

*[NCA] Report of a Visit to  
Maricopa Community College -  
Glendale Community College*

*March 4 - 6, 2002*

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June 11, 2002

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Dear Dr. López:

This is to acknowledge the receipt of four copies of the Report of a Visit to Maricopa Community College-Glendale Community College.

Based on review of and agreement with the team's report and recommendations, the Readers' Panel is chosen as the review process for continued accreditation. As requested, this formal written response to the evaluation team's report and recommendation will be sent to members of the visiting team. Copies will also be retained for the Commission's review process.

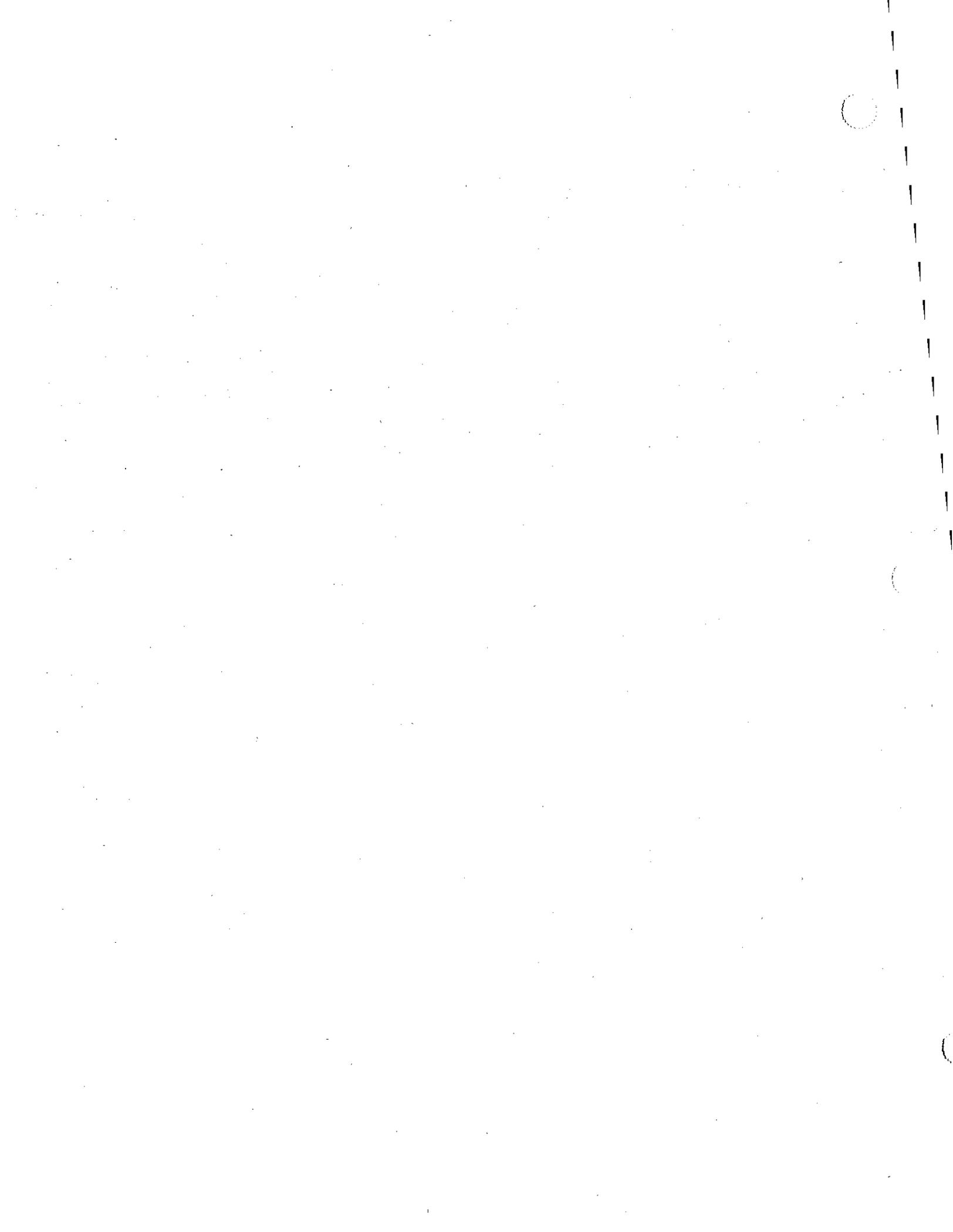
In closing, the College thanks the chair and members of our Evaluation Team for their expertise and keen observations about Glendale Community College's strengths and challenges. The College accepts and understands the urgency and importance of addressing each of the concerns noted in the team's report and has begun to develop action plans to respond to the concerns and recommendations.

Sincerely,

Phil D. Randolph, Ed.D.  
Interim President

PDR:rh

cc: Dr. Charles Guengerich  
Dr. Ron Anderson  
Dr. Carole Bulakowski  
Dr. Rose Ann Findlen  
Dr. Rebecca Ann Nickoli  
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Dr. R. Michael Snider



Report of a Visit  
to

Maricopa County Community College District  
Glendale Community College  
Glendale, Arizona  
March 4 - 6, 2002

for the

The Higher Learning Commission  
of the  
North Central Association of Colleges and Schools

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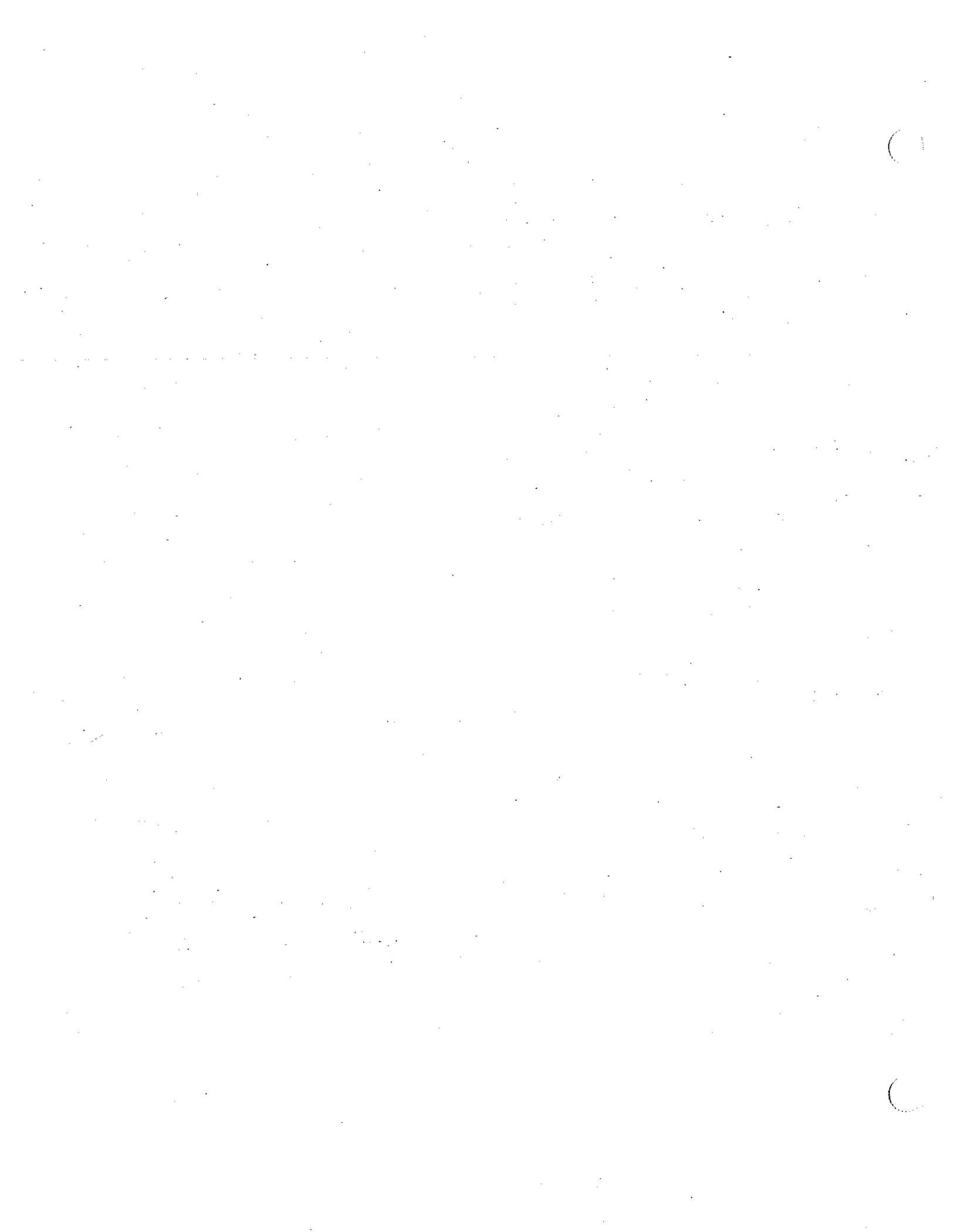
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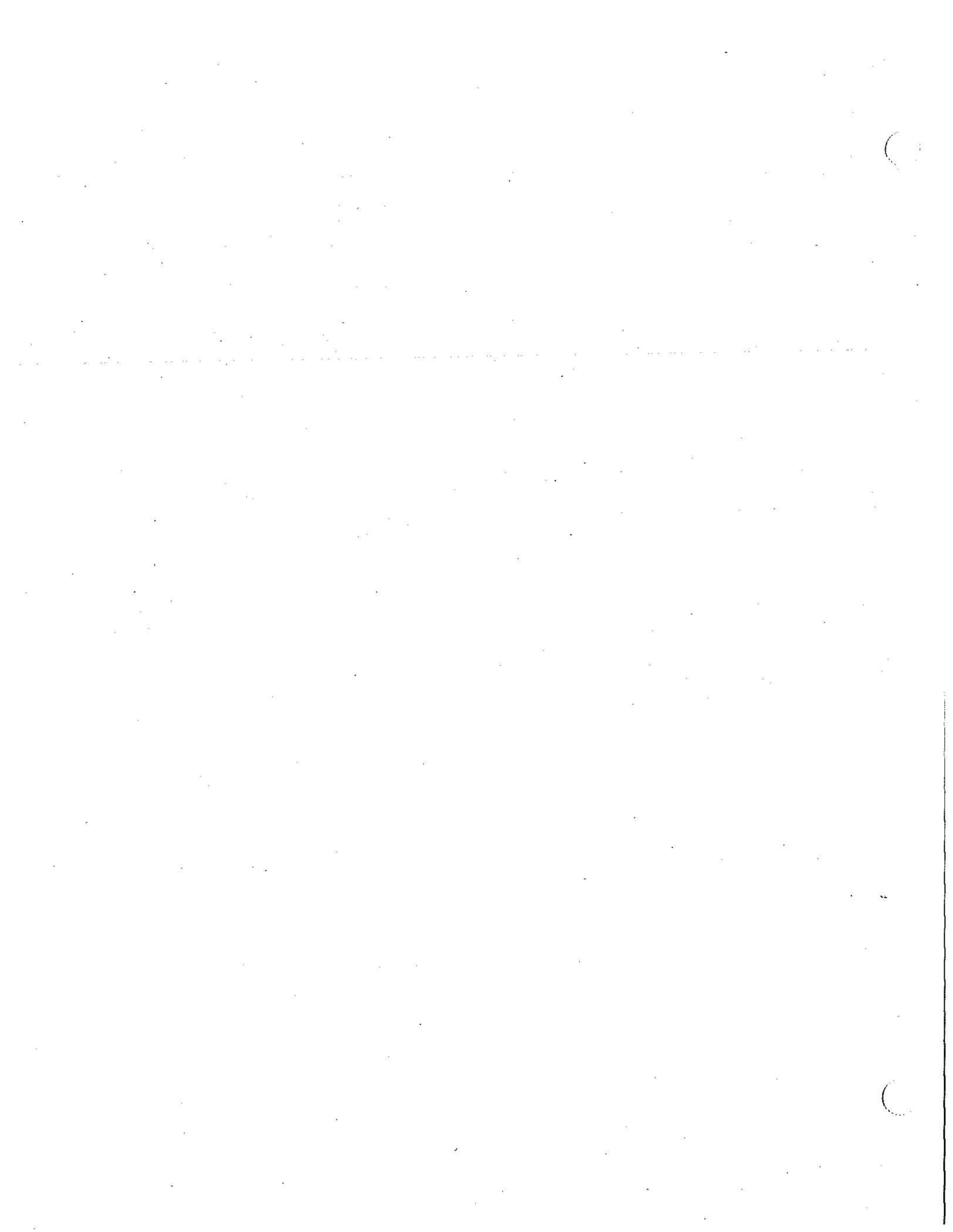
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**Section One: Introduction**

This report represents the results of a comprehensive evaluation visit of Maricopa County Community College District - Glendale Community College (GCC) for continued accreditation at the Associate's Degree-granting level that was conducted for the Higher Learning Commission on March 4 - 6, 2002. This report will be divided into four sections. Section One will present the organization of the report, the institutional overview, the accreditation history, the structure and scope of this evaluation, intended audiences for this report, and an evaluation of the institutional Self-Study. Section Two will address the general institutional requirements (GIR), the five Criteria for Accreditation and the Federal Compliance Issues. Section Three will provide advice and suggestions to Glendale Community College from the team in its role as consultants, and Section Four will provide the rationale for the team evaluation and the Worksheet of the Statement of Affiliation Status.

