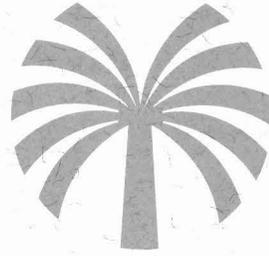


GLENDALE COMMUNITY COLLEGE



1992
1991
1990
1989
1988

ANNUAL • REPORT



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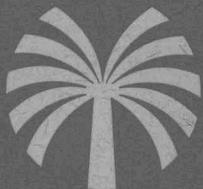
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Dear Community Member:

The 1991-1992 academic year was a challenging one for Glendale Community College as we felt the effects of downturns in local and state economies. Because Glendale Community College is a publically-supported educational institution, we are dependent on local and state appropriations for our operating funds.

The County bond election, held in June, was defeated because voters were unwilling to increase property taxes in an uncertain economic environment. Until another bond election is passed and additional capital funds are raised, GCC will not be able to complete renovations and construction outlined in our masterplan. Additionally, because of a decreasing tax base, the state legislature has reduced state appropriations for education and GCC's budget was reduced accordingly.

In spite of budget restrictions and reductions in resources, faculty and employees have sought to provide the same quality instructional programs and services for which Glendale Community College is known. To maintain the same level of programs and services, however, the Maricopa Community Colleges were forced to raise tuition this fiscal year to prevent budget deficits.

While our enrollment is quite healthy, we did see a reduction in enrollment this past fiscal year. This reduction is partially due to the opening of Estrella Mountain Community College Center, the tenth campus of the Maricopa Community Colleges. We are pleased with the opening of this new college as it brings education closer to citizens of the southwest Valley.

The highlight for the year was earning ten years of reaccreditation from the North Central Association of Colleges and Schools. The visiting team was amazed at what GCC is able to accomplish with scarce resources. I would like to thank the employees who worked so hard to complete GCC's self-study report. The talent and dedication of our faculty and staff is second to none.

Please take time to review the accomplishments on the facing page. Also, please make a difference by completing the survey in the center of this report. By giving us your opinions and reporting your needs, you help us focus our talents and resources to continue meeting our community's needs.

Sincerely,

John R. Waltrip
President

1991 • 1992 ACCOMPLISHMENTS

Accreditation

- GCC completed its self-study process and was granted ten years of continued accreditation by the North Central Association of Colleges and Schools (the maximum allowed!).

Arts & Sciences

- The new Language Lab was opened to increase the listening and speaking skills of Foreign Language, Music and English as a Second Language students.
- An Electronic Music Lab was added for hands-on learning of synthesizers, drum machines, sound modules, music sequencing, and more.
- The Mathematics Department established a "Math Solutions" area in High Tech II, offering tutoring by students, teachers and computers.
- Two summer field schools in archaeology were offered, enabling students to participate in a real archaeological dig.
- Physics instructors established a "Physics Assist" program to help students with lab assignments, spreadsheets, homework problems, and physics tutorials.
- GCC connected a satellite downlink in Applied Sciences, allowing students to observe weather photos and maps as they are transmitted around the world.
- Self-paced English 101 and 102 courses were created to accommodate the needs of academically advanced and motivated students.
- The expanded Psychology/Biology Computer Lab doubles the number of computers, software, lab equipment, and media materials available to students.
- GCC participated with other colleges in sponsoring and hosting two Life Science Academies for public school teachers.

Basic Skills

- GCC added a faculty position to the Literacy Center to continue offering free literacy services to community (in cooperation with Rio Salado Community College, Arizona Supreme Court/Adult Probation, and Literacy Volunteers of America).
- GCC continued to expand its ACE Plus program (college preparatory classes) for students from feeder high schools.

Business & Technology

- Approximately 20 new courses were offered in spreadsheets, programming, network communications, word processing, drafting and design, facilities management, and emergency medical technology. Additional courses were modified to keep the curriculum up-to-date.
- A new Intergenerational Early Childhood Teaching certificate program was instituted to train older adults to be early childhood caregivers.
- GCC started work with local high school districts to develop 2+2 programs in Agriculture, Automotives, Business, and Drafting. These programs link the last two years of high school and the first two years of college to enable students to acquire advanced levels of paraprofessional technological training.
- Two new certificates were developed in Physical Education—Aerobics Instructor and Fitness Leadership.
- Additional courses were offered specifically addressing the IBM AS/400 midrange computer operating system.
- The two-year R.N.-A.D.N. nursing program was revised to include a preceptorship for each student during their final year of the program.

