

**Glendale Community College**

**SUBSTANTIVE CHANGE PROPOSAL  
IHACI PROGRAM**

**Submitted by:**

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**Glendale Community College  
1500 N. Verdugo Road  
Glendale, California 91208**

**Submitted to:**

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**March 25, 2016**

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## **A A concise description of the proposed change and the reasons for it**

This proposal for substantive change is for the approval of a new program under our Industrial Technology (ITECH) curriculum, which is taught with our industry partner the Institute of Heating and Air Conditioning Industries, Inc. (IHACI). This program is offered through an Instructional Service Agreement between the Glendale Community College District and IHACI. This is being submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to seek approval for new program. ITECH courses taught off-campus are equivalent to classroom-based instruction at the college. Courses are taught by instructors meeting the minimum qualifications established by our college's board and administrative regulations, hiring policies, and academic senate approval. These courses are taught off-campus at six site locations in the state to give participants great flexibility in scheduling at Investor-Owned Utility energy education centers.

## **B A description of the program to be offered if the substantive change involves a new educational program, or change in delivery mode.**

Glendale Community College (GCC) has partnered with the Institute of Heating and Air Conditioning Industries, Inc. (IHACI), a nonprofit trade organization dedicated to the advancement of the heating and air conditioning industries. Together we offer a series of energy related heating and air conditioning courses designed to improve the skill sets of contractors, service technicians, and installers. An Instructional Services Agreement [[Ref. 1](#)] was entered into by the Glendale Community College District and the Institute of Heating & Air Conditioning Industries, Inc.

The courses include North American Technician Excellence (NATE) training which can lead to obtaining nationally recognized NATE certification with successful passage of the exam. Other course offerings include HVAC classes referred to as IHACI's California Quality Installation, Maintenance, and Service program. These classes are specifically designed to incorporate California's Title 24 Energy Standards. Training classes are approved by the California Community College Chancellor's Office. IHACI has a longstanding relationship with California Investor Owned Utilities (IOU where training is held). This collaborative effort is an innovative and unique approach to conserving California's energy resources. The courses that make up the GCC Industrial Technology curriculum are:

- Industrial Technology 200 = 2.0 units, NATE Certification Core Training [[Ref. 2](#)]
- Industrial Technology 201 = 1.0 unit, CAQI/QM/QS Electrical Module [[Ref. 3](#)]
- Industrial Technology 202 = 1.0 unit, CAQI/QM/QS System Diagnostic Module [[Ref. 4](#)]
- Industrial Technology 203 = 1.0 unit, CAQI/QM/QS System Refrigeration Module [[Ref. 5](#)]
- Industrial Technology 204 = 1.0 unit, CAQI/QM/QS Performance Module [[Ref. 6](#)]
- Industrial Technology 205 = 1.0 unit, CAQI/QM/QS Air Distribution Module [[Ref. 7](#)]
- Industrial Technology 207 = 1.0 unit, CAQI/QM/QS System Economizer Module [[Ref. 8](#)]

These courses are taught off-campus year-round at various utilities and at various intervals. The locations where IHACHI instruction is given include:

Southern California Gas Company Energy Resource Center (ERC)  
9240 Firestone Boulevard, Downey, CA 90241-5388 seminars.socalgas.com

Southern California Edison Energy Education Center-Irwindale  
6090 N Irwindale Avenue, Irwindale, CA 91702 www.sce.com/workshops

Southern California Gas Company  
9400 Oakdale Avenue, Chatsworth, CA 91311 seminars.socalgas.com

Southern California Edison Energy Education Center – Tulare  
4175 S Laspina Street, Tulare, CA 93274 www.sce.com/workshops

Pacific Gas and Electric Company Energy Training Center – Stockton  
3136 Boeing Way, Stockton, CA 95206 www.pge.com

San Diego Gas & Electric Energy Innovation Center (EIC)  
4760 Clairemont Mesa Boulevard, San Diego, CA 92117 seminars.sdge.com

Site map showing all of the above locations [[Ref. 9](#)]

Upon **completion** of the seven aforementioned Industrial Technology courses, a total of eight units, the participant upon request will receive an Industrial Technology Skill Award. Skill awards are internal certificates awarded to students completing a discipline which is under 18 units [[Ref.10](#)]. This award does not require approval by the California Community College Chancellor's Office.

### **C A description of the planning process which led to the request for the change**

IHACI headquartered in Glendale, CA approached Glendale Community College for a unique partnership to offer HVAC courses at various locations throughout the state. IHACI was aware of a previous partnership GCC had with Glendale Water & Power (GWP) and the Verdugo Workforce Investment Board (VWIB) to bring together the Verdugo Power Academy to establish a new training program for people interested in working in the water and power industry in 2009.

The Verdugo Power Academy addressed the projected shortage of utility workers to fill positions in the power utility industry and the challenges in recruiting and retention, and created a local source to produce qualified candidates. The program raised awareness and interest in careers in utilities, and focused on training workforce from the local community.