**Institutional Overview**

Glendale Community College is the second largest college in the Maricopa County Community College District (MCCCD). MCCCD serves over 1.9 million residents in the 9200 square miles of Maricopa County Arizona. The District has expanded from one community college with 8800 students in 1963 to a current enrollment of 93,000 students at ten colleges, an educational center and two skill centers. Glendale Community College opened in 1965 as the District's second college. Located in the City of Glendale, Arizona, the college sits on a 147-acre site at Olive and 59<sup>th</sup> Avenues.

### Scope and Structure of Team Visit

This visit was a comprehensive visit for continuing accreditation at the Associate's Degree level. During the visit, the team visited the main campus in Glendale, GCC North, and the District Office. Open meetings were held with faculty, administrators, professional/technical staff, classified staff and students. Opportunities were also given for individual employees to schedule private meetings with Team members.

A dinner meeting with the members of the Board of Trustees enabled the entire team to hear from these college and community leaders. A breakfast meeting was held with members of the community providing insight on the role that the college plays in the life of the community.

Academic files, transcripts, personnel files, audits, budgets, planning documents, minutes of Board Meetings, policy handbooks, teaching schedules, and college publications were reviewed. The academic and administrative computer operations were reviewed, and all academic facilities were reviewed as well.

Daily meetings of the team assured continued communication at all times, and this final report represents the views of the entire team. Morning meetings were held each day between the Chair and the College President so that the college would be informed about the progress of the evaluation and requests for additional information could be made. The exit report was preceded by a meeting with the College President and the Chancellor of the District to inform them of the

team's evaluative findings: its judgement of the College's strengths and challenges, and its recommendations relative to the College's continued accreditation.

### Accreditation History

In 1962, under provisions of the State's new Junior College Law, the voters of Maricopa County approved the establishment of a community college district. The system officially opened in 1963. In 1967, the multi-college District (Phoenix College, Glendale Community College, and Mesa Community College) received its initial accreditation from the North Central Association. The transfer of accreditation from Phoenix College to the Maricopa Community College District with single accreditation for each of the three colleges was completed at this time. When Glendale and the two other colleges were visited in 1977, each received six years of continued accreditation, with focused visits scheduled for 1979 and 1981. The 1979 Focused Evaluation Team recommended that significant issues regarding the relationship between the colleges, the District office and the governing board were still in need of being addressed. Following the completion of the 1979 Focused Visit, the requirement for the focused visit in 1981 was rescinded by the North Central Association. In 1983, Glendale Community College completed a comprehensive visit for accreditation which resulted in an eight-year accreditation with a requirement that a report be submitted to address three concerns. This report was accepted by the Commission in 1986 with the next comprehensive visit scheduled for the 1991- 1992 academic year.

The last comprehensive visit to Glendale Community College occurred in February of 1992. At that time the team cited 57 strengths and seven concerns. The concerns focused on 1) the

implementation of an assessment plan, 2) the low number of completers in occupational programs, 3) the involvement of residential (full-time) faculty in evening programs, 4) the effectiveness of academic advising, 5) communication with students on college activities, 6) student access to funds targeted for clubs and organizations, and 7) the static nature of the book budget to support the core curricula and new programs. Requiring the institution to file a report on assessment in March of 1993, the team recommended that the next comprehensive visit take place in the 2001 - 2002 academic year.

In 2000, Glendale Community College requested that the Commission on Higher Learning send a team on a special advisory visit to the college on the issue of institutional integrity. The team served as an objective third party to provide advice to the Executive Director of the Commission regarding the accreditation status of Glendale Community College. The team reported on two issues that shared governance at the college were "badly strained and troubling divisions between parts of the faculty and the administration exist" due to several factors and that the "Board may be inappropriately involved in the troubling divisions between some parts of the faculty and the President". Their report recommended five suggestions to assist the institution with resolving the internal problems: 1) that board members adhere to their own Code of Conduct as adopted on 9/24/1999, 2) that the District Governing Board hold a meeting on campus to clarify its expectations of the president, 3) that the college conduct a campus climate survey with the data being used by a outside consultant to mediate problems areas, 4) that the college develop an Code of Ethics and Code of Conduct for employees, with guidelines for dealing with Code violations, and 5) that the college president and leaders of the Faculty Senate meet regularly to discuss issues of mutual concern. The report concludes by stating that "The team emphasizes,

that if in fact there is no improvement by the time the NCA sends a team in for a comprehensive visit in March 2002, the Commission on the Accredited Status of GCC should take serious action."

#### Audiences for the Team Report

In presenting this report, the team realizes that it is intended for several audiences:

- The Governing Board of the Maricopa County Community College District
- The Chancellor of the Maricopa County Community College District
- The President of Glendale Community College
- Higher Learning Commission Staff
- Higher Learning Commission Readers' Panel and/or Review Council Members
- The Higher Learning Commission
- Members of Subsequent Higher Learning Commission Evaluation Teams
- Future NCA Steering Committee at Glendale Community College

#### Evaluation of the 2001-2002 Self-Study

The Self-Study Report was well written, organized around the GIRS and the Evaluative Criteria and was easy to read and follow. Little comparative data were included to document institutional progress, growth, and change. In some areas, such as budget trends and assessment of student academic achievement, data were either missing or given for one academic year only, making the report in these areas entirely descriptive in nature. However, much of this supportive data was made available to the team in the resource room, through URL web listings, and on a computer disc that was provided to the team in advance of the visit.

The college carefully documented its strengths and future challenges. The team felt that the visit supported both the strengths and future challenges that the institution identified in its Self-Study. This accurate and open self-assessment made the Self-Study document a valuable tool in evaluating the institution.

The Self-Study documented that the institution had addressed and made progress on each of the concerns cited by the 1991 – 92 comprehensive team. The number of degree and certificate completers of occupational programs continues to be low as many students pursuing courses of study in these areas are employed prior to program completion. Academic advising has improved, but there is a continued need to review the quality of services to evening students. Residential faculty teach 31% of the evening course load versus the 16% taught in 1992. Event advertisement has increased on the college campus through the increased use of bulletin boards, and via the college's web page. An orientation for club officers and members has been implemented and the college has increased the allocation of funds for the purchase of new books, and expanded print and electronic subscriptions. The Library Media Center of the College has also undergone a major remodeling effort.

The Self-Study report also documented the actions taken on the recommendations of the May 2000 Special Advisory Team. To date, a College Climate Study has been conducted, a Board Meeting held at the College, and a College ethics policy has been developed in accordance with the team recommendations.

In conclusion, the Glendale Community College Self-Study was completed with a high degree of institutional participation and provided both an accurate picture of the college and a very professional image of the institution.

## **Section Two: Evaluation for Affiliation**

### **General Institutional Requirements**

As a mature institution, GCC had addressed the General Institutional Requirements (GIR) for previous accreditation visits. Since the Commission has revised and enlarged the sphere of the GIRs, the team carefully reviewed compliance with each requirement, validating the statements on pages 13 through 16 of the Self-Study.

### **Mission**

The mission and purposes of the MCCCCD and GCC are clearly defined on pages 19 and 20 of the Self-Study. These pages also include a brief history of the changes in the wording of the mission statement. The Board of Trustees adopted the current District mission and vision statements in January of 1997, and with amendments in July of 1997 and July of 1999. The Board also reviews and approves the college mission statements of the District's colleges. Glendale Community College's mission statement was approved on October 23, 2001. The District and college mission statements can be found in the college catalog, and the faculty and staff handbooks. Glendale Community College is a degree granting institution at the Associate Degree level.

### Authorization

Glendale Community College derives its authority from state legislation (1960) authorizing the creation of a state community college system. The state law provides for a State Board of Directors for Community Colleges (ARS # 15-1424, 15-1425) and a county-district governing board (ARS #15- 1441 - 15- 444).

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### Governance

The State Board of Directors performs a regulatory function and establishes the general parameters for all Arizona community college districts. The MCCCCD Board of Trustees has been granted the authority to establish and review basic policies and to provide governance for the college under general parameters set by the State Board. The voters of Maricopa County elect this public 5-member body for staggered six-year terms. The Board functions autonomously and hires the Chancellor as the Chief Executive Officer of the District and the College President as the Chief Executive Officer of Glendale Community College. Each year the Board authorizes affiliation with the Higher Learning Commission through its budgeting process.

### Faculty

The College employs a faculty with degrees from accredited colleges and universities as verified by a review of a sample of personnel files. Additionally, all faculty members must be certified to teach at the community college level by the State of Arizona. A review of faculty assignments indicated that all faculty members are teaching in areas appropriate to their preparation and credentials. With 245 full-time faculty and 653 part-time faculty, there is sufficient faculty to oversee all curricula.

### Educational Programs

The College offers the Associate in Arts degrees in 13 areas, the Associate in Applied Science degrees in 32 areas, and the Associate in General Education degrees in 4 areas. In addition it confers degrees designed to transfer in 13 areas, and certificates in 42 areas. The appropriately named degree programs had students enrolled in them at the time of the evaluation visit. These degrees are similar to degrees offered at other institutions of higher education.

All associate degree programs contain a general education core curriculum. The general education core requirements are clearly described in the college catalog (pages 47-70). This description includes a list of courses that can be used to fulfill the core requirements.

The admissions policies are stated in the college catalog and are consistent with the college's mission statement and Arizona State Board of Directors policies. Programs with admissions criteria and high demand are specifically noted with information concerning procedures to access admission to these programs.

Students have access to a variety of learning resources and support services, which are clearly identified in the Colleges Catalog. Policies governing students are directly incorporated into the catalog (pages 31 to 45) so that one document contains all the information a student needs to accurately learn about GCC.

## Finances

Maricopa County Community College District records are audited yearly by the Auditor General of the State of Arizona. The District has a memorandum of understanding with the Higher Learning Commission, which accepts the District's financial report for the accreditation purposes of the individual colleges including Glendale Community College. The yearly budget and financial procedures demonstrate the appropriate allocation and use of resources to support the College's educational programs. The current financial condition of the college indicates a healthy fund balance and clear fiscal viability.

## Public Information

The College Catalog includes the mission statement (page 4), accurate descriptions of its educational programs and degree requirements (pages 71 to 260), the full time faculty and administrators and their credentials (pages 272 to 279), a directory of learning resources (pages 50 to 51), its enrollment policies and practices (pages 14 to 25), and its charges and refunds policies (pages 26 to 30). The academic calendar is printed on the inside front cover of the catalog and in the course schedule. On page four of the catalog, the institution lists its affiliation with the Higher Learning Commission of North Central Association with the telephone number and web address of the Commission. The College makes these publications available in the college library and all financial information was described in the Self-Study, which was accompanied by recent audit reports.

### Summary of the General Institutional Requirements

In the team's opinion, Glendale Community College has complied with all General Institutional Requirements.

Criterion One: The institution has clear and publicly stated purposes, consistent with its mission and appropriate to an institution of higher education.

### Mission and Purposes

The Board of the Maricopa County Community College District adopted the current mission statement of Glendale Community College in October of 2001, thus reaffirming the mission statement prior to the team visit. "The mission of Glendale Community College is to address the higher education needs of its community. Through its diverse programs and services, GCC assists students in meeting their educational goals." The mission is accompanied by a list of statements that further define GCC as an institution of higher education. "We fulfill this mission as an institution of higher education by preparing students:

- To participate responsibly in a culturally, diverse, technological and global society.
- For successful transfer to colleges and universities.
- For employment and advancement within their chosen careers."

College-wide core and secondary general education outcomes for students and Institutional Effectiveness and Assessment including Objectives for Academic Success and Student Development are also published prominently in the catalog.

The mission and goals of the college are printed in all college related publications, including the catalog, annual reports, and newsletters. The mission statement also appears on the College's web site.

Meetings with groups throughout the college indicated that internal and external college constituencies were aware of the College mission and proud of the role that the GCC was playing in its service area. The Board of Trustees recognized their role in providing the necessary leadership in creating policies that led to the fulfillment of the District and GCC mission and purposes.

GCC plans its academic offerings and community services in direct relation to its mission statement. The College is satisfied that the mission is appropriate and that its activities and programs are supported by it. The team concurs that the mission of the college is appropriate, publicly stated, and is supported by the programs offered by the college.

#### College Purposes

The purposes of the college are directly linked to the services the college is providing to the community through its programs. Discussions with various groups indicate that the mission, purposes and educational programs are well aligned. The team found that there was a lack of an up-to-date strategic plan designed to provide both short and long-range goals to support the mission and purposes of the college (for further discussion see Criterion Four). The District and its individual colleges have begun to develop a new strategic plan designed to address this issue.