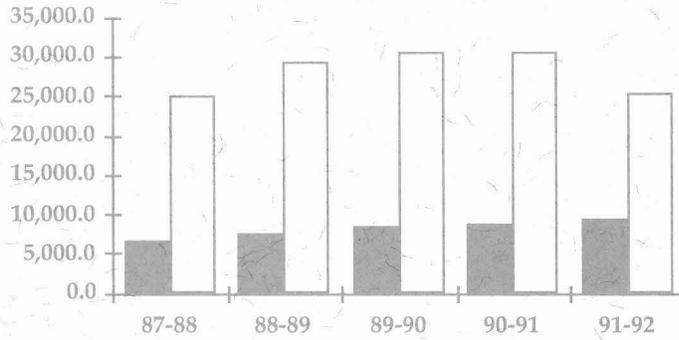
Community Enrichment

- GCC continued hosting events open to the public, including monthly art shows, the Artist Series, and the Speakers Forum.
- GCC received \$9,000 in grants from the Arizona Minority Education Access and Achievement Cooperative for an enrichment project entitled "The World Beyond."
- GCC participated as a lead member in the Glendale Region Educational Articulation Taskforce (G.R.E.A.T.).

Student Services

- The Library/Media Center was remodeled to improve its appearance and serviceability. This renovation added approximately 1,000 square feet of seating space.
- The Testing Center was remodeled for a quieter, more efficient assessment environment and the Multicultural Services area was remodeled to include the Office of Community and School Relations.
- A Campus Information System (CIS) was installed for users to learn about admission, registration, financial aid, student records, graduation, classes, student services, campus maps, and activity calendars.
- Disabled Student Resources' computer workstation in High Tech I was upgraded for hearing- and visually-impaired students.
- A University Transfer Center was created in the Center for Information, Advisement and Registration to help students seeking information and advise about transferring to Arizona universities.
- Campus Crime Watch program was held to educate students, faculty and staff about crime prevention techniques and campus community programs.

ENROLLMENT TRENDS

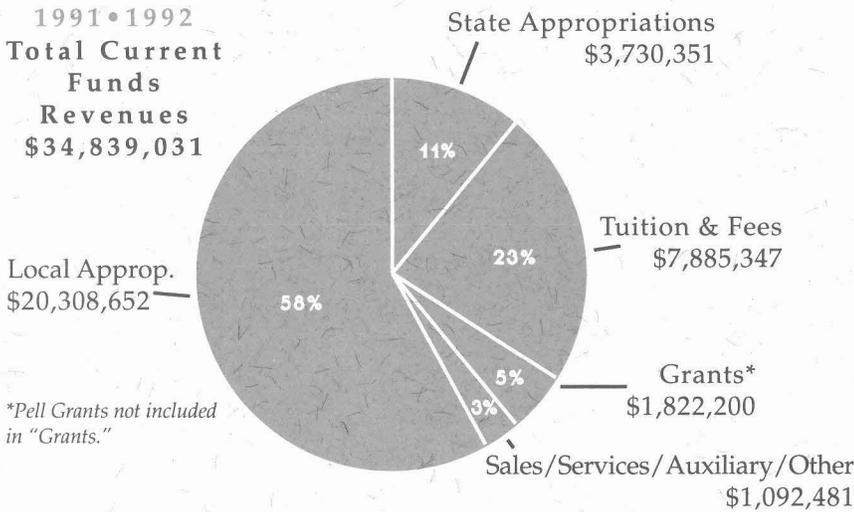


	87-88	88-89	89-90	90-91	91-92
■ Total Fiscal Year FTSE	6,620.2	7,636.8	8,485.0	8,904.2	9,517.4
□ Unduplicated Headcount	25,159	29,266	30,476	30,699	25,279