The academies were held for sixteen weeks at a time, which covered the necessary skill sets for utility workers, which included electrical line mechanics, technicians and station electricians. The curriculum combined classroom training with hands-on practical training in electric utility operations. The curriculum encompassed electric power principles and codes, safety, pole climbing and overhead line construction, transformers, SMART grids and more.

GWP provided the facilities, materials, instructional support and technical expertise. GCC provided the instructional curriculum. This model is now moving forward for IHACI and GCC with IHACI providing the accommodations, instructional provisions, and proficiency in HVAC matters. This program addresses a shortage in qualified HVAC technicians in California as well as improving the skill-set of the incumbent workforce. By offering this training, this need is being addressed state-wide and is not limited to Glendale or its surrounding area. Students commute to class similar to many traditional campus students.

The energy sector is an integral part of cities and municipalities' infrastructure as it provides basic and essential services to its citizens and businesses, which include and are not only limited to water and electricity. This also includes installation, maintenance or repair of heating, cooling, and refrigeration equipment in residential and commercial buildings.

California cities are mandated through Title 24 to implement new green policies in their energy sectors, which include energy efficiency and reducing their "Carbon Footprint." This stands true for the Heating/Ventilation and Air Conditioning sector. Many chemicals and pollutants are used in this industry. It is integral that technicians know how to conserve, recover, and recycle chlorofluorocarbon, hydrochlorofluorocarbon, and other refrigerant gases properly and safely as these substances can cause harm to the environment. In addition technicians know how to install, maintain, and repair heating and cooling systems.

The California Employment Development Department projects that since 2012 and heading towards 2022 there will be 970 annual openings available in the state. [\[Ref. 11\]](#) An average of 460 positions will be new jobs due to increases in population and new building projects. 510 positions will be due to replacements of industry professional's retiring. HVAC technicians earned a median wage of \$53,696 with lower-tier wages at \$39,327 and high-tier wages at \$67,377. With minimal training, as such provided through the IHACI and GCC partnership, participants who complete the required coursework can begin in entry-level positions, which can lead to apprenticeship or journeymen programs.

**D Evidence that the institution has analyzed and provided for adequate resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality**

IHACI ensures all students submit an application for admission on the Glendale Community College website. Our GCC Admissions and Records Office then matriculates students by providing them with their respective identification numbers and registers them in their Industrial Technology courses. Our Administrative Services personnel account for the fees that these students owe and account for all finances through the Memorandum of Understanding between our two groups (see appendix). This student population has all rights and services afforded to them as non-traditional students. They all have MyGCC [\[Ref. 12\]](#) accounts so they can address online resources such as admissions and records, educational counseling, access to potential scholarships, tutoring, library services, career planning and resume writing workshops.

The partnership is formed by an Instructional Service Agreement where the curriculum is written by Glendale Community College and offered in partnership with IHACI. This partnership has proved successful. The entire 2016 calendar year alone will produce 36 classes state-wide. Upon completion of the eight courses, students will receive a skill award giving them improved proficiency in heating/ventilation and air conditioning repair.

## **E Evidence that the institution has received all necessary internal or external approvals**

The college has examined, evaluated, and considered all resources necessary and required to make the IHACI program successful. All courses in this curriculum were analyzed and approved at numerous levels having multiple readings at each level of scrutiny. The courses were approved first at the division level. This discipline falls under the auspices of the Technology & Aviation Division. Thereafter, it is forwarded to the Curriculum and Instruction Committee, which reviews the content of the courses, in addition to verifying appropriate student learning outcomes for each course. Afterwards, these courses move through the standing committees of Academic Affairs, Campus Executive, and for final approval by the Glendale Community College District Board of Trustees [Ref. 13]. Subsequently after the aforementioned approvals, it is sent to the Chancellor's office. All courses to have been approved by the state.

## **F Evidence that the (21) Eligibility Requirements will still be fulfilled specifically related to the change**

Glendale Community College affirms that it meets all Eligibility Requirements. Evidence of ERs and specifically related to the change. Evidence that each ER will still be fulfilled specifically related to the change. All requirements should be addressed, and requirements that are particularly impacted by the change should be addressed in detail.

### **The Eligibility Requirements for Accreditation, Adopted June 2014.**

#### **1. Authority**

The institution is authorized to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

#### **Response:**

The Glendale Community College is authorized by the Chancellor's Office of the California Community Colleges to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code. The college is governed by an elected Board of Trustees.

Glendale Community College has authority to operate as a degree granting institution in accordance with the requirements of the Board of Governors of the California Community Colleges, with California Educational Code, and based on its accreditation by the Accrediting Commission For Community And Junior Colleges, Western Association of Schools and Colleges, located at 10 Commercial Boulevard, Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education. Accreditation was reaffirmed by the ACCJC after the last full accreditation site visit in June 2010. The next scheduled site visit will take place October 3-6, 2016. This authority is also published on page 11 of the 2015-2016 Glendale Community College Catalog.

