parking Lots
- 5: Library Remodel/New Student Services

**Bundle 2:**

- 6: Classroom Building
- 7: Science Building Remodel/Mathematics
- 8: Northwest Parking Lot

**Bundle 3:**

- 9: Student Union Remodel
- 10: Student Personnel Services Building Remodel

**Bundles 4 & 5:**

- 11: Classroom Building
- 12: East Parking Lot
- 13: Classroom Building

-  Existing buildings
-  Buildings to be remodelled
-  New construction

The MCCCCD Governing Board selected February 18, 1992, as the date to go to the voters for approval of this capital campaign. However, at the time of this writing the bond election date has been postponed. A new date has yet to be selected.

The community has been very supportive of MCCCCD bond issues in the past. In 1984, district voters passed the largest capital development bond for a community college district in history. A district-wide survey of community members shows that community sentiment and support remain high; unlike many other public educational institutions in the state, MCCCCD is very well respected and supported in the community. (*Exhibit U.6: Executive Summary of O'Neil Community Survey*).

Passage of the bond would enable GCC to grow from its current 470,506 square feet to 591,424 square feet and would allow the college to respond to some of its most pressing facilities limitations, such as parking, classroom and faculty office space.

### **Other College Planning Processes**

#### Budget Allocation

Annual requests for funds are tied directly to the strategic goals of the institution. For the past few years, the Dean of Administrative Services has been holding Budget Workshops for the heads of each of the budgetary units so that there is greater understanding of the relationship between resource allocation and strategic planning.

**Budget processes  
are integrated with  
planning processes.**

GCC has been fortunate in that it has not had to use its planning processes for serious budget reductions. The closest the institution has come to that challenge was last spring when the tentatively approved increase in the 1991-92 allocation had to be reduced by approximately \$230,000. To respond to this reduction in funding the College Budget Development Committee reviewed the college mission and strategic goals and identified programmatic priorities that needed to be protected. Based on those recommendations, the Dean of Administrative Services and the Manager of College Business Services proposed budget reductions for the committee's ratification, and the president's review.

At the time of this writing, the Vice Chancellor for Business Affairs is projecting a minimal increase in the district's 1992-93 expenditure budget (increases only to honor the "meet and confer" agreements of employment groups plus one million dollars for EMCCC).

Much can affect revenue projections in the next months. During the fall of 1991, a state legislative committee has been studying community college finance. The State Presidents Association and the State Board of Community Colleges have developed recommendations for that committee to consider. Should the economy improve and the assessed valuation of property increase, the tax rate could produce more than projected dollars. There are more variables in operation this year that relate to revenue than the district has faced in a very long time. Nonetheless, MCCCCD's potential fiscal troubles are not nearly as bad as are being faced by institutions in other parts of the county.

There is consensus that continued support for innovation must be protected even in difficult budget times. The current atmosphere for supporting faculty and for moving instructional programs in new directions is strong and will remain a priority. Continued growth, responsiveness to community needs, and provision of comprehensive educational programs also remain major institutional objectives (*Exhibit F.10: GCC 1992-93 Budget Proposal*).

**Support for innovation remains a high priority.**

## Instructional Programs

### **Arts and Sciences**

As part of their annual evaluation, chairpersons in the Arts and Sciences are asked to assess their recent accomplishments and difficulties and to prepare departmental goal statements for the next academic year (*Exhibit L.5: Department Chairperson Evaluation Form*). These goals are revisited annually.

### **Occupational Programs**

Planning processes in the occupational departments have centered around revising curriculum and offerings to respond to local employment trends and opportunities, technology needs in the workplace, and changes in university programs. This process involves GCC faculty in a working partnership with community leaders. Programs are reviewed and revised regularly to best meet the needs of students and employers.