### Summary of Criterion One

After meeting with faculty, students, staff, community members, the Chancellor and Vice Chancellors of MCCCCD and the Board of Trustees, the team concluded that it is evident that Glendale Community College has clearly stated its mission and purposes and that all of the constituencies understand and support the mission and purposes in their entirety. It is the opinion of the team that Glendale Community College fulfills the requirements of Criterion One.

Criterion Two: The institution has effectively organized human, financial, and physical resources to accomplish its purposes.

### Human Resources

#### Governing Board Resources

The five members of the Governing Board are viewed as community leaders in Maricopa County. Board membership is relatively stable with four members serving on the Board for over 15 years. This stability allows for both a sense of history of GCC and the Maricopa District. The Board is accountable to the voters and must stand for election every six years. Each Board member is elected in a district that is coterminous with the Maricopa County Board of Supervisors member districts. Terms are staggered so as to provide stability for the college.

The Board sets and reviews the performance expectations for the Chancellor of the District, who supervises the President of the College, who is then responsible for the day-to-day operations of the college as it seeks to accomplish the mission and vision established by the Board.

In speaking with the Board, it was apparent that those present have a good working relationship with the Chancellor and President of the College. Board members felt that the College had made progress on the issues addressed in the Report on the Special Visit and that both internal communication and the campus climate at GCC had improved. The Team sensed that the Board members present recognized the seriousness of the advisory recommendations of the May 2000 Special Visit and had recommitted to the Board's Code of Conduct. Additionally, members present seemed to recognize the delicate balance required between setting policy direction for the District and representing their elective district constituencies.

The Board's past vision led to the acquisition of land for the expansion of the District. GCC benefited from this past vision as the GCC North operation is on land previously purchased by the Board. The Board sets annual goals for the District and each college submits its budget and yearly operational plan in response to these goals. Glendale is viewed as one of the strengths of the District. Currently there are plans to update the Facility Master Plans of each college and the District Strategic Plan as the Board plans for a new bond issue in the near future. If approved by the voters, this bond issue would allow for needed physical plant renovation and repairs, new buildings and technology updates.

The Board is effectively organized to accomplish purposes and is consistently informed about the college.

### Administrative Resources

The Chief Executive Officer of GCC is the College President. In 1999, Glendale Community College re-organized to effect the following changes: (1) to put all instructional areas under one dean; (2) to consolidate student services; and (3) to better coordinate the activities of regional campuses. Three dean positions emerged: Dean of Instruction, Dean of Educational Services, and Dean of Administrative Services.

In the spirit of shared governance, the administration shared the concept of this re-organization with the Faculty Senate who debated its merits for seven months. As a result of the discussions and faculty recommendations, two associate dean positions were added to the reorganization plan to support the Dean of Instruction and two were assigned to support the Dean of Educational Services. The associate deans serve in operational roles in the organization and take leadership of specific projects. Department Chairs consult with the Dean of Instruction unless the issues are operational in nature; then they work with associate deans on issues such as scheduling.

Other management positions exist in areas such as security, financial aid, student support, international student affairs, and facilities. These managerial positions all report to one of the three deans. Institutional Effectiveness reports to the College President.

### Faculty

Glendale Community College has a dedicated faculty who are organized into seventeen discipline areas. In each area, one or more members of the faculty share released time from teaching duties in order to carry out necessary academic administrative functions. Each reports

to the Dean of Instruction, but receives support from one of the two Associate Deans of Instruction.

All faculty members have credentials that are compatible with their teaching areas. Ninety-one percent of the full-time faculty members have earned a Master's Degree or above; the remaining faculty have a Baccalaureate degrees or required professional certifications to teach in a particular area. Part-time faculty members have qualifications that are equivalent to their full-time counterparts. The faculty is dedicated to the institution and many have spent their entire careers at GCC.

In 2001, the Faculty Senate wrote a proposal to the college president regarding department chair elections. After two drafts of the proposal were not approved by the president, a third draft gained approval. Department chairs are responsible for conducting classroom evaluations of new faculty. Residential faculty participate in a professional development planning and self-evaluation process. By District policy department chairs and administrative staff have no means of participating in appraising the performance of faculty unless faculty members elect to include them in the process. Moreover, department chairs do not visit the classes of permanent faculty. The administrative review process is district-wide; in this process, department chairs are excluded from participation. A number of administrators and department chairs expressed frustration with the lack of a connection occurring between supervision and performance appraisal, believing that performance issues cannot be addressed proactively and consistently. A further disconnection in the process is that there is no linkage between a department's goals or

outcomes and faculty development activities, so human resource investments may not be connected to departmental needs as effectively as they could be.

#### President's Advisory Council

When the current president came to the college in 1996, she created a broad advisory group as a step toward the establishment of shared governance at the college. She included representatives from faculty, staff and administration in the group for several purposes: (1) to disseminate information throughout the college related to both district-wide and college-wide activities; (2) to recommend actions to the president on broad-based campus issues; and (3) to create new standing committees which count toward service assignments on the faculty workload. Examples of such cross-functional groups include the Futures Committee, the Library Media Committee, the Facilities Committee, College-Wide Academic Achievement Committee, the College Technology Committee, and the Learning Communities Group.

Other projects undertaken by the President's Advisory Council are (1) a self-study of committees, delineating their respective roles as either strategic or operational, (2) the development of a Code of Ethics for the campus, and (3) the development and administration of a campus climate instrument, done in collaboration with the Faculty Senate.

The President's Advisory Council members indicated that the council has helped campus morale through providing an avenue for stemming rumors and disseminating information. Communication methods include the publication of minutes on the web, provision of handouts used in meetings on the web, and regular e-mail entitled, "Points from PAC." The broad

representation of employee groups has also raised campus morale. Other benefits of PAC which members cited are that it creates a forum for open, honest exchange of views, the focus of the organization on the common good, a venue for discussing and modeling civility, a place where employees from across the campus could laugh together, and a forum for broad-based brainstorming of approaches to problems such as lack of parking and poor campus climate. Some participants questioned whether the committee should meet as frequently as it has in the past.

#### Committee Structure

Faculty participate in the committee structure of the college in one of three ways: (1) product (for example, planning and implementing Student Day); (2) process (for example curriculum development); and (3) participation in governance. Faculty members submit their three ranked preferences for committee assignment to the administration with assignments being made in conjunction with the Faculty Senate President. A college administrator manages a data base to track faculty assignments outside the classroom; however, there is no accountability measure or consequence related to faculty service, since participation is not linked either to the performance appraisal process nor to departmental goals and outcomes. Despite the lack of formal accountability, the vast majority of the faculty members participate in committee activities.

#### Faculty Senate

The faculty is governed through an elected Faculty Senate. The 18 member Senate is elected by the GCC residential faculty and have staggered terms so that one-third of the Senate is up for election each year. The primary function of the Senate is to serve as the representative of the faculty of the college to the local and District administrations and to the Governing Board with

respect to academic and professional matters. The Senate selects representatives to serve on administrative councils and coordinating committees of the college's faculty and to participate in the formation and implementation of education policies for the local college and the District.

The shared governance structure implemented by the President in 1996 caused friction and resentment between the President and Senate. The Senate felt that it had the exclusive responsibility to meet with the President on college issues and that all other employee groups should not be involved in college governance. Feeling that its power and influence had diminished, the Senate called for and received a vote of no confidence in the President. This position led to the crisis in which the Commission sent an Advisory Team to the College in 2000 to review the situation and provide advice to the college.

Several Senators still believe that the governance structure implemented by the President is not in the best interest of the College. The majority view seems to be that the current participatory governance structure with representatives from all employee groups has not diminished the role of the Senate. The Team strongly agrees with this latter assessment. The Faculty Senate has maintained its earlier authority in all areas, including curriculum and budgetary advice areas.

Since internal conflict continues to be demonstrated by a small minority of the faculty, the Team lists as a concern the need to continue to work on the recommendations of the Advisory Team and to report to the Commission on the college climate through a follow-up employee survey process. Using the initial study as a baseline, the college can monitor attitudes and progress towards mutual respect of all employee groups as stated in the District values statements.

Although progress has been made since the 2000 Advisory visit, much remains to be done to ensure that no future Senator states that other employee groups are "not the intellectual equal of the faculty and therefore have no role in college governance."

#### Facilities

The physical plant of GCC consists of the 147 acre Main Campus and has over 620,000 square feet of buildings. GCC - North is located on 75 acres and has 10,000 square feet that belongs to the College and 10,000 square feet that are owned by the local school district and shared with the College. Campus facilities are clean and well maintained. New buildings for Science and Math and a renovated Library Media Center have won architectural awards and clearly are showplaces on the campus. Since the last visit new building also include Music and Humanities; remodeled projects include mathematics, Fine Arts, the old Music building and athletic fields.

Recognizing the need for upgrading of several of its facilities, the college has plans to build and/or renovate various buildings. To implement this plan, the District intends to seek a new bond issue within the next several years. This bond issue will provide funds to renovate older buildings on the main campus and develop permanent facilities on the GCC North site. Discussions on how the bond issue might be used to improve the campus parking are also occurring in relation to the new bond issue.

College grounds are well maintained and handsomely groomed. GCC cites parking as one of the problems identified as a problem area by students. Students also pointed to parking as a problem in meetings with the team. Since the college is aware of the problem, it is anticipated that a creative solution to this problem will be found.

Currently, a new student services center is under construction. This one-stop center will become the hub of a student service network physically located in a way to ease student use. To insure that staff would be adequately trained for the opening of the Center, GCC began hiring and training staff during the last fiscal year so as to both increase and improve student services on the campus.

The College has also maximized its resources by entering into shared agreements for facilities. The local fire department built a modern fire station on GCC land with classrooms for use in GCC educational programs such as emergency medical technician training and fire science. The on site General Motors Training center was built through a cooperative agreement between General Motors Corporation and GCC. GCC North is a collaborative site involving GCC and Deer Valley Unified School District with relocatable facilities on MCCCCD land.

### Technology

The College has two buildings devoted to technology for student use. Named "High Tech Centers," these facilities offer students the opportunity to access technology resources seven days a week. As observed by the Team, the students and staff of GCC heavily use the High Tech Centers. The new campus buildings have been designed with technology in mind and offer in classroom technology access to support teaching and learning.

In addition to the High Tech Centers, technology was integrated into the renovation plan of the Library Media Center. This technology gives students easy access to database and Internet resources to support their learning needs.

#### Fiscal Resources

The Maricopa County Community College District is financially strong. The District has a strong fiscal management team. The FY 2001 Audit report shows a combined fund balance of \$111.5 million dollars with an increase of almost \$11 million dollars for that fiscal year. Glendale derives its annual budget based on the previous year's base budget. Additional revenue is generated through increased enrollment. Since GCC's enrollment has been steadily increasing, its annual budget also has been increasing for the last five fiscal years. The College can also request additional monies from the District to support new faculty hires and special initiatives. These requests are prioritized on a District-wide basis and funds awarded based on this prioritization. GCC has received partial funding for its requests.

The college budget process is participatory with input coming to the budget committee from all sectors of the college. Three subcommittees with college-wide representation make recommendations for budget priorities. A final budget is prepared and presented to the college president for review, potential amendment, and approval before it is submitted to the District and ultimately the Board. One unique feature of the budgeting process is the college commitment to keep instructional dollars in the area of instruction. Faculty retirement dollars are kept in a pool for new faculty hires. Hiring requests are submitted by Department Chairs to a subcommittee of the Faculty Senate for review and prioritization. The prioritized recommendations are then

forwarded to the President. The Faculty Senate indicated that the current College President has never disagreed with their recommendations for new faculty hires.

#### Criterion Two Summary

GCC has excellent resources and has organized itself effectively to provide educational programs and services to its students and community. The governance operations under the Board of Trustees and Chief Executive Officer are well planned and informed by an understanding of the mission of the College. The administration has sufficient personnel in most areas, but should investigate expanding the role of the Associate Deans. Changes in this area might improve services to students, and streamline the decision making process. The District is fiscally stable with overall fiscal management at the District and College level being a strength. Funds for new facilities and the renovation of existing facilities are being sought through the planning of a new bond issue.

The College has made progress in all areas recommended by the Advisory Team of 2000, but issues remain. The Team feels that the Commission needs to continue to monitor the college in the area of improved college climate and requests that a progress report be submitted to the Commission. This report should document continued improvement in the college climate for all employee groups.

In the Team's opinion, Glendale Community College has fulfilled the requirements of Criterion Two.

Criterion Three: The Institution is accomplishing its educational and other purposes.

#### Educational Programs and Services

Glendale Community College's Educational Programs meet the Higher Learning Commission's General Institutional Requirements. During FY01, the college awarded 746 degrees and 719 certificates. Students are enrolled in more than 100 different degree and certificate programs. Its degree programs are compatible with the community college mission and are based on recognized fields of study within higher education: general education, transfer and career education. The length and breadth of the degree programs meet the requirements of the college and district's curriculum committee as well as those from the Governing Board and State Board. The content areas are consistent with the college's mission and purposes. Transfer programs include a coherent general education requirement consistent with the institution's mission. The Associate Degrees in Applied Science also require students to take courses in composition, oral communication, critical reading, mathematics, humanities and fine arts, natural sciences, social and behavioral sciences.