REVENUES

Unaudited Figures — Subject to Adjustment

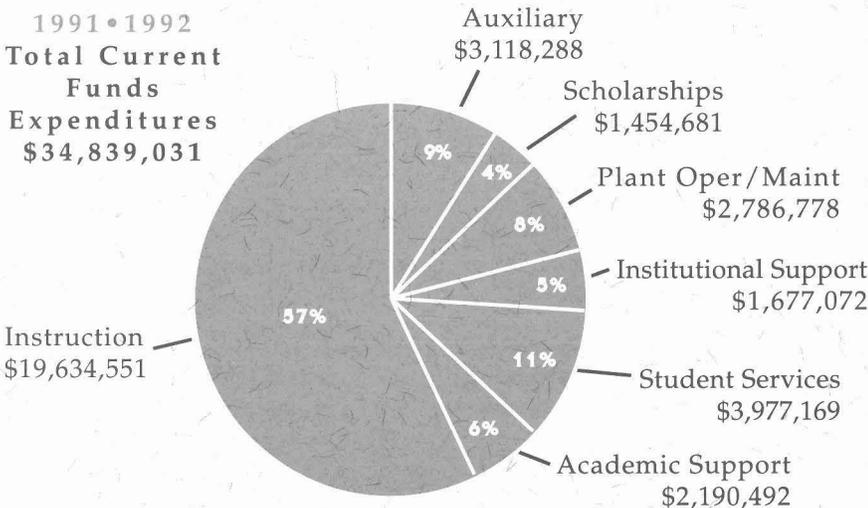
1991•1992
Total Current
Funds
Revenues
\$34,839,031



EXPENDITURES

Unaudited Figures — Subject to Adjustment

1991•1992
Total Current
Funds
Expenditures
\$34,839,031



STUDENT PROFILE

Fall 1991 headcount reached over 19,000 students. The unduplicated student headcount for the 91-92 academic year was 25,279.

The full-time student equivalent (Total Year FTSE) grew to 9,517.4 (7% increase over previous year).

The following are selected demographic elements from our 1991-1992 student profile:

- Females 56%
- Males 44%
- Average Age 31 years old
- White/Other 83%
- Mexican American 10%
- African American 3%
- Asian American 3%
- Native American 1%
- Day Students 56%
- Evening Students 44%
- Full-time Students 26%
- Part-time Students 74%
- Enroll in 1-3 credits 38%
- Average load 6.5 credits
- Enrollment from GCC in ASU West's upper division 40%



NEEDS OF BUSINESS / COMMUNITY LEADERS

Glendale Community College seeks to meet the employment and training needs of its service area. Please help us identify those needs by completing the following survey. As a business and/or community leader your opinions are valuable to us. Please complete both sides of this survey and return it to Glendale Community College (return address and reply mail information on reverse side).

DIRECTIONS: Circle the number of the response you wish to indicate. If you wish to change a response, cross out the incorrect response.

Student Training Before Employment

1. Glendale Community College offers courses in several broad areas. Please rate each in terms of its importance to your company. [04-07]

	Very Important	Somewhat Important	Not Very Important
General Education Courses (college level courses in the liberal arts and sciences)	1	2	3
Courses which teach specific occupational skills	1	2	3
Courses which transfer to universities	1	2	3
Courses which teach remedial skills (Remedial reading, writing, math; ESL; Literacy)	1	2	3

2. Does GCC offer the appropriate combination of courses, certificates and degrees to meet your employment needs? [08]

1. Yes 2. No 3. Don't know

3. How well does GCC's curriculum prepare students for entry-level positions in your industry? [09]

1. Very Well 2. Well 3. Only fairly 4. Poorly 5. Don't know

For items 4-13, please tell us how adequately GCC prepares students in the areas listed below: [10-19]

	More than Adequate	Adequate	Needs Improvement	No Basis to Judge
4. Knowledge of program-specific concepts	1	2	3	4
5. Technical skills	1	2	3	4
6. Reading skills	1	2	3	4
7. Writing skills	1	2	3	4
8. Speaking skills	1	2	3	4
9. Math skills	1	2	3	4
10. Problem-solving skills	1	2	3	4
11. Ethics	1	2	3	4
12. Leadership skills	1	2	3	4
13. Ability to locate information	1	2	3	4

14. Using a scale of 1-10 (1 being "most used"), please rank the following sources of new employees in order of your usage:

___ Walk-ins	[20]
___ Referrals from current employees	[21]
___ Internal promotion	[22]
___ Classified or other media advertisements	[23]
___ Private employment agencies	[24]
___ DES/Job Service	[25]
___ Proprietary/Private Schools	[26]
___ 2-Year colleges	[27]
___ ASU or other 4-year institutions	[28]
___ Other _____	[29]

15. Has your company employed any GCC graduates in the last five years? [30]

1. Yes 2. No 3. Don't know

Training of Employees After Hire

16. What types of training does your company need for current employees? [Answer yes or no for each item] [31-35]

Literacy skills	1. Yes	2. No
Continuing in-service	1. Yes	2. No
Retraining/New skills	1. Yes	2. No
Computing	1. Yes	2. No
Other _____	1. Yes	2. No

17. What is your current mode for conducting employee training? [Answer yes or no for each item] [36-41]

In-house	1. Yes	2. No
Private vendors/consultants	1. Yes	2. No
Trade schools	1. Yes	2. No
Community college(s)	1. Yes	2. No
4-Year colleges or universities	1. Yes	2. No
Other _____	1. Yes	2. No

18. What is the MOST IMPORTANT factor you consider when selecting an organization to conduct your employee training? [Select only one] [42]

1. Cost 2. Location 3. Expertise of instructors
4. Customized training 5. College credit

19. Have you previously contracted with GCC do on-site training for your employees? [43]

1. Yes 2. No 3. Don't Know

Overall Satisfaction with GCC

20. As you understand it, how would you rate the quality of education at Glendale Community College? [44]

1. Excellent 2. Good 3. Only fair 4. Poor

21. Overall, how well do you think Glendale Community College is meeting the needs of your community? [45]

1. Very Well 2. Well 3. Only fairly 4. Poorly 5. Don't know

Demographic Elements

22. For what type of company do you work? [46]

23. How many people does your company employ? _____ [47-50]

24. What is the highest grade of school or year of college you completed? [51]

1. Less than HS grad 2. HS graduate 3. Some college
4. Bachelor's degree 5. Postgraduate degree

25. What is your company's zip code? _____ [52-56]

Comments

Use this space to explain any of your answers (include the question number with your remarks).

[57-58]

Fold here, tape closed and mail to GCC. Thank you for your participation in this survey!



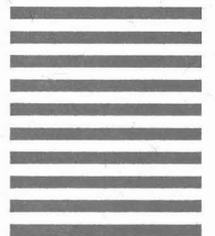
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STRIVING FOR INSTITUTIONAL EFFECTIVENESS

Assessment Movement

Public education institutions are under closer scrutiny these days as legislators and taxpayers demand greater proof of "effectiveness" in exchange for tax dollars allocated. Accreditation agencies have joined this movement as well, demanding greater precision and documentation in the assessment of student academic achievement and institutional effectiveness. Community colleges face challenges unsurpassed since their inception as they strive to meet these new reporting requirements, manage themselves effectively with diminishing resources, and identify and meet the diverse needs of their changing communities.

What is Assessment?

Assessment, in many ways, is "total quality management" adapted to the educational setting of teaching and learning.

The essential characteristics of total quality management are:

- Customer focus
- Total commitment to excellence
- Continuous improvement of processes using statistical methods
- Participation by everyone—teamwork
- Focus on internal and external customer needs and expectations
- A top-down and bottom-up commitment with an organization-wide focus

Community colleges cannot ignore the customer in our search for excellence, and we must begin understanding quality as our customers perceive it. Adopting a continuous improvement approach represents a shift in how we perceive our role and responsibility. This approach is the process through which the organization adapts itself to the needs of the people it serves.

Assessment asks: "What do our students know, and what can they do? Are they learning what we intend? What do all our teaching and curricula add up to for students? How might their experience be improved?" It prompts clearer, more collective expectations about student learning.

Assessment enacts a fresh and learner-centered conception of quality. It can heighten attention to and foster coherence in the experience of students (cumulative effects of sequential courses and/or general education). Most importantly, assessment provides information for continuous improvement, providing a better basis for decision-making to enhance institutional effectiveness. Assessment results are then integrated into the institutional funding and decision-making processes.