## Student Support Services

### **Educational Services**

As part of the college master planning effort, those student support services reporting to the Dean of Educational Services (*see Appendix 3.3 D*) initiated a long range planning process. Directors/coordinators of each of these service areas developed a five to ten year plan which considered such things as their mission, services available, equipment, staff and space needs, and relationships with other departments, services, institutions or community groups. The written plans were considered in the development of the college master plan and are also being used as a basis for annual review of each service area by the Dean and its director (*Exhibit N.4: Educational Services Planning Report*).

### **Library/Media Center**

The faculty and staff of the library/media center routinely review its mission and activities to compile an action-oriented five-year plan (*Exhibit N.6: LMC Five-Year Plan*). The director of the center is also actively involved in the district-wide master planning process for libraries.

## Operational Support

### **Information Technology**

With the reactivation of the College Technology Committee, increased attention will be paid to long range planning and to effective resolution of operational issues. This committee is in addition to the HTC Advisory

Committees which currently meet regularly to improve services to students and faculty alike. The challenges of this committee will depend, in part, on the outcome of the bond issue, but either way, planning will play a key role in determining future expenditures and directions.

### **Safety and Security**

By the time this report is read, a district-wide study of security will have been submitted to the Presidents' Council for consideration. The study should include recommendations for staffing, support, and training and include a phased-plan for implementation. This study will serve as the basis for future actions at GCC. In regards to safety, the newly organized Safety Committee (charged in part with OSHA compliance) will develop a plan for additional safety considerations.

### **Effectiveness**

Planning efforts at GCC foster dynamic growth and change. The processes are flexible and thus provide for creative new directions. Admittedly, this has been during a time of expansion rather than constraint. However, as was demonstrated in June, 1991, when state budget cuts forced GCC to trim approximately \$230,000 from its 1991-92 budget, the mission and strategic goals serve as an effective planning guide when the college is in a reduction mode as well.

Planning is an aspect of the college about which many faculty and staff feel left out or unaware. For example, although the master planning committee consulted faculty and staff during the recent planning process, many people did not feel the final outcome was ever shared with them. This sentiment is also reflected in the results of a survey of faculty and administrators; nearly half of respondents did not know enough to respond to a question about planning (O'Neil E147).

Greater communication should help to make more faculty and staff aware of the planning processes and more involved. The budget workshops are a first step toward increasing understanding of institutional planning and its relationship with operations. In addition, the *Adelante* newsletter, begun for the self-study, will continue as a vehicle to share such information with the entire college.

## USING ASSESSMENT OUTCOMES IN PLANNING

GCC has some mechanisms in place to assess its effectiveness as an educational institution and is developing others. It is recognized, however, that these efforts will only be meaningful if the outcomes are effectively communicated to the faculty and staff and then integrated into the planning process to improve the institution.

Assessment data is already considered in the college's strategic planning, and as more outcome data become available, they will continue to be incorporated in this institutional planning process. To insure that this is accomplished effectively, members of the newly established faculty Committee on Institutional Effectiveness will act as liaisons to the community and college strategic planning committees.

Planning efforts in specific departments and services areas could be enhanced by greater utilization of relevant assessment data. This, however, begins with conveying these results more routinely to all faculty and staff and to the appropriate departments and areas. The results of the graduate surveys have been shared over the years with the various departments and support services at GCC. However, as more surveys and other assessment tools are implemented, the task of communication becomes more complex. Again, the *Adelante* newsletter is expected to be an important vehicle to share the outcomes of these studies with the entire college community. Furthermore, one of the important missions of the recently established Office and Committee on Institutional Effectiveness will be to work with specific departments and service areas to utilize assessment outcomes in planning/program development. The selection of faculty from many different academic departments as members of the committee is also expected to help increase overall college awareness of outcomes, trends, and projections.

### **Evaluation**

Given the low level of awareness about planning and assessment, it is not surprising that integrating assessment and planning is an area in need of some improvement. Of the faculty and administrators, responding to this question in a recent survey, 22 percent felt the college was doing a "poor" job of incorporating information from evaluations of academic programs, student services and community services into planning. Another 36 percent indicated that the college was doing a "good" or "excellent" job at this, while the remaining 42 percent of respondents stated that these efforts were "adequate" ( $N=319$ ; O'Neil E147).