#### Academic Administration

The college's academic administration was reorganized in 1998 and placed the oversight of all educational programs under the Dean of Instruction. Two Associate Deans assist her with day-to-day operations for both transfer and occupational programs. Department Chairs are elected by the faculty and meet monthly to review issues of curriculum, enrollments, budgeting, adjunct

faculty and room schedules. In some large departments, assistant chairs and occupational program directors develop schedules, help with new faculty, hire adjuncts and monitor evening classes.

#### Transfer Education/General Education:

The core of the College's Transfer Education program is a general education curriculum common across the State of Arizona, referred to as the Arizona General Education Curriculum (AGEC). This curriculum addresses curricular areas appropriate to a comprehensive general education program, including written communication, oral communication, reading, mathematics, humanities, fine arts, social and behavioral sciences, and natural sciences. In addition, all transfer degree programs include coursework addressing global awareness, historical awareness and cultural diversity within the United States. There are three versions of the 35-credit AGEC, each intended for entry into a different major area at the university level: AGEC-A (intended for liberal arts and other majors); AGEC-B (intended for business majors); and AGEC-C (intended for majors with significant math and science requirements). The AGEC transfers to Arizona public universities as a block, and fulfills the lower-division general education requirements for admission. The AGEC is comprehensive and appropriate to the mission of the College and district. The fact that it transfers as a block and is consistent across Maricopa Colleges should significantly ease student transfer and eliminate unnecessary repetition of coursework at the university level. Most articulation agreements between the College and four-year institutions are negotiated at the district level, although the College may initiate such agreements on its own. Regardless of their origin, the Governing Board must approve all articulation agreements.

### Occupational Education:

Occupational Programs include thirty-one degrees and fifty-two certificate programs. The majority of these programs are included in the Business, Engineering/Technology and Nursing Departments. Although most are designed for immediate employment, AAS degrees transfer as a block to Bachelor of Applied Science degrees at ASU West, ASU East, and NAU. Some of the programs are delivered through alternative methods and non-traditional scheduling. Advisory meeting minutes available for review indicated that meetings usually occur on an annual basis. In a few cases, minutes were unavailable. Annual assessment methods varied. In certain programs, programmatic goals are clearly linked to standardized curricula and tests. For example, in FY01 the Nursing Department graduates had a 74% passing rate on the National Council of Licensure Exam. In other areas, the test results were based on instructor-developed tests.

Although the breadth of program areas is not particularly large for an institution of this size, it appears to allow for greater focus and concentration of effort. There was no immediate evidence that program areas were relevant to the College's service area. The alternative delivery approaches for some occupational coursework (non-traditional scheduling options; self-paced learning [open-entry/open-exit courses]; credit-by-evaluation or examination) are strengths of these programs.

The Occupational Programs should be closely aligned to the Career Center. Faculty need to be more familiar with job placement data of their graduates. Career students should be encouraged to enroll in Career Work Experience and faculty should be willing to participate as instructors.

The College recognizes the importance of excellent technical equipment and providing students with the current workforce skills. Continued marketing of these programs will improve the College's image to both high school and returning adult students. Current collaborative partnerships with the high schools' automotive students are an excellent way to increase dual enrollments and career program enrollments. Similarly the Nursing Program's connection to local hospitals is exemplary and should provide more graduates to meet the district's nursing shortage. The college should also recognize the importance of continued professional development for career faculty and explore ways to reward them for achieving advanced certifications in their fields. The high number of adjunct faculty in technology may negatively impact the quality of programs and implementation of assessment plans.

#### Developmental Education

Developmental Education is part of GCC's mission. The ASSET and Compass tests are used for the assessment and placement for native speakers. While testing is mandatory, by District policy placement is not. The CELSA test provides placement information for ESL students. The English Department offers basic skills courses in reading and writing as well as self-paced one-hour modules. Currently, 50% of students in English developmental and freshmen composition classes are moved during the first week of classes after an in-class essay. A comprehensive ESL program is available in credit and non-credit formats. Adult Basic Education is also available on campus. The Math Department offers developmental math courses ranging from basic arithmetic to algebra. Courses are delivered in traditional and flexible formats.

### Library and Media Services

The 1992 exit report listed a concern related to the "static" and "inadequate" budget for library materials. The current library faculty has provided information to the evaluators that indicates that the annual budget allocations have been increased by 55% over the last eight years, i.e., from 1994-2002. The institution has clearly made efforts to acknowledge the 1992 concern. However, comments from students in the open forum and from survey results may indicate that the library holdings, especially print materials, are not as current as students and faculty require. Further, the cost of library resources and technology has continued to increase.

The newly remodeled library is reported to be a dramatic and aesthetic improvement over the former facility. The artwork displayed in the library provides additional enhancement to the appearance of the facility. The \$2.9 million project increased the square footage of the library by 5,000 usable square feet. Significant enhancements include the addition of a classroom for bibliographic instruction and several student study rooms, improved technology infrastructure, and increased numbers of computers for student use. Lighting in stacks and study areas was also improved. Seating in the library increased by a small number (from 341 to 365); however, the ratio of students per seat has actually decreased due to enrollment increases at the College (from 54/1 in 1994 to 53/1 in 2002).

Unforeseen problems with the remodeling design include an unacceptable glare from skylights that are directly over the computers located in the center of the library.



Although students agree that the library is a beautiful and comfortable facility, some report that they are unable to locate adequate and current resources to complete research projects. A quick check of the library stacks reveal many books that do not appear to be current. The library faculty have recently invited faculty in some programs to assist with weeding the collection with an eye to currency. Resource support for some occupational programs is not as adequate as that for general education, business, or nursing.

The district has acknowledged the important role that electronic resources now play in the total mix of library resources by providing funds for the purchase of electronic databases. There are 22 subscription databases, several of which are full-text, and an additional 5 databases operating in a demonstration mode. Students use these resources extensively, conducting over 136,000 electronic searches in 2001. The library faculty chair has developed a proposal to increase the funding for databases across the Maricopa Colleges.

The library also provides certain media services to students and faculty. For example, it provides videotaping and video streaming, and many instructors come for assistance in developing multimedia presentations. Students also use the media center to create multimedia and DVD productions. The library manages "Gaucho TV" which can deliver both news channels and running announcements to library patrons.

A recent evaluation of the media equipment inventory by staff found 30% of the inventory to be unusable, and some of what is usable is outdated technology. Library faculty has attempted to get funding for two-way video so that the College can share courses among other colleges in the

district. To date, the Budget Committee has not recommended that funding. When the previous two-way radio system was operating it was seldom used.

The library receives a combined allocation for books and media; they can choose how the dollars are spent. Comparison of the library book expenditures with other Maricopa colleges reveals that in FY 2000-01 Glendale spent \$9.49/FTSE, lowest in the district, except for Rio Salado College. By comparison, the highest book expenditures in the district were found at South Mountain Community College (SMCC), which spent \$31.55/FTSE in the same year; SMCC also has the highest budgeted amount per FTSE while GCC has one of the lowest budgeted amounts per FTSE.

In keeping with the overall Institutional Effectiveness Plan, the library staff conducted a survey of students, faculty, and staff during October 2001. The survey was focused on learning what was important to the user community, i.e., how high would one rate the importance of a certain service? A media survey was also conducted during the summer of 2001.

Students and faculty rated the library staff as friendly, helpful and responsive. Although the sample response was small (44 respondents), faculty responding to the media survey indicated concern about the level to which the library supports their students' research needs. Twenty eight of forty four respondents disagree or strongly disagree that funding for the library's collections has been a high priority for the GCC Budget Committee.

Collection Development Guidelines were put in place in February 2002. To supplement these guidelines, it will be important for the library faculty to implement their intentions of creating a

strategic collection development plan to update and expand resources that support all of the programs, both academic and occupational, at Glendale. The guidelines are a good start toward that plan because they identify the principles under which materials will be selected or decommissioned. Developing a strategy for acquiring more financial resources to support increasing and improving collections should be an important part of the plan.

The library faculty are enthusiastic about serving students and faculty. They have done a particularly good job of self-study in gathering information about the library's holdings and services, in identifying appropriate standards from the American College and Research Library division of the American Library Association, and in using survey responses to develop an approach to resolve some of the identified concerns.

#### Instructional Technology

Glendale's technical infrastructure is more than adequate to support the needs of faculty and students. The campus has a complete fiber optic cable network, funded as a result of the 1994 bond initiative. In 1996, Glendale initiated the Desktop Project, through which every "Board-approved" employee got a networked computer with a standardized menu of software on the desktop and the accompanying training opportunities. There is a "Quad Plan," the parameters of which require replacement of one-fourth of the campus computers every year.

Four units together provide complementary services to support physical, instructional and training resources for students and staff. They include: the Innovation Center, Training and Employee Development (TED), Instructional Computing, and Network Services. Two units, the

Innovation Center and Instructional Computing, are staffed by faculty members on reassigned time from their regular assignments. These work units report to the Administrative Services Dean.

One outstanding accomplishment at Glendale is the adoption of standards leading to two software suites that support students and adjunct faculty. The student package –the Instructional Palette - is comprised of a menu of productivity software, server space, web space, and communications tools, such as e-mail. Access to this package is free to credit students. Usage reports indicate these tools are widely utilized. The adjunct package – the Virtual Office – provides similar tools for adjunct faculty. High Tech Centers 1 and 2 include hundreds of workstations at which these tools can be accessed and the Centers are staffed with technical support for long hours each day. The Instructional Computing unit provides support for numerous other labs across the main campus and at GCC North.

The Innovation Center provides assistance with instructional applications, website development, and other technology interests of faculty. TED provides training and help desk functions for both students and employees. This work group has recently worked at developing a knowledge base to cover two tiers of support.

Network services staff report enough bandwidth to support even those times of day and weeks of the semester that see the most system usage. Staff compile an impressive array of detail level data regarding usage. There are also very detailed reports about the age and replacement cycles of computers around campus, both in classrooms and open computer labs.

The College Technology Committee develops technology plans for the institution. The Committee has active representatives from instructional and service departments, from Network Services, the Innovation Center, Instructional Computing, and Training and Employee Development. It is considered an "open" committee. That is, personnel from any department can drop in on their meetings and often do so. Participants describe this committee assignment as "satisfying," "not a back-room committee" and one that makes "prestigious" recommendations. Members expressed the apparently widely held philosophy that technology belongs to the College, not the individual.

In visiting with this group, the Team could discern their keen interest in technology and what it can do to advance educational opportunities for their students. Important decisions emanate from this group; e.g., they were meeting later in the week of the team visit to discuss whether to adopt Windows XP for the fall semester. Faculty in this committee enthusiastically reported on innovative ways they had incorporated technology into classroom activities, e.g., using Flash graphics for math.

There is no formal Technology Plan, but rather an "Expectations Document" that includes the collective vision for how to use technology. This vision is meant to be integrated into the college strategic planning process and it is particularly important because of the magnitude of the resources necessary to stay current with new technology and to support a growing enrollment. Faculty and staff express the opinion that the College has been very supportive of technology, both philosophically and in terms of budget support.

The institution is currently using a 19-year old student information system that is not adequate for the current enrollment and programming. It is a district-wide system and there is a process underway at the district level to plan for implementation of a new system. Some offices are using PeopleSoft Human Resources at this time; PeopleSoft SIS will roll out in a few years.

#### Distance Education and Virtual Courses

Glendale is not a primary provider of distance education courses in the district. There are some faculty who have shown interest in transforming traditional courses into the online format and there are currently approximately 60 courses so offered. Staff in the Innovation Center estimate that probably one half of the faculty are using some form of technology in their traditional classrooms. Some faculty are using Blackboard as a distance education platform or are using some of its features in the live classroom. While the College is supporting a Blackboard server, it has not identified one required platform for distance education. The district has had an online gradebook for almost 15 years, and has recently adopted the use of the MIDAS gradebook. While there are some two-way video courses offered throughout the district, access to those courses at Glendale is limited because of equipment needs and lack of student interest.

#### Adult Education

Participation in leisure-time learning courses within the Special Interest program is radically declining. Community members who take these courses are primarily people in their thirties and forties—of this number, approximately 70% are women and children. Glendale Community College offers more programming for children than any other college in the district: Reading Clinic; Masterminds; Junior College. One reason given for declining enrollments is the decline

in the number of full time homemakers. Potential enrollees' parents are looking for programs in which the children are occupied all day because no one is available to pick up the children after shorter programs during work hours.

Another reason cited is the pattern of absorbing successful courses into the credit course offerings. For example, as aerobics became popular in the district, those courses became credit courses. This practice of moving courses from continuing education, as well as from contract offerings, to credit courses is a disincentive for proactively developing new programs and courses in the Special Interest Department. As the college develops its strategic plan more fully, it may want to consider carefully how the continuing education offerings fit into the mix of program offerings and into the role of these courses in the fulfillment of the college mission. A key factor in deciding on the role of the leisure-time courses in the college's programmatic offerings is a consideration of the department's external competitors in the community.