Institutional Effectiveness at GCC

Beginning in Fall 1990, GCC began a comprehensive institutional self-evaluation by the faculty, staff, and administration to be submitted as part of the application to the North Central Association of Colleges and Schools (NCA) for continued accreditation. In February 1992, GCC was awarded ten years of reaccreditation and was asked to submit a follow-up on its program to document student academic achievement.

A faculty-driven Institutional Effectiveness (IE) Committee was formed to oversee GCC's assessment program and the Office of Institutional Effectiveness was opened to facilitate faculty research needs.

To meet this challenge, four subcommittees of the IE Committee were formed: Mission; Overall Institutional Effectiveness Plan; Student Academic Achievement; and Instructional Support Services. Each

committee is co-chaired by faculty and administrative representatives.

These subcommittees will be meeting regularly to further develop the college-wide Institutional Effectiveness plan. Focus areas include:

- Refining the college mission statement to include concrete goals and measureable competencies;
- Developing specific student academic achievement goals for each department, division, service area, etc.
- Piloting student academic achievement plans in selected courses;
- Analyzing collected data to determine if it adequately measures specified outcome competencies;
- Communicating findings to necessary audiences;
- Applying findings for improvement of the institution;
- Evaluating the assessment process;

To assess GCC's effectiveness, we will be measuring the educational gains of individual students and the educational goals of the community as a whole. The quality of our products and services and our ability to tailor products and services to specific community and customer needs are the most important issues related to community college effectiveness.

References:

- "Pathway to Quality," Florida Community College at Jacksonville, September 1992.
- "1991 Status Report on 25 Institutional Effectiveness Indicators," Florida Community College at Jacksonville, 1991.
- "Report of the Commission on Quantum Quality," Maricopa County Community College District, August 1992.
- "A Beginner's Guide to Higher Education Assessment," Winthrop College, South Carolina, June 1992.
- "Using Assessment to Strengthen General Education," American Association for Higher Education, 1991.



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A DECADE OF CHANGE—AT A GLANCE...

The following is a comparison of demographic changes that occurred between 1980 and 1990 at Glendale Community College, in the service area surrounding GCC, and lastly Maricopa County. Sources: GCC Data Book and 1980 and 1990 Census data.

	Glendale College 1980	Glendale College 1990	Service Area 1980	Service Area 1990	Maricopa County 1980	Maricopa County 1990
Fall Enrollment/ Population Growth Rate	13,818	19,019 38%	373,834	473,703 27%	1,509,052	2,122,101 41%
RACE/ETHNICITY (18+ Yrs)						
White/Other*	87%	84%	89%	82%	85%	80%
African American	2%	3%	1%	3%	3%	3%
Native American	1%	1%	1%	1%	1%	1%
Asian American	2%	3%	1%	2%	1%	2%
Mexican American *	8%	10%	8%	12%	11%	13%

*Census figures have been manipulated to accommodate differences in collection of Hispanic ethnicity data.

GENDER

Male	47%	43%	49%	49%	49%	49%
Female	53%	57%	51%	51%	51%	51%

AGE:

GCC age data is not compatible with groupings reported by the Census.
 However, the average student age has increased from 28 to 31 in the last decade.

HOUSEHOLDS**

Total Households Growth Rate	NA	NA	132,352	178,839 35%	545,503	807,560 48%
Persons per Household (Reduction)	NA	NA	2.81	2.63 (6%)	2.73	2.59 (5%)
Persons per Family (Reduction)	NA	NA	3.26	3.22 (1%)	3.25	3.20 (2%)

**Household data is not collected by GCC. Census figures are presented here for your information. We will be collecting additional Census data on educational attainment, language spoken at home, income, employment, and poverty at a later date.

Glendale Community College and the Maricopa County Community College District do not discriminate on the basis of race, color, religion, national origin, sex, handicap or age in application, admission, participation, access and treatment of persons in instructional or employment programs and activities. Glendale Community College will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Glendale Community College y los Colegios Comunitarios de Maricopa no discriminan con base en raza, color, religión, nacionalidad, sexo, impedimento o edad en la solicitud, admisión, participación, acceso y tratamiento de personas en programas y actividades instruccionales o de empleo. Los Colegios Comunitarios de Maricopa tomarán medidas para asegurar que el no poder comunicarse en inglés no será un obstáculo a la admisión y participación en programas de instrucción vocacional.



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