**GCC's planning strategies recognize the importance of the results of assessment efforts.**

## **ACTION PLANS IN RESPONSE TO OUTCOMES OF SELF-STUDY**

The self-study has helped to identify areas of strength and concern at GCC. As has been described in the report, many of the challenges faced by the institution are already being addressed by district-wide actions (e.g., space limitations of existing facilities - capital development plan, staffing concerns - district sidebar committee).

The college has also begun to plan and/or implement strategies to respond to many of the areas of concern illuminated by the self-study.

### Communication/Awareness/Involvement

- Improvements made in new faculty orientation to include a tour of student service areas.
- Monthly meetings of all lead personnel in student support services under the leadership of the Dean of Educational Services.
- Augmentation of college Budget Development Committee with additional faculty members.
- Establishment of a faculty Committee on Institutional Effectiveness to provide direction for future institutional assessment efforts.
- Establishment of the *Adelante* newsletter and commitment to continue its regular production.
- Publication of a college *Annual Report* distributed to community leaders (*Exhibit G.5*).
- Reorganization to improve college outreach efforts.

### Assessment Measures

- Improved data collection in all facets of the college and compilation of resulting information in a regularly updated institutional data book.
- Reorganization to create an Office of Institutional Effectiveness centralizing and supporting college assessment efforts.
- Establishment of a faculty Committee on Institutional Effectiveness.
- Commitment to develop a cyclical calendar of surveys of different college populations.

The impact of these action plans on the concerns they address will in turn be evaluated and appropriate modifications made to improve their effectiveness.

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## Looking Back and Looking Ahead

GCC has grown and evolved significantly since the last self-study. Enrollment has increased; the physical plant, operating budget and personnel have increased commensurately. A new college center, EMCCC, has opened under GCC's accreditation, to help meet the growing need for community college programs and services in the far west valley. Instructional programs have been modified in their offerings, content, and mode of delivery to meet the changing needs of the community (educational institutions, business and industry, government agencies and the general public). Efforts to assess the effectiveness of programs and services have increased, as have efforts to incorporate the outcomes of these measures in planning and institutional improvement.

Changes have been made to rectify or improve the weaknesses of the past, to sustain and build on the strengths of the present and to anticipate the needs of the future. This chapter reflects on these changes and looks ahead as the college moves toward the 21st century.

### RESPONSE TO CONCERNS OF 1983 NCA TEAM

Among the concerns facing GCC in 1983 were the 35 issues identified by the consultant-evaluator team at the conclusion of the last self-study. These concerns are listed by subject below. The preceding chapters of this report have demonstrated that these issues have been ameliorated and are no longer of concern. A summary of these changes follows each list of concerns as a response.

#### ***Governance and Administration:***

##### Concerns:

- The Office of the Dean of Instruction is understaffed.
- Although formal communications to the District Governing Board by college administrators are routed through the Chancellor of the district, communication from members of the Governing Board to campus administration are not.
- There is a critical need to analyze the efficiency and effectiveness of the departmental governance structure.
- The organizational role, reporting function, and supervision of the department chairs is unclear.

- Most faculty chair loads are performed as an overload in addition to a full teaching load, raising the question of time and priority assigned to department chair functions by the chairs and by GCC.
- The current practice of some members of the Board of Control maintaining an on-campus office and the use of electronic mail necessitate precaution that intrusion into administrative decision making, cited as critical concerns in the 1977 and the 1979 NCA reports, not recur.

### Response:

GCC's entire administrative structure has been reorganized. There are now four Deans (Arts and Sciences; Business and Technology; Educational Services; and Administrative Services) and the responsibilities have been divided equitably among them (*Appendix 3.2*). Appropriate staff has been provided for each area (*Appendix 3.3*).