#### Customized Training

Eight years ago the customized training segment of the college, the Institute for Business and Industry, had a budget deficit, while today the program is holding its own. For the department to further develop, the college needs to determine more definitively in its strategic plan what the priority of the offerings will be. The Institute is designed to be a completely self-supporting department and is expected to operate without resource allocations from the college. To assist the college in assessing the value and role of customized training, the staff need to develop specific goals and keep statistics to demonstrate progress toward achieving these identified outcomes.

One aspect of the customized training program is its collaborative work with area job centers. Clerical skills training and truck driving instruction are among the offerings provided through these job centers. Glendale Community College also has customized training partnerships with General Motors, Ford Motor Company and John Deere. Dealership technicians are trained at the GCC General Motors and Ford Motor Company training centers. The college has partnered with John Deere for 15 years in an arrangement through which the company has built two specialized classroom buildings that the company uses three months a year and the college uses for the remaining nine months.

In collaboration with academic departments, customized training has been provided to agencies and companies. For example, the college has delivered math courses to Headstart teachers and skill training for nurses. In the case of the non-credit nursing offerings, it is unclear what the boundaries should be between the customized training course providers and the academic (credit-bearing) nursing department. The community at large and the college community would be well-served through efforts to more completely integrate the continuing education and customized training programs and staff into the college as a whole through more explicit efforts to include the staff and to more deliberately determine to what extent these programs will be supported in the planning and resource allocation of the college. At present, the college is precluded from allocating operational dollars to these non-credit programs. Even so, remaining on the fringes of the college does not serve either the continuing education or other departments well.

## Student Educational and Support Services

The Educational Services operation at Glendale is divided into two separate functional areas, each one led by an associate dean. The Enrollment Services area includes admissions, registration and records, financial aid, testing services, advisement, multicultural affairs, and international student programs. The Student Life area includes: adult re-entry, ACE Plus the Center for Learning and student clubs and organizations. Cashier Services is physically located with the Educational Services team, but actually reports to Administrative Services. The areas meet regularly together for planning, evaluation, and cross training. The Dean of Educational Services is also responsible for dual enrollment; GCC North, athletics, grants, the University College Center and other specific partnership initiatives. The bookstore, campus safety, and food service report to the Dean of Administrative Services, and counseling reports to the Dean of Instruction.

Enrollment Services works closely with Marketing to develop appropriate publications and recruiting materials. Attractive and informative publications describing student services and activities were in evidence all around campus. The self-study noted that there is not a single, institutional marketing "brand" and thus there are several common logos or color schemes for the many brochures and publications the College produces.

There are several exciting developments in the educational service area. The institution has made efforts to reorganize its various student services and to provide more adequate and effective spaces for its processes. Two capital projects will be completed during the spring. A renovated building will house Disabilities Services and Testing Services. New construction will provide

additional space in which Admission, Records and Registration, Financial Aid, and cashier services will be housed together for the creation of a one-stop shop. Another remodeled area will allow Career Services and Counseling to share space near the other two facilities. International Student Programs will remain in their current space nearby. The new configuration of student services buildings will also result in enhanced outdoor space for students to congregate and enjoy the campus atmosphere. The student services staff is providing services to the GCC North facility, rotating staff from each relevant service area to that site.

There are many organizations and activities for students. Students can participate in activities related to their academic programs (e.g., the Interior Design Club), personal interests (e.g., Chess Club), ethnicity or nationality (Vietnamese Student Association), or their faith (e.g., the Newman Club). There are two student government organizations for both day and evening students. Activities are structured around a model of student development, i.e., learning skills of leadership, planning, and organization. The student newspaper, "The Voice", is available in print and online.

International Student Services serves approximately 140 students from 53 countries. The office receives a special allocation for the District that uses the out-of-state tuition from international students to fund its salaries and programs. The office currently recruits students and indicates that Japan is particularly responsive to advertising. The primary educational objective of international students is transfer to four-year institutions, with completion of the nursing program another popular career objective. The office faces challenges similar to those faced by other such operations, e.g., students who do not have enough personal funds.

Multicultural Affairs is led by a passionate individual who, like several other faculty and staff, began his higher education experience at Glendale. This office provides academic advising, special programming and even assists with completion of financial aid application forms for hundreds of students. In addition to diverse populations of citizens, the office also assists numerous students who have refugee status. The staff of this office is itself appropriately diverse.

Disability Resources serves several hundred students and is moving into shared space with Testing Services this spring. Even with new space, the operation has relatively small quarters. While students praise the services of this office, they reported a desire to have more informal access to the staff.

Counseling services are available to address the needs of students who need immediate intervention strategies or who may want referrals to local agencies for various services and assistance. Although most students are rather quickly referred to other sources of assistance, counselors sometimes see students for ongoing appointments for which no fees are charged. The department provides a variety of other services, including teaching career and professional development credit courses and providing workshops on topics related to student development. As with all Maricopa colleges, there are no student health services such as a doctor or nurse's station on campus. On occasion, student organizations sponsor health or fitness-oriented activities.

Career Services provides information about career exploration and job placement services. Resources are available for thousands of occupations and students have access to a web-based job placement system that is shared at colleges throughout the district. Local and distant employers schedule recruiting sessions on campus.

Glendale has extraordinary athletic facilities for a community college, and recruits students for its sports teams, particularly from the immediate area. The athletic director has a split assignment with faculty teaching responsibilities. There are 15 athletic teams, representing a variety of both men's and women's sports. In an effort not to duplicate the teams of other Maricopa Colleges and not to deplete the student pool of available athletes in certain sports, decisions are sometimes made not to support a specific team. For example, this academic year, there were not enough local women to field a golf team.

Primarily due to the large number of men who participate in football, the balance between men and women participating in sports teams at Glendale is somewhat skewed. However, the amount of scholarship monies awarded to each male and female athlete is the same, men and women coaches' stipends are the same, meal allowances are the same, and uniform allowances vary only because of the nature of the uniform. There is a Title IX audit currently underway to ensure appropriate compliance.

There are two bookstores available to students; the on-campus bookstore is contracted to Follett, with another independent bookstore adjacent to the campus. There is a student cafeteria on campus, also contracted to a private vendor. There is also an outdoor refreshment stand in a

more central location on campus. Vending areas can be found in several locations throughout the campus.

Childcare services on the main campus are available to students in the Children's Center. The facility is well kept and staffed by qualified personnel. The center provides a childcare program at a minimal cost and is a loss center. Staff indicate that more room is needed for this function. The College cost-shares a shuttle bus service to students moving from the GCC main campus to ASU West and Thunderbird. "Gus the Bus" routes are advertised and a small fee is charged for this service.

Evening students report some dissatisfaction with the level of services provided to them. Although many offices stay open until 7 p.m., some students indicate that is not enough time to conduct enrollment, advising, or other business before their classes start. Also, by the time their classes end in the evening, the library is closing for the evening. Other services, such as some open computing labs, stay open until midnight. Students associated with the evening student government report the difficulty of getting evening students involved in activities.

There is no specific student grievance policy for non-academic matters. The academic grievance policy is used in a "de facto" manner to address such grievances. The lack of such a policy process is a serious deficiency and should be addressed soon. The Educational Services Dean indicates that the district-wide group of deans has discussed this and intends to develop such a policy in the near future. Disciplinary and discrimination complaint policies do exist.

Students attending open forums reported positive experiences with certain programs, such as Achieving A College Education Plus (ACE+), although they believed that program should be more heavily marketed. They also expressed appreciation for the Math Solutions center, the computing resources, and the tutoring available in the Center for Learning. Some students in open forums reported that they do not know who to talk with or where to go when they have serious problems or complaints, particularly those that are non-academic in nature.

Students also report some concern for their personal safety while on campus, particularly in the evening. They expressed dissatisfaction with not being able to park in faculty and staff parking that is mostly unused in the evening. That parking is closer to campus buildings and its use would keep students from walking longer distances in the dark. In addition, students report that, although they let security know when lights are not functioning, lights may not be fixed for extended periods of time. College safety staff is available to escort students to their cars upon request. It will be important for the College to give students a forum for expressing their anxieties about safety issues.

#### Program Evaluation

As part of its institutional effectiveness efforts, the College engages in both academic and student services program review activities. During 1998 the College piloted an academic program review process with its Computer Aided Drafting program. As a result of this pilot project the College developed a review template that draws heavily on the District's risk management model, and which will be used across all occupational programs in a three-year cyclical review process. The stated purpose of the academic review process is to determine the

extent to which programs meet the needs of students, employers, business and industry. Through this process, program faculty, administrators, and at least one advisory council member review the purpose of the program, the context in which it functions, the needs it meets, advisory committee involvement or ATF initiatives that have been undertaken during the past 2-3 years, student enrollment and completion data, human and physical resource usage, relevant community resources and partnerships, and other benefits accrued from the program. The process concludes with a SWOT analysis and the development of formal recommendations relative to program improvements and continuance. Although this process has yet to produce its first cycle, it holds great promise for assisting the College in actively evaluating and improving its educational programs.

Over the past three years, various student services programs have engaged in a self-evaluation process based on the evaluation standards established by the Council for Advancement of Standards in Higher Education. Through this process, staff and administrators review the following thirteen aspects of each service program: 1) mission; 2) program; 3) leadership; 4) organization and management; 5) human resources, 6) financial resources; 7) facilities, technology and equipment; 8) legal responsibilities; 9) equal opportunities, access, and affirmative action; 10) campus and community relations; 11) diversity; 12) ethics; and 13) assessment and evaluation. As a result of this self-evaluation, aspects of the service program that need strengthening and improvement are identified. Noel Levitz surveys have also been used for self-evaluation.

### Faculty Workload

By district policy typical instructional faculty workload is 15 load hours each term, for a total of 30 load hours over the academic year. Summer teaching is considered overload, and paid on a per load-hour basis. In addition to the 15 plus hours they spend in class each week, instructional faculty are required to provide five office hours and to engage in other college work for ten hours. Faculty are also required to be on campus each day of the week, whether or not they have scheduled classes. Service faculty (counselors and librarians) are accountable for 35 clock hours per week. The administration provides a significant amount of release time for faculty to engage in non-teaching activities as well. Typical activities for which release time is granted include program evaluation, governance, athletics, band, assessment coordination, and service as Department or Division Chair.

### Faculty Development

The District office's faculty development program brings representatives from each of the 10 colleges to the district office to plan faculty development offerings each year. In 2000-2001, six faculty members spent the year in residence at the district office to plan the districts' faculty development activities. This year, three Glendale faculty members had 3 hours of reassigned time, each, to coordinate faculty development workshops. Faculty members attend Dialogue Days dedicated to specific topics such as assessment of learning. A series of LearnShops have been developed to give faculty opportunities to work with elements of instructional excellence ranging from syllabus construction to assessment. The Collegial Connections series provides new faculty orientation. Learning Grants are project-based funding from the district. Currently

8-10 awards have been given to Glendale faculty members for applied projects such as finding effective uses for technology in the classroom or developing a conference for adjunct faculty.

In addition, Glendale Community College provides approximately \$2500 over a three-year cycle to each permanent faculty member for workshop fees, and registration fees. Sabbaticals are funded separately. The activities attended contribute to a faculty member's movement on the salary scale. Finally, through a cooperative program with Arizona State University, short courses and summer programs also provide opportunities for faculty to advance on the salary scale.

A cross-functional faculty development team is developing a series of activities and programs related to new employee preparation and instruction. One of the strategies under development is an on-line seminar for new faculty. Some topics addressed are (1) access to resources for professional development; (2) developing collegial connections; and (3) mirroring the experience students have in participating in on-line courses. The on-line program sets up a scenario around a topic such as mentoring; the faculty post a profile and then complete activities related to the scenario. This on-line seminar may soon be adapted for use by adjunct faculty.

#### Curriculum Development

Faculty of the GCC are responsible for the initiation and development of new curricula and courses. The courses and program proposals are reviewed at both the local and the District level. After approval by the District level, the proposal is submitted to the College Governing Board

for approval. The multi-tiered process is described in detail on pages 79 and 80 of the Self-Study.

### Course Syllabi

Faculty are required to prepare syllabi for all courses offered at the College. A syllabus template is provided in the faculty and staff handbook, and appears to be followed well across the different discipline and program areas. Common syllabi elements include course number, title and section number; class meeting dates, days, and times; class location; instructor's name and contact information; office hours; official course description; required text(s); course goals and competencies; course outline; attendance policy; evaluation/grading procedures; policy for late coursework and make-up exams; and a disability statement. Completed syllabi for each term are maintained in academic departments.

### Assessment of Student Learning Outcomes

The college has developed an assessment program focused on three levels of analysis: (1) college-wide assessment of general education, (2) program level assessment of student and organizational achievement, and (3) course level assessment.