The roles and functions of department chairs have been clarified (*Exhibit L.6: Duties and Responsibilities of Department Chairpersons*). Reassigned time for department chairs is negotiated at the district level (as it was at the time of the last self-study). Some individuals opt to execute their responsibilities as chair as an overload contract rather than as reassigned time. This is most common in departments where qualified part-time faculty are more difficult to find for day instruction. However, this has not presented any difficulties in terms of departmental leadership.

Governing Board members still retain an office on campus and make extensive use of the electronic mail system. This has not been a concern for the institution; rather, it is viewed as an asset for overall communication.

### **Financial Resources**

#### Concerns:

- The decreasing state share has resulted in institutional tuition/fee charges which are not necessarily negative in and of themselves. However, the need to increase tuition/fee charges by about 350 percent since 1980 is a concern that could result in restricting access to students most needing the college's services if the rapid increase continues.
- The district's own recognition of the continued vigilance in terms of physical and other security measures for the administrative computer center, especially in view of the sums of money being processed, is shared by the team.

#### Response:

Tuition has continued to rise since 1982-83, but at a slower rate (140 percent over this nine year period) than that cited by the previous team. This previous high percent of increase reflects the fact that for many years no tuition was charged by the system. Thus when tuition was instituted, the percentage increase was large. Tuition rates are set at the district level.

Despite the increase in tuition, enrollment at GCC has risen dramatically (*16 percent increase in FTSE and 38 percent in headcount; DB 10.1, 11.1*). Concern has been demonstrated for the economically disadvantaged. Nearly six million dollars in financial aid was awarded to GCC students in 1990-91. New scholarships have been initiated to provide for those with financial need.

Vigilance regarding the security of the computer network has continued. With a system as large as ours, it will always be a concern.

## **Physical Resources**

### Concerns

- There is no provision for continuity of leadership for the IMC during the summer months.
- The staffing level for the IMC requires review.

### Response

Leadership for the library is provided throughout the year. The staffing level was reviewed, and new personnel were hired to improve the quality of services and hours of operation.

## **Educational Programs and Curriculum**

### Concerns

- There are a number of baccalaureate parallel programs with very few program completers.
- There are a number of occupational programs with very few program completers.
- There is a need to review admission to the honors program to assure that this program meets the needs of talented students.
- A number of programs have insufficient enrollment to permit cost-effective operation.
- Vital data collection for decision-making purposes does not appear to be available.

### Response

Instructional programs of the college are reviewed on a continuous basis. Courses and programs have been added and deleted in response to changes in the job market, university programs, and enrollment trends.

A significant number of our university parallel students transfer without completing a degree at GCC. This pattern is expected to continue. However, improved tracking data to the state universities will enable GCC to ascertain the percent of students who achieve their goal of university transfer, and thus could be called "completers."

The Honors Program continues to meet the needs of talented students as reflected by its enrollment and levels of student satisfaction.

The availability of institutional data has vastly improved since the last visit as evidenced by the development of the GCC Data Book. This effort has been a model for the district and has provided a prototype for the district's electronic Almanac currently under development.

The Office of Institutional Effectiveness reflects a continued commitment to assessment. Through this office, the newly created faculty committee on Institutional Effectiveness, and the continued publication of the self-study newsletter, *Adelante*, the awareness of issue, trends and projection should be much higher on campus. More people will be informed and this should result in greater interest and involvement.

## **Student Services**

### Concerns

- The various student service offices and areas need to institute a comprehensive method of data collection and record keeping to substantiate their different services to students.
- In all student service areas, a formal evaluation and follow-up procedure should be instituted to ascertain user need, access satisfaction and outcome.
- The Dean of Student Personnel Services office and areas that report to it should consider reorganization to provide coordination of activities and to reduce the number of offices that report directly to the Dean.
- There is a need for additional space for the Learning Assistance Center if this program is to maintain its effectiveness and to serve a growing number of students.
- To insure the success of the new Student Union Board recently approved by the Associated Students (day), the active support of the administration is essential.
- Those responsible for the Developmental Education Program will need to further develop an effective communications network to students and faculty.