### College-Level Assessment of General Education

The College Wide Academic Achievement Committee (CWAAC) coordinates this assessment level. Membership on the CWAAC includes faculty, the Director of Institutional Effectiveness and an Associate Dean of Instruction who chairs the committee. This committee is responsible for identifying the core and secondary learning outcomes for assessing student achievement. The

core outcomes are Writing, Critical Thinking and Critical Reasoning, while the secondary outcomes are Speaking, Information and Technology Literacy and Critical Liberal Studies. The CWAAC has selected the Academic Profile to measure the core general education outcomes. This standardized instrument provides both norm-referenced and proficiency levels of assessment that are scored by the Educational Testing Service (ETS). Including the 1998-1999 pilot year, the CWAAC has conducted three annual administrations of the Academic Profile to samples of students petitioning for graduation. Based upon these experiences to date, the college continues to refine the overall procedures and policies for conducting the college-wide assessment of general education. Larger student cohort groups must be assessed, and prior to the assessment steps must be taken to insure that the cohort group is representative of all student groups (i.e., GPA performance, ethnicity etc.). The fourth annual administration is planned for April 2-5, 2002 for May 2002 graduates.

While the assessment of general education has not yet produced results that have impacted on student learning, the CWAAC has a clear and reasonable plan for expanding the assessment of general education beyond its current stage. Most importantly, after analysis of the April 2002 results, the committee will begin the process of closing the feedback loop at the program and course-based levels of assessment. Interviews with the committee members and the Dean of Instruction confirms that this step is a high priority. The plan is to provide faculty with feedback on the data trends evidenced by the four years of Academic Profile results and to provide guidance to the faculty for linking the proficiency results of the college-wide data to their course-based and program-level assessment initiatives. In addition, among other projects, the committee plans to extend the breadth of assessment to include the secondary outcomes during

2002-2003, which include focus groups one year after students were assessed to gain feedback on preparedness for transfer and work. University transfer data and student progress and success after transfer will also be analyzed as part of the follow-up activities. The first secondary outcome to be assessed will be Information and Technology Literacy. No timetable has been set to measure secondary outcomes in the College defined areas of speaking and liberal studies.

#### Program-Level Assessment

A review of documents provided by the programs evidences a wide range of quality and progress toward full implementation of assessment at this level. Primary responsibility for coordinating this level of assessment rests with the academic department chairs and service unit managers. After what seems to have been a lengthy period of exploration, the college adopted an assessment model for all its programs and services in 2000-2001. This model is commonly referred to as the "5 column model" at the college. It appears that, once adopted, this model has facilitated progress at this assessment level. The model includes the following: (1) linking program outcomes to the college mission and purposes; (2) developing student achievement outcome statements; (3) selecting assessment methods and identifying criteria for measuring success; (4) summarizing results of data analysis; and (5) using results for feedback to program development to enhance student achievement. To date, it appears that almost all academic programs and student service units have achieved at least the third step in this process. However, assessment documents show that few units have moved beyond this level of implementation. This is particularly true for the developmental education program and for transfer education. From evidence gleaned from the Self Study and other college documents, it appears that some data has been collected regarding success of these two programs; however they await

development of focused assessment according to the structure of the "5 column model." While existing programs are reviewed informally each year, there is no holistic plan to connect results to a strategic plan.

#### Course-Based Level Assessment

This level of assessment similarly evidences a wide range of quality and progress toward full implementation. Responsibility for coordinating this assessment level lies with faculty in each department who receive release time to serve as Assessment Coordinators. A review of the reports on file at the college show that implementation ranges from course areas with no progress reported to those which have already completed a full cycle of assessment, looping assessment results back into course development (e.g., Philosophy and Chemistry, among others). However, most course-level assessments appear to parallel the most common stage of program assessment: methods and criteria for success have been identified but data results have not yet been documented.

#### Assessment Summary

Overall, the assessment program of Glendale Community College exhibits several significant accomplishments. The program derives from the mission and goals of the college and is faculty driven with potential for widespread faculty participation especially at the course level. There is shared faculty and administrative responsibility for successful implementation and, with the adoption of the "5 column model," the college now has a workable process for program assessment which is easy to understand and which facilitates communication across college units. The adoption of both the Academic Profile and the "5 column model" will also enhance

communication with the college's community, thus enhancing the college's current strong community outreach activities. The program receives an appropriate level of budgetary support, including the commitment of time and resources of the Institutional Effectiveness Office, financial support for administering the Academic Profile, and release time for Assessment Liaisons for course assessment.

However, the college's assessment initiative still faces several significant challenges. One major challenge is the current lack of coordination and integration of assessment efforts across the three assessment levels. While the CWAAC's plan to integrate the course-level assessment process with results from the assessment of general education, the plan to create a process wherein all three levels integrate into a cohesive plan remains elusive. A second area of challenge is to expand the assessment of general education outcomes beyond the current single measure, making sure that the sample of students assessed is representative of the overall student population. A third critical challenge is to move program and course assessment levels beyond their current levels of implementation. In addition, interviews with college personnel indicate that a clear understanding is lacking among some regarding just how assessment initiatives are integrated into the budgeting and planning process. Finally, the lack of both part time faculty and student understanding of the college's assessment program needs to be addressed.

The college is advised to consider the following suggestions related to these challenges. The purpose of these suggestions is to provide the college with options to consider building upon the assessment initiative's current progress. The college should explore the potential for adopting a process or structure by which the various assessment initiatives are coordinated at the

institutional level. The college might want to build upon the levels of implementation self-assessment conducted several years ago. Perhaps this should be an annual exercise conducted by the IE Office with reports to the entire Glendale Community College community. The college should continue support for the Assessment Liaisons to facilitate completion of the assessment at the course level, and should utilize the faculty members of the successful program assessment models to facilitate completion of the "5 column model" cycle of the programs. The college should explore ways in which the link between assessment and the budgeting/planning process can be made clearer. While there is an understanding that the link exists and that assessment is supported appropriately, there appears to be a level of misunderstanding as to just "how" this link works. The college should explore additional means of informing both part time faculty and students about the assessment plan. Representation of these groups on the CWAAC might be considered as one means to achieve this goal. In addition, the college should consider a college-wide assessment orientation or training program for part time faculty by encouraging them to participate in the activities designed for the residential faculty or by establishing parallel assessment in-service activities to alleviate the uneven training exists across academic departments. Finally, the college should explore means by which the developmental education and transfer programs can move beyond their current level of data analysis to complete development of the "5 column model."

#### Glendale Community College North:

History. The 1984 bond initiative provided funding to purchase the land for this 75-acre site on Happy Valley Road north of the Glendale campus. The site's service area, which parallels the north-south path of Interstate 17, includes the cities of Phoenix, Peoria, and Glendale and the

rapidly growing, middle class communities of Anthem, New River and Black Canyon City. The 1994 bond initiative provided \$2 million to develop the site for initial college service to the region's population. The site was developed in a collaborative arrangement with the Deer Valley Unified School District. The District and the college each have approximately 10,000 square feet of building space. The college has 7 classrooms and shares 3000 square feet of administrative/student services' space with the school district. The college and school district planned the site collaboratively with the local community to assure that the overall site plan was acceptable. This included such aspects as the architectural design and color of the buildings, site lighting and traffic patterns. A visit to the site confirmed that the modular buildings are well constructed, fulfill their academic and administrative functions, and are aesthetically pleasing with a design that creates a sense of permanence. The college began offering courses at this non-degree site in autumn, 2000, with a stated mission to "address the higher education needs of its community."

#### Administrative Structure.

GCC North has a Site Coordinator who reports to the Dean of Educational Services. The Dean is responsible for scheduling courses at the site and works with the Academic Department Chairs who provide faculty staffing for the courses. The Dean and Site Coordinator emphasize that the GCC North provides an opportunity for creative scheduling to serve student needs. One creative example is the fact that GCC North courses begin one week later than those on the main Glendale campus so as to serve students unable to enroll in main campus courses. In addition, courses are scheduled by the Dean to provide a "student-friendly" pattern to facilitate their academic progress.

### Curriculum and Enrollment Patterns

Initial course offerings in the Fall 2000 term were derived from an analysis of course-taking patterns at district community colleges for students residing in the zip codes of GCC North's service area. Course offerings were selected from the 25 most popular courses within the AGEC general education core requirements. Courses are assessed through the college's course-based assessment within each academic department. The college served 816 students in Fall 2000, with 1,092 total enrollments (FTSE of 210). By spring 2002 GCC North had grown to serve 1,414 students with 2,348 total enrollments (FTSE of 403). In addition, the site provides high school students the opportunity for concurrent and dual enrollment programs. In fall of 2001, there were 107 high school students in these programs. GCC North has also begun to offer courses off-site in the rapidly developing community of Anthem.

### Student Services

Currently, the site offers a limited range of student services. These include registration, placement testing, tutoring, disability services, advisement, counseling and orientation. Some of these services are provided continuously; however, some can only be provided on a rotating basis due to current space limitations (e.g., math tutoring, disability services, and advisement).

### Future Goals

The Dean of Educational Services and the Site Coordinator have identified several needs and goals for GCC-North. Short-term goals include:

- Expanded course offerings (student surveys asking to identify future course suggestions show consistent request for math, science and computer science courses)

- Improved parking lot security
- Overhead projectors for classrooms
- Wet lab for current chemistry course (currently, students enrolled in this course must travel to the Glendale main campus for lab work)
- 24 additional computer stations (to be installed July 1, 2002) for a total to 48 on the site
- Additional parking spaces (the existing lot is already inadequate for the enrollment volume)
- Additional study space for students

Longer-term goals include:

- Funding from the planned 2004 bond initiative to design the site master plan and to construct additional, permanent building(s) on the site.
- Continued collaboration with the local community, including such possible projects as a community swimming pool, running paths and a public library. The library would be one means of resolving the current lack of a physical library on site. Presently, students travel to the main campus for library services or order books on the web from the campus library, which are then delivered to the GCC North site.
- At some point, a decision will have to be made regarding the administrative needs of the site, with the potential for a Dean and Associate Dean of GCC-North. It is possible that this site would ultimately become an additional Maricopa district community college independent of Glendale Community College.

Current achievements and challenges.

The GCC North Site Assessment Plan identifies as a strength that this site represents an achievement in a well-planned, well-executed process of collaboration with the local community

and school district to develop this site. In addition, it provides an excellent opportunity to serve a currently under-served, growing population area.

The Site Assessment Plan also recognized the following challenges: as the service area's population grows, potential enrollments will exceed the capacity of the site's small staff and limited facilities. In addition, the failure to attract more full time faculty to teach at the site is a concern.

Surveys of students enrolled and faculty teaching at GCC North reveal a major strength at the site – the quality of service provided by the staff. Examples of faculty comments include: “the staff is great,” “the staff has been super,” “staff has been friendly and helpful.” Student responses to survey questions consistently show high levels of agreement that staff are helpful, friendly and knowledgeable.

#### Summary of Criterion Three:

GCC has achieved significant success in many of its educational programs and services. The assessment program has an initial design that has yet to be fully and consistently executed. This initial design needs to be refined through consistent implementation and thorough data analysis. Multiple indicators of general education outcomes measurements need to be considered and evidence that the current measure provides representative data needs to be developed. The College has little documentation on how the results of outcomes assessment has been used to improve teaching and learning or how the results have been used in a strategic planning process.

The community values the College, its students are successful, but anecdotal information is the basis of many of the success stories.

College placement testing and the use of waivers by students needs to be further researched by the College and the District. A strong developmental education program cannot help students who, by district policy, are given the option to waive these courses and move directly into work for which they are unprepared.

The college has a committed faculty and administration that have worked for the benefit of the students. It is well respected in the community with nearly two thirds of the local high school graduates choosing GCC as their place of matriculation. The addition of GCC North has been well planned and executed, but planning for the future needs of this site must occur in conjunction with a college-wide strategic plan.

Although the opening of the GCC North site has enhanced the college's ability to serve the community, formal authorization from the Higher Learning Commission for the operation of this site does not exist. Course offerings, at GCC North, currently do not allow for the on-site completion of the Associate degree, but clearly that is the future intent. The Team is concerned that the College and the District follow Commission guidelines as described in the Handbook of Accreditation in regards to the expansion to new degree sites. Any future plans to offer degrees at this site must receive approval from The Higher Learning Commission.

The College is successful in most endeavors, but its needs to provide a clear method of measuring and documenting its effectiveness, a method of assessing student academic achievement in general education, in program competencies, and course work assessment. The Team recommends continued development and monitoring of the assessment program should be done through the submission of a monitoring report.

The Team believes that the evidence shows that Glendale Community College has fulfilled Criterion Three.

Criterion Four: The Institution can continue to accomplish its purpose and strengthen its educational effectiveness

#### Stability of the Institution

GCC has benefited from a stable and experienced administration, faculty, and staff. This stability was changed on the first day of the visit, when the college president announced the acceptance of a position at another institution. Much of the future of this institution will depend on the selection of a new leader for the College. Through an expanded model of shared governance, all employee groups have been given a role in the decision-making processes of the college. This model has not been implemented without considerable internal institutional conflict. Thus, GCC is at a crossroads. It can return to the past, a desire of a small group of dissident faculty members, or it can continue to progress and grow in a culture that nurtures

mutual respect for all employee groups and recognizes that all employees are responsible for the success of the institution

### Strategic Planning

The College's strategic plan was developed in 1996 by the College's Strategic Planning Committee and Interim Advisory Committee. Within this plan five primary strategic issues were delineated: 1) Institutional Processes; 2) External Forces; 3) College Climate, 4) Compromise; and 5) Evolution. For each strategic issue, a series of goals and objectives were identified and specific strategies developed as a means of operationalizing the plan. During the following year, a cross-representational group of faculty and staff studied all of the organizational aspects related to planning and budgeting. Through this examination process the College came to understand the importance of incorporating the institutional effectiveness outcomes into its annual planning and budgeting processes. As a result of this study, college planning and budgeting processes have become the focus of continuous improvement efforts, the most recent of which was a re-examination of the process used to create the 1996 strategic plan which occurred during the fall of 2001. The College plans to build on the self-study process as it moves into the development phase of a new strategic plan during the spring of 2002. A new committee structure has been established, replacing the former *Strategic Planning Committee* and *Operational Planning Team* with a single *Futures Committee*. This new committee has been charged with developing a six-year strategic plan and a corresponding action plan. In addition, the committee will be responsible for monitoring the implementation of the plans once they have been developed.

It will be critical that the College aligns its future strategic planning with that of the District and neighboring sister colleges. The lack of existing master academic plans and master facilities

plans is of concern, particularly as the service area of the College continues to experience significant growth and changing needs. The College would do well to dedicate the time and energy needed to address planning needs within these areas. Nevertheless, the College is to be commended for its commitment to strategic planning, and the support and involvement it receives relative to planning activities by its President and Deans.

### Annual Planning

In 1998 the College began an annual planning and budgeting process that draws on its strategic plan, as well as the College's mission, and District planning goals. Each year the Operational Planning Team identifies specific strategic issues and planning goals flowing from the strategic plan and District goals. These issues and goals serve as the focus of departmental planning efforts for the year. Managers and Department Chairs build annual plans for their areas around these goals, identifying objectives for the coming year, and linking these objectives to a prioritized list of personnel and non-personnel budget requests that feed into the budget planning process. Planning areas are encouraged to include data and assessment results to substantiate the need for new or additional resources. This annual planning process is designed to involve all of the areas of the College, and is intended to include a wide array of faculty and staff. It is greatly facilitated by the well-developed database system designed and maintained by the Institutional Effectiveness Office.

The annual plans and their corresponding budget requests are submitted to appropriate subcommittees during the budget development process. Each of these subcommittees (Instruction, Student Services, and Collegewide Services) prioritizes the requests submitted to

them and forwards their recommendations to the full Budget Development Committee (BDC). The Budget Development Committee then reviews all of the recommendations and develops a final set of recommendations that are submitted to the President for final approval. Three additional committees review targeted budget requests in the areas of new faculty hires, computing technology, and facilities. Each of these committees also forwards recommendations to the BDC. The BDC forwards recommendations to the President for final approval. This strong committee structure and the overall participatory nature of these planning processes are particularly noteworthy.

While a linkage exists between assessment results and annual planning, the link occurs at the unit level and does not take full advantage of the potential benefits of the integrated planning model. It is of concern that no master annual planning document is produced and that little if any institution-level monitoring of the annual planning process appears to occur. While progress in meeting the departmental planning objectives is documented in the College's Annual Report each year, the manner in which these individual activities position the College for the future is not clear.

#### Institutional Effectiveness and Research

The college planning and budgeting processes are supported by the work of the Institutional Effectiveness Office and its staff. Institutional researchers conduct research and provide data in support of assessment and evaluation efforts and college decision-making. The Office also maintains a comprehensive Institutional Effectiveness web site that provides faculty and staff with easy access to enrollment, student demographic, retention, facilities, and staffing data.

The College's Institutional Effectiveness Plan documents the multiple facets of the institution's assessment activities, and serves as the primary vehicle for continuous self-examination and approval. The plan emphasizes both student achievement (academic success and student development) and organizational achievement (community processes and institutional processes), and is appropriately directed and implemented by the Institutional Effectiveness Office. Responsibility for administering individual portions of the plan are clearly articulated and logically tied to the administrative responsibilities of the faculty and staff.

Although individual components of the plan have been fully implemented, there is limited evidence to suggest that the data collected to date has been used to improve student academic success and development or program delivery on a wide scale. It is suggested that the college conduct an annual synthesis of assessment results across the many areas of the plan and develop appropriate mechanisms for ensuring that all aspects of the plan are implemented and that all feedback loops are closed. Overall, the College has invested a significant amount of time and energy reviewing and revising its processes. It appears to have established a culture supportive of continuous improvement, and needs now to move beyond process review to full implementation of its Institutional Effectiveness Plan. This must include the collection and analysis of data, and most importantly, the utilization of these results to improve student academic success and learning, and program delivery.

Fiscal Resources

The Maricopa County Community College District has sufficient fiscal resources to adequately support the operations of Glendale Community College. With the continued population growth of the county, the District and the College can continue to expect that operational resources will be available.

Funding inequities appear to exist across the District with funding per FTSE varying widely by college from a high of \$9,173 per FTSE to a low of \$2,967 per FTSE. GCC falls in the bottom half of the District with a funding of \$4,769 per FTSE. As enrollment increases the District will have to come to grips with funding inequities that make it appear that monies are not allocated by placing an equal value on each individual unit of instruction.

GCC's available funds for educational support areas such as library books and periodicals, computer databases, and technology renewal will not grow to adequate levels unless the funding inequities in the District are addressed.

#### Criterion Four Summary:

It is clear that the Governing Board and Chancellor set annual institutional planning and budget priorities. Annual planning at GCC is participatory, involving both internal and external constituencies. Sound fiscal management based on a growing tax base provides the basis of fiscal stability for the future. However, there is an acknowledged lack of a current facilities master plan, a college and District Strategic Plan, a technology renewal plan, and a link of these plans to the budget of the District and the College. The District and the College have begun to

put these planning processes in place in an effort to prepare to seek approval for a new bond issue for the District.

Based on the lack of current planning documents at both the College and District level, the Team recommends that GCC submit a progress report to the Commission including the presentation of a Strategic Plan that links all of the following to the budget: 1) the facilities master plan, 2) technology renewal, 3) institutional effectiveness, 4) the future needs of GCC North and 5) plans to improve teaching and learning as a result of outcomes assessment.

GCC has a strong participatory governance structure, a good financial condition, solid connections to the community, as well as its concern and support for its students, all indicators that GCC will be able to continue its educational programs and services into the future and will improve the effectiveness of these programs.

After reviewing the planning and effectiveness indicators, the team believes that Glendale Community College fulfills the requirements of Criterion Four.

Criterion Five: The Institution demonstrates integrity in its practices and relationships

#### Student and Faculty Handbooks

The team reviewed numerous college documents, including its student, faculty and staff handbooks, as well as its policy statements on admissions and recruitment, hiring procedures and affirmative action. These publications are consistent, comprehensive, readable and useful.

More generally, the team found the Glendale Community College practices institutional integrity in relationships with its many constituencies. GCC enjoys an excellent reputation in the surrounding community as evidenced by the excellent turnout for the community breakfast and the many positive comments conveyed to team members during the breakfast and the informal conversations after the breakfast. The people in attendance included representatives from business/industry, the area public school administrators and administrators from a local university. Everyone spoke of the willingness of the college to serve the local community. Frequently the team heard "it only took one call to get my project going". In all comments, the college's integrity and dedication to its mission were praised.

The college catalog is the primary public document of the college. In general it is an accurate reflection of the programs and policies at the college. The team did find the course placement and waiver policy confusing. The team further determined that this has the potential to be an integrity issue for the college and the District if not addressed. The college has responsibility to study and determine the course preparedness requirements such as reading levels, writing abilities and computational skills and the District Governing Board needs to consider these issues when policy is established for the colleges in the system.

During the Advisory Visit in May 2000, the Evaluation Team identified five recommendations. One recommendation was to develop a Code of Ethics and Code of Conduct for the employees, including guidelines for dealing with violations of the Code of Ethics. An Informal Conflict Resolution Process has been developed and adopted by the College. At the time of this visit, the

team found that the process had been used once. It was reported by several staff and administrators that the case went well. Upon review of the process the team advises that the employees serving as Voluntary Peer Mediation (VPM) receive training to serve as such. Further the Minutes of the sub-committee meeting of May 14, 2001 stated that they would reconvene after one year of the document implementation to evaluate its effectiveness. The team encourages this review.

#### Affirmative Action

The College views affirmative action as a challenge. The College has a growing Hispanic student population. Hispanic students have increased from 12.5% to nearly 18% of GCC enrollment in the past six years. Only 6.4% of the residential faculty are Hispanic, so that the most rapidly growing student population has few faculty role models.

The College will have the opportunity to further diversify its staff, as it will see a large number of faculty retirements over the next several years. Since the College is committed to conducted national searches these searches should attract an applicant pool that can enhance staff diversity.

#### Faculty/Staff Information

Responsibilities and duties of the Faculty are documented in the Faculty Handbook. The Handbook provides all teaching related policies and also outlines the college governance structure. Policies and definitions on areas such as Sexual Harassment, Conflict of Interest, Disciplinary Policies and Procedures, Student Rights, Teaching Responsibilities, and Faculty Development are all contained in this document.

A similar document serves as a resource guide for the Adjunct Faculty of the College. This guide provides information on college policies and gives special attention to the needs of an adjunct faculty member, such as how to obtain duplication or audio-visual services.

#### Publications

College publications accurately depict the college. The College Catalog is updated annually so that information is updated on a timely basis. Class cancellation and refund policies are clearly stated.

#### Public Commitments

Community members strongly supported the fact that GCC lives up to its commitment to serve the community. Elected officials and public school officials in attendance at the community breakfast spoke to GCC's responsiveness to community needs and active involvement in improving the quality of life in the community.

#### Disclosure

The minutes of the Board Meetings are public documents, and Board meetings are open to the public. All debate on issues is public and available to all constituencies. As an elected body the Board members must face the voters every six-years. Board members represent the community and are actively concerned about maintaining the integrity of the institution within the community.

Crime statistics relating to campus crime are available on the college web site. GCC offers a safe environment for students and staff. The College maintains a substantial web site that accurately provides additional access to information about the college and its operations

#### Student Transcripts

Student transcript samples were reviewed and the records and their distribution policies are in compliance with AACROA (American Association of College Registrars and Admissions Officers) standards.

#### Communications

Communications throughout the campus appear to be excellent. Faculty receive campus committee reports via their personal e-mail as well as through printed notices. The student newspaper keeps students aware of college events.

#### Federal Compliance Issues

##### Credits, Program Length, and Tuition

GCC uses semester hours as its measure of learning experiences for students. The College catalog and course schedules clearly indicated the calendar of each term and provide information about the time each class or laboratory session meets each semester. Semester length is uniform with the summer session adjusted to provide an equivalent amount of instruction in a shorter time period. Accelerated courses provide the standard amount of instructional minutes for credit hours awarded. Transcripts were checked and found to accurately reflect student semester hours.

Tuition is uniformly charged for all programs.

## Institutional Compliance with the Higher Education Reauthorization Act

### Default Rates

GCC has never had to address any default reduction plan with the Department of Education. All information on student aid and loans was readily available to the team in the financial aid office. GCC has a commendable record for dealing with Title IV requirements. The last reported default rate in September 2001 was 9%.

### Advertising and Recruitment Materials

The College catalog and all other documents indicate affiliation with The Higher Learning Commission and include the commission's web address and phone number.

### Third Party Comment

Glendale Community College considered very carefully the audiences that it needed to inform regarding third party comment prior to the team visit. Advertisements were placed in local newspapers to solicit comments from the various community constituents.

The Commission received 23 letters containing public comments from the community. Sixteen letters praised the college and its contributions to the community and the individual, the others concerned a change in leadership of a community band operated in conjunction with GCC. The letters were discussed with the College President during the visit.

### Student Complaints

GCC has complied with requirements to keep a log of student complaints. The log lists the date and the nature of the complaint and the action taken to resolve the situation. The log was inspected as part of the team visit.

### Summary of Compliance Issues

After reviewing the materials available on campus, inspecting student transcripts and college publications, and reviewing student complaint logs, the team believes that Glendale Community College is in full compliance with all Federal Compliance Issues and all elements from the Reauthorization Act of Higher Education.

### Summary of Criterion Five

After reviewing documents, policy statements, procedures, and interviewing students, staff, community representative and board members, the team believes that Glendale Community College demonstrates integrity in its practices and relationships, and that it fulfills all the Federal Compliance issues. In the judgement of the team, Glendale Community College fulfills the requirements of Criterion Five.

### Summary of Evaluation of Criteria for Accreditation

After reviewing all documents, interviewing personnel, meeting with all constituencies, and validating the Self-Study, the team has identified the following institutional strengths of Glendale Community College

#### **STRENGTHS:**

- 1) Glendale's outreach into the community through partnerships with public and private agencies and responsiveness to community needs places Glendale Community College as a community leader and has established the basis for broad-based support for future District bond initiatives.
- 2) Glendale Community College's participatory governance structure allows for input from all constituencies of the college.
- 3) Dedicated staff and qualified residential and adjunct faculty manifest a commitment to students and their success.
- 4) The Office of Institutional Effectiveness has designed strong reporting and budgetary data systems that should aid the College in improving its strategic planning and student outcomes assessment program.
- 5) Expansion to the Glendale North site has been well conceived and executed and provides expanded access to residents of the community.