### Response

Data collection in all student service areas has increased dramatically. Evaluation processes have been improved.

The reorganization of the deans' responsibilities has produced a "shared" model for student services which works effectively (*Appendix 3.2*).

The Student Governments are active and responsive to student interests. Both the day and evening government are supported by the administration. (The MCCCCD Governing Board has also endorsed their involvement by establishing a student forum reporting regularly to the board).

The Developmental Education programs are strong. Enrollment in these areas continues to increase.

## ***Quality of Student Achievement***

### Concerns

- There was no evidence of regular follow up of occupational graduates.
- The need for follow-up information on a regular basis does not appear to be a high priority at the college.
- No efforts have been made to follow up on baccalaureate parallel graduates, and this area appears solely dependent upon the report generated by Arizona State University.
- An excellent format for evaluation of vocational programs has been prepared by the Arizona Department of Education; there is no evidence of the results of the last evaluative visit to the Maricopa District specifically relating to Glendale Community College.

### Response

Surveys of certificate and degree graduates have been conducted each year since the last visit. In addition, surveys of non-returning students ("leavers"), current students, and employers have been initiated and will be continued on a rotating schedule.

Since the vast majority of students transferring to a university attend ASU or ASU-West, data exchanges with these institutions remain a valuable means to track these individuals. These reports provide more complete data for these students than any other measures available. These pilot tracking efforts will be expanded to include other post-secondary institutions so that a more complete profile of GCC's transfer students can be obtained in the near future.

In response to a Federal Government mandate that vocational programs be assessed every five years, the Arizona Department of Education (ADE) implemented a self-reporting "Process Assessment" instrument developed by the MCCCC Occupational Deans' Council. This was followed by an on-site visit of peer evaluators. When MCCCCD was last evaluated, it had approximately 200 occupational programs at seven locations. ADE determined that on-site assessment of all these programs was too large a task for the allotted time and therefore chose to visit selected programs and produce one comprehensive report about the colleges and centers at-large.

Since the last self-study, the Federal Government has discontinued the "Process Assessment" of occupational programs. It is now moving toward implementation of an annual "Outcomes Assessment." The performance standards and measures that will serve as the foundation of this system are currently being defined, and implementation is anticipated by Spring 1993. MCCCCD has recommended that the Federal Government coordinate its new requirement with the Institutional Effectiveness plan now being

required by regional accrediting agencies. No response has been received to date in regards to this recommendation.

## ***Quality of Administrative and Educational Services***

### Concerns

- No formal institutional means is being used to evaluate student satisfaction with courses and programs.
- Institutional means being used to identify appointive faculty who are outstanding or who are in need of assistance or even dismissal are inadequate.
- Glendale's lack of formal evaluation for department chairs appears to result in widely varying degrees of commitment to institutional goals and to quality control of instruction.
- Although there exist several institutional master plans, there is an absence of current written departmental goals and plans.

### Response

Student satisfaction is assessed through student evaluation of courses and instruction, and through comprehensive surveys of current students, graduates, and non-returning students ("leavers"). The outcomes of these evaluations are used to improve curriculum and instruction.

The evaluation process for appointive residential faculty is negotiated through the "meet and confer" process; that process is followed at GCC with evaluation by a dean, the department chairperson and a peer occurring every three years. Support and assistance is provided for any appointive faculty needing improvement. Professional development activities are available to all faculty. New awards have been instituted to recognize outstanding faculty members annually; these honors include the Paul Pair Endowed Chair, PCC's Awards for Excellence, and Innovator of the Year Award.

The evaluation process for department chairs has been improved and expanded since the last visit. As part of this process, chairs are routinely asked to assess the status of the department and to identify its current plans and objectives. More formalized assessment and planning for the instructional departments is currently being considered, particularly one which would integrate outcome measures into the planning mechanisms.

## ***Quality of Institutional Life***

### Concerns

- A system for faculty evaluation which recognizes instructor accountability should be included as soon as possible and scheduled on a systematic basis.