- 6) Technology resources to support teaching and learning activities at Glendale College are exemplary.
- 7) The campus ambience enhances the learning environment through its well- maintained grounds and buildings, its art works, and its architectural integrity.

**CHALLENGES:**

After reviewing all aspects of the College, the team has identified the following challenges that will need to be addressed before the next on-site evaluation for continued accreditation:

- 1) Diversity among the residential and adjunct faculty does not reflect the diversity of the student population.
- 2) The College has made progress in all areas of concerns enumerated in the May 2000 special visit by the Higher Learning Commission; however, a plan to follow-up on the employee climate study has yet to be developed and implemented.
- 3) Although the College has established a strong base for the assessment of student learning outcomes, department and program assessment activities vary in quality and progress and lack documentation that the data have been used to improve student academic achievement.
- 4) Although the College has an annual planning and budgeting process, a long-range strategic plan that links facility master planning, program review, technology renewal, assessment, and budgeting does not exist.

- 5) Student survey results and student interviews confirm that district determined systems, policies, and advisement are not adequately integrated to enhance student success.
- 6) Commission policies as stated in the Handbook of Accreditation regarding the establishment of additional sites, in particular GCC North, must be followed. Commission approval must be obtained for any future plans to offer degrees at GCC North or any other site.

### **Observations and Suggestions for Improvement**

In its role as consultant-evaluators, the team offers the following observations and suggestions to Glendale Community College with the understanding that this information is only advisory and is not related to the accreditation process.

- 1) Using the new collection development guidelines, the library faculty, under the leadership of the library department chair, should work with the Glendale faculty to strengthen, update and fund library collections.
- 2) A college orientation procedure for adjunct faculty should be implemented to provide consistent information on college operational and assessment policies.
- 3) Student concerns such as campus safety issues need to be reviewed and addressed on a regular basis.
- 4) The program review process should be implemented and the results used for planning program enhancements and program continuance decisions.

- 5) The environmental scan conducted as part of the Self Study process focusing on Strengths, Weaknesses, Opportunities, and Threats should be incorporated into the strategic planning process.
- 6) The Chancellor's efforts to increase faculty diversity through faculty internships should be expanded at Glendale Community College and funded by the District.
- 7) Programs and services to meet the needs of the changing demographics of the college service area should be considered, including potential alternative delivery systems.
- 8) Services for evening students need to be reviewed for adequacy.
- 9) Current support for the coordination and improvement of the assessment of student learning outcomes through mechanisms such as reassigned time should be maintained or enhanced.
- 10) To support the implementation of the newly developed informal conflict resolution process, training should be provided for individuals serving as volunteer peer mediators.
- 11) The more fully developed course assessment models such as chemistry and philosophy should be used as examples for other academic departments.
- 12) The nursing program-based assessment should be used as an example for program based assessment.
- 13) Considering its history of District leadership in substantive academic issues, Glendale Community College should develop a student success plan based on course preparedness requirements such as reading levels, writing abilities, and computational skills.
- 14) The District performance appraisal system for MAT personnel needs to be consistently implemented.

- 15) District policy on faculty performance review and development process should be changed to include peer and department chair participation.
- 16) The progress made in increasing the percentage of residential faculty teaching in the evening should be continued and consideration should be given to redefining the time constraints on residential faculty work loads..
- 17) The District should review college funding policies in regards to \$/FTSE served, so as to have District resource allocation tied to student enrollment.
- 18) The College should develop a system to help students to address nonacademic concerns.
- 19) More faculty participation in cooperative education activities should be encouraged.

#### **Section Four: Rationale and Recommendation**

##### Recommendation

The Teams' recommendation for action, including its recommendation to continue accreditation of Glendale Community College (GCC), is shown on the attached worksheet for the Statement of Affiliation Status. The team's reason for its recommendations is as follows

##### Rationale

After reviewing the college's documents; interviewing administrators, representatives from all personnel groups including professional, facilities personnel, faculty, administrators, and students; meeting with the Board of Trustees; speaking with community members, business representatives, foundation board members, and advisory committee members; reviewing technological support, and financial reports, the team not only found a College well prepared for its on-site evaluation for continued accreditation, but one with sound resources -- human, financial, and physical - dedicated to maintaining its outstanding reputation for educational excellence.

##### General Institutional Requirements

Glendale Community College has fulfilled the GIRS for many years. With the recent changes in the language and listing of the GIRS, the team reviewed each requirement on-site and found GCC in compliance with each one.

## Evaluative Criteria

Glendale Community College is a mature institution with a reputation for excellent instructional programs, for responsiveness to business, and industry, and for service to students and community groups.

In working with the President, the team came to understand the style and philosophy of the college leadership and the emphasis on participatory management and decision making that has been in place at the College. The view of most employees is that the college has benefited from this participatory management model; however some faculty resistance to this model continues to exist. This resistance led to a Special Advisory Team visit to the College in May of 2000. Progress has been made on the recommendations of the Special Advisory Committee. The Team feels that this momentum can not be lost and recommends that the College submit a progress report to the Commission on Higher Learning on the efforts to continue to improve the campus climate and achieve the Governing Board's stated vision of respect for all employee groups. Progress Report due June 1, 2005, on College Climate: Specifically, using the Fall 2001 Climate Study as a benchmark, the College should report on the actions taken to improve the college climate. The report should include the results of a follow-up climate study.

GCC has made some progress in the area of Assessment of Student Outcomes, but the accomplishments are uneven and have progressed differently across the various areas of the plan. An established committee structure and the beginnings of data collection in all areas have been accomplished, but there is no evidence that the data collected has been used to improve teaching

and learning throughout the college. Therefore, the team recommends that GCC submit a Monitoring Report due on December 1, 2005, documenting how the results of Student Outcomes Assessment have been used to improve teaching and learning at GCC. The report should include evidence that the secondary outcomes of general education are being assessed and that representative cohort groups are being used in general education outcomes studies. If the Commission believes that the college report does not adequately document how assessment results are being used to improve teaching and learning at GCC, the Team recommends a focus visit on assessment in the 2006 - 2007 academic year.

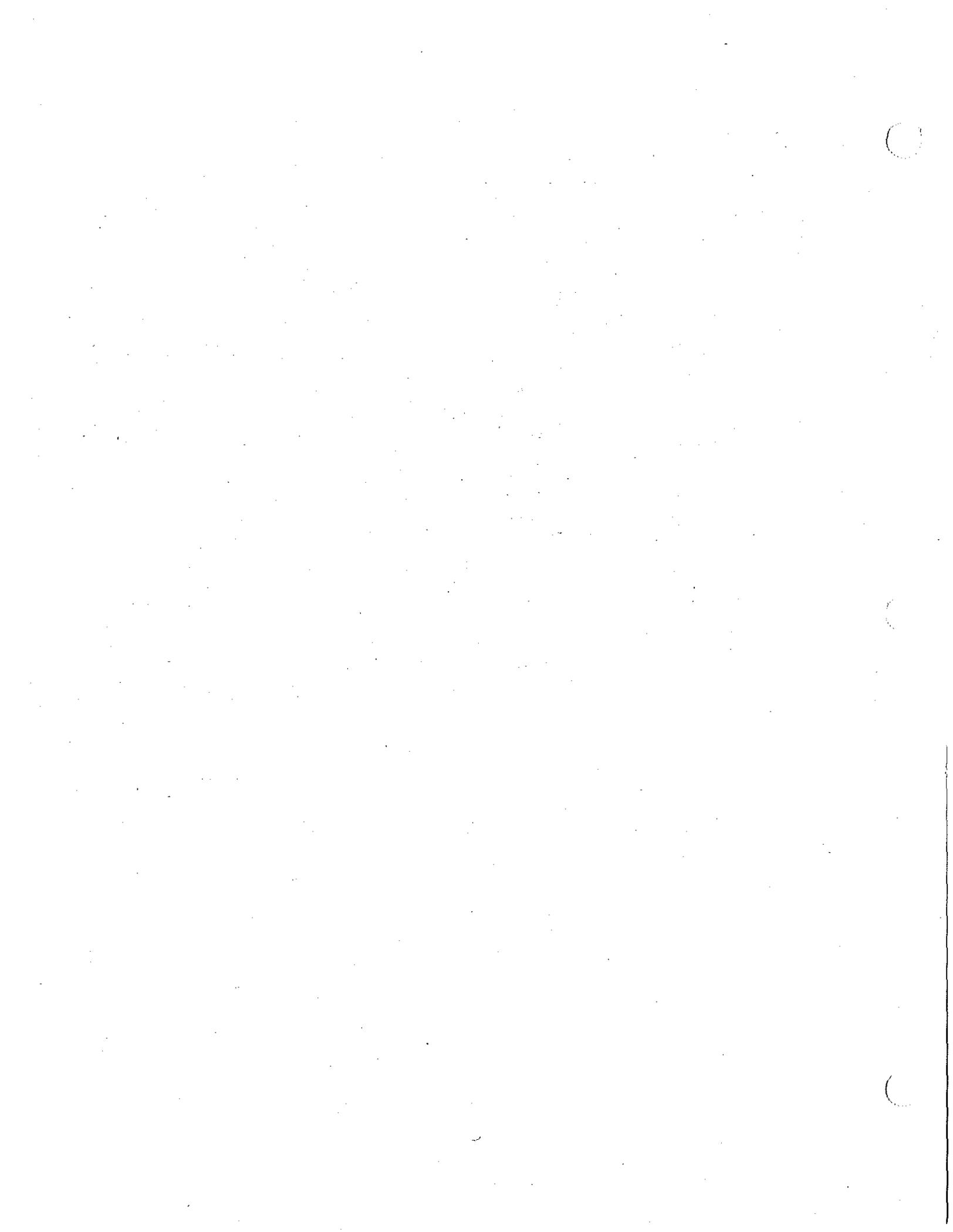
The College has a planning process that is limited to short term annual plans and annual budgeting. The last Strategic Plan was completed in 1996 and has not been regularly updated.

Under the direction of the Governing Board and the Chancellor a new planning cycle is being developed. With the addition of GCC North and the changing student population of GCC it is necessary that the college take action to plan for its future. The Team recommends that a second progress report be submitted to the Commission on the Strategic Planning by June 1, 2004. The completed five-year plan should incorporate elements from the outcomes of student assessment, program review, facilities and academic master planning, and technology planning and should be submitted to the Commission as part of the report.

Finally, if the College expands degree offerings to the GCC North site or opens new satellite sites, it must follow Commission policies and procedures as outlined in Handbook of Accreditation and the Addendum to the Handbook.

### Conclusion

After reviewing the institutional stability, annual planning, the academic rigor, the equipment, and the support services, the team believes that the College has prepared itself for the future. These factors were sufficiently apparent to assure the team that the college would continue to serve its community efficiently and well for the next ten years. Consequently, we are recommending that Glendale Community College submit the two progress reports, one Campus Climate and the other on Strategic Planning and a monitoring report on assessment of student academic achievement as detailed above and that the next comprehensive visit be scheduled for 2011-2012.



# WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

STITUTION: MARICOPA COUNTY COMMUNITY COLLEGE-GLENDALE COMMUNITY COLLEGE  
6000 W. Olive Ave.  
Glendale, AZ 85302

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: March 4, 2002 — March 6, 2002

COMMISSION ACTION:

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STATUS: *Accredited (1967 - .)*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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HIGHEST DEGREE AWARDED: *Associate's.*

Institution *Recommended Wording:* RETAIN ORIGINAL WORDING

Team *Recommended Wording:* RETAIN ORIGINAL WORDING

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MOST RECENT ACTION: *June 17, 1993.*

TO BE CHANGED BY THE COMMISSION OFFICE

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STIPULATIONS ON AFFILIATION STATUS: *None.*

Institution *Recommended Wording:* NONE.

Team *Recommended Wording:* NONE.

NEW DEGREE  
SITES:

*Prior Commission approval required.*

Institution      *Recommended Wording:*    RETAIN ORIGINAL WORDING

Team              *Recommended Wording:*    RETAIN ORIGINAL WORDING

PROGRESS REPORTS  
REQUIRED:

*None.*

Team              *Recommended Wording:*    6/1/05; A report on the College Climate. 6/1/04; A report on a Five Year Strategic Plan.

MONITORING REPORTS  
REQUIRED:

*None.*

Team              *Recommended Wording:*    12/1/05; A report on Student Outcomes Assessment on documenting how assessment data are being used to improve student academic achievement. If the College can not document that the results of student outcome assessment have been used to improve student academic achievement a focused visit on assessment should be conducted in AY 2006-07.

CONTINGENCY REPORTS  
REQUIRED:

*None.*

Team              *Recommended Wording:*    NONE.

OTHER VISITS  
REQUIRED:

*None.*

Team              *Recommended Wording:*    NONE.

LAST COMPREHENSIVE  
EVALUATION:

1991-92.

TO BE CHANGED BY THE COMMISSION OFFICE

NEXT COMPREHENSIVE  
EVALUATION:

2001-02.

Team              *Recommended Wording:*    2011-12.