## Response

A new faculty evaluation system was implemented district-wide since the last self-study. The process includes measures of instructional accountability for all faculty, provisional, appointive, and part-time.

## ***Expectations of Continued Financial Support***

### Concerns

- The rapidly increasing tuition/fee charges and the potential for future increase may impact negatively upon students.

### Response

Enrollment has continued during these past years even though tuition has continued to rise. The district is very aware of the potential impact of increasing tuition and fees on the accessibility of education. The Afternoon College, with its discount tuition rate, was initiated as a partial response to this concern.

## ***Evaluation of Instruction Programs/Long-Range Planning***

### Concerns

- Comprehensive program review is not an integral component of the institution, but there appears to be increasing recognition of the importance of this area.
- Regular follow-up of program completers is not an integral component of the institution, but there appears to be increasing recognition of the importance of this area.
- Some concern exists of the ability of the institution to assess its major strengths and weaknesses.
- The elimination of the district statistical analysis unit and the report that the task force on research and data collection has determined it can no longer function because it lacks equipment and/or resources to do an adequate job of follow-up is a concern requiring immediate attention.

### Response

Comprehensive program review has become integral to the college operation, particularly as it relates to the follow-up of completers. The college does feel that it has mechanisms to assess strengths and weaknesses as evidenced by this self-study. The data collection processes have been improved and are being used in college decision making.

## BUILDING ON OUR STRENGTHS

It has been said that students today “vote with their feet.” If an institution is not meeting their needs, they go somewhere else. There are plenty of competing institutions in metro Phoenix which our students could attend. The reality, however, is that they are coming here, and coming here in increasing numbers, because GCC has programs that meet their needs, people with whom they can relate, and services that support their learning as they strive to meet their often individualized goals. The college is meeting the needs of a growing number of individuals in its community.

If one views strengths as those elements which, when mixed together, form the foundation of a structure, the building blocks present at Glendale Community College are of the highest quality.

Faculty:	Talented, involved, many with innovative ideas, committed to the community college philosophy and to their students.
Administration:	An effective blend of experienced leadership and undaunted exuberance of persons new to the college
Staff:	Supportive, caring, committed, and professional
Facilities:	Current, many state-of-the-art; attractive and functional

Collectively, these building blocks have produced strong instructional programs, innovative approaches to teaching and learning, and a supportive learning environment. GCC’s foundation is strong and deep. While there is more that is needed in some areas and more that can be done in others, GCC is a strong and vital institution.

## LOOKING TOWARD THE FUTURE

Maintaining and building on this strength and vitality is the ongoing mission of GCC. To meet the demands of the future, a foundation must be flexible as well as strong. There must be enough stability for the institution to stand firm, but enough flexibility to allow it to adapt and grow as needed.

GCC has already demonstrated a strong commitment to innovation, supporting creative faculty and providing an environment where risk is encouraged. The new emphasis on assessment will enable the college to evaluate its efforts, assess trends and anticipate needs. This should allow GCC to maximize its effectiveness as the institution moves toward the next century.

GCC will need to retain a nimble posture if it is to continue to be responsive to a community which will change greatly in the next decade. Metropolitan Phoenix is nearing maximum growth to the east so the westside will become a focal point for growth in the future. This “in-fill” in the GCC service area will keep its enrollment strong. The opening of EMCCC will serve the population of the far west valley allowing GCC to

concentrate its resources on meeting the growing needs of its own service area.

This learning, which began with the last NCA visit, is now an integral part of the institutional fabric. While the college recognizes the importance of increasing state aid or tax support for its operational costs, it strives to manage the existing resources as efficiently as possible. In times of tight dollars, GCC can set priorities and modify programs to meet new and changing needs. GCC understands its mission, works to make that mission a reality for numerous students, learns from its experiences and operates with a sense of integrity that will sustain its processes into the future.

The foundation is strong; the elements from which it was created are viable. Adelante! Glendale Community College is ready to deal with the challenges ahead, and with this report formally requests continued accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.



## Glossary of Acronyms

A&R.....	Admissions and Records
A-1 .....	All-in-One Electronic Mail
AA.....	Associate of Arts
AAS.....	Associate of Applied Science
ACE Plus.....	Acquiring a College Education Plus
ACT.....	American College Testing
AGS.....	Associate of General Studies
AGSIM.....	American Graduate School of International Management
ARS.....	Arizona Revised Statutes
ASEP.....	Automotive Service Educational Program
ASG .....	Administrative Services Group
ASG .....	Associated Students Government
ASSET.....	Assessment of Skills for Successful Entry and Transfer test
ASSET.....	Automotive Student Service Education Training
ASU .....	Arizona State University
ASU-West.....	Arizona State University, West Campus
ATF.....	Articulation Task Force
AV.....	Audiovisual
BDEC.....	Budget Development Executive Committee
CAI.....	Computer-Aided Instruction
CEG .....	Course Equivalency Guide
CGCCC.....	Chandler-Gilbert Community College Center
CIA.....	Course Inventory Audit
CIAR.....	Center for Information, Advisement and Registration
CIHE.....	Commission on Institutes of Higher Education
DB .....	Data Book
DES.....	Department of Economic Security
DFTSE.....	Day Full Time Student Equivalents
DHC.....	Day Headcount
DIs.....	Deans of Instruction
DSR.....	Disabled Student Resources
EF.....	Electronic Forum
EMCCC.....	Estrella Mountain Community College Center
ESA.....	Evening Students Association
ESL.....	English as a Second Language
FAMS.....	Financial Aid Monitoring System
FISC.....	Faculty Innovation Support Committee
FRS.....	Financial Record System
FTE.....	Full Time Equivalent (personnel)
FTSE.....	Full Time Student Equivalents
GCC.....	Glendale Community College
GEATF.....	General Education Articulation Task Force
GED .....	General Educational Development
GREAT.....	Glendale Region Educational Articulation Taskforce
GWCC.....	GateWay Community College

HC.....Headcount  
HT2.....High Tech Center 2  
HTC.....High Tech Center  
HVAC.....Heating, Ventilation and Air Conditioning system  
ICs.....Instructional Councils  
JPS.....Job Placement System  
LAC.....Learning Assistance Center  
LARADO.....Library and Related Agencies Directors' Organization  
LMC.....Library Media Center  
M&O.....Maintenance and Operations  
MAPS.....Monitoring Academic Progress System  
MAT.....Management, Administrative and Technological personnel  
MCC.....Mesa Community College  
MCCCD.....Maricopa County Community College District  
NAU.....Northern Arizona University  
NCLEX.....National Council Licensing Exam  
NJCAA.....National Junior College Athletic Association  
OCR.....Office of Civil Rights  
OE/OE.....Open Entry/Open Exit  
OSAS.....Office of Student Activities and Services  
OSHA.....Occupational Safety and Health Administration  
OSO.....One Semester Only  
OYO.....One Year Only  
PBIC.....President's Business and Industry Council  
PC.....Phoenix College  
PCC.....President's Community Council  
PSA.....Professional Staff Association  
PT.....Part-time  
PTFA.....Part-time Faculty Association  
PVCC.....Paradise Valley Community College  
RFP.....Residential Faculty Policy  
RSCC.....Rio Salado Community College  
SAS.....Student Attendance System  
SAT.....Scholastic Aptitude Test  
SCC.....Scottsdale Community College  
SCR.....Sub-Committee Report  
SFA.....Student Financial Aid  
SIS.....Student Information System  
SMASH.....Student Monitoring and Alert System  
SMCC.....South Mountain Community College  
STEL.....Standard Test of the English Language  
TGECC.....Transfer General Education Core Curriculum  
TRG.....The Robinson Group  
U of A.....University of Arizona  
VC.....Vice Chancellor

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