Glendale Community College accepts credit for courses completed at colleges and universities that have been accredited by one of the regional accrediting associations.

There are other Glendale Community College programs that are additionally accredited through industry or governmental groups. The college has other programs that are accredited by special agencies:

Child Development Program: National Association for the Education of Young Children, (NAEYC), 1313 L. Street NW, Suite 500, Washington, DC 20005

Fire Academy/EMT Program: This program is a State Board of Fire Services and California State Fire Marshal's accredited Regional Fire Academy sponsored by Glendale Community College and the Glendale Fire Department. Students receive a variety of California State Fire Marshal certificates upon graduation from the Academy.

Department of Nursing: The curriculum is an accredited associate degree program. A baccalaureate degree (BSN) is also offered. Licensure is regulated by the California Board of Registered Nursing (BRN) Requirement

Professional Development Center: The Center is located in Montrose, CA just a few minutes from the main campus and has been a major force in the training of Southern California employees. The center has been providing state-funded and fee-based training in Southern California since 1985. The program was founded in cooperation with the State Chancellor's Office and the California Employment Training Panel (ETP). The program creates customized training programs for large and small companies. A variety of industries use the services provided by the center to provide customized instruction for their employees such as how to work smarter and increase productivity or any other goals or parameters.

## **2. Operational Status:**

The college is operational, with students actively pursuing its degree and certificate programs.

**Response** Glendale Community College is operational and enrolled approximately 19,787 students in 2015-2016 in its credit and noncredit curriculum. Classes are scheduled at the main Glendale

Campus, the Garfield Campus, the Professional Development Center in Montrose, CA and also at various off-campus locations such as local High Schools as needed and also online to maximize the opportunity for students to complete degree and or certificate programs.

The IHACHI program is one such program which operates at six different Investor Owned Utility education centers. The program was approved by the Board and is based on curriculum designed to get students into the heating, ventilation and air conditioning workforce. Many students are already in the workforce and take the program to update skillsets.

### **3. Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

#### **Response**

Glendale Community College offers 95 associate degrees, as outlined in the 2015-2016 Catalog, all of which are two academic years in length. The college offered 1,957 sections of 608 degree-applicable courses in Fall 2015. The number of students enrolled in degree applicable courses in Fall 2015 was 15,422, representing 97 percent of the entire credit student population. The Associates in Arts/Sciences Degrees for Transfer meet all standards for degrees and are intended to increase the number of students who can graduate with a degree each year. Approximately 500 credit courses are offered each semester (74% of all credit courses) and 1,500 credit class sections offered each semester (67% of all credit class sections) are in programs that lead to degrees. In a given semester, approximately 14,500 credit students (90% of total credit students) are enrolled in at least one course that is in a program leading to a degree. The IHACHI program leads to a Skill Award.

### **4. Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

#### **Response**

Glendale Community College has a CEO, Dr. David Viar, the Superintendent/President, of the Glendale Community College District. Dr. Viar was appointed by the Board of Trustees at its regular meeting on May 20, 2013. The Superintendent/President's authority is to administer board policies as defined in Board Policy 2145 and to ensure that all college programs are in compliance with local, state, and federal requirements and ACCJC Standards. The chief executive officer is not the chair of the governing board. GCC's Board of Trustees elects one of its members to serve as the board president annually on a rotation basis. The college notified the ACCJC when Dr. Viar

officially took over as Superintendent/President on July 1, 2013.

## **5. Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title V eligible must demonstrate compliance with federal requirements.

### **Response**

Glendale Community College maintains financial resources to assure the financial stability of the college and its programs. All funds of the College are audited, including the Foundation and Government Obligation (GO) bond funds. The most recent audit, conducted by Vavrinek, Trine, Day & Company, was accepted by the board of Trustees at its January 19, 2016 meeting. Copies of the audits have been filed with the appropriate federal, state, and county offices. Additional copies have been made available to the superintendent/President, members of the board of Trustees, and for public inspection in the college library. The IHACHI program is primarily supported by the heating, air conditioning and ventilation industry.

## **6. Mission**

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A1 and I.A.4)

### **Response**

The Glendale Community College district board of Trustees adopted the most recent revision of the College mission statement on January 27, 2015.

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community. As part of its mission, Glendale community College is committed to student success by promoting: communication, critical thinking, information competency, quantitative reasoning, global awareness and personal responsibility, collaboration among disciplines and openness to the diversity of the human experience; student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner. The mission statement is reviewed annually. The IHACHI program follows the college's mission statement by offering rigorous and innovative learning experiences, promoting critical thinking, information

competency and state of the art technology jobs in the fields of heating, air and ventilation.

## **7. Governing Board**

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

### **Response**

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. The board members are elected for a four year term with elections held every two years. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The student trustee position rotates on an annual basis and is granted the same responsibilities and rights as the elected officials with the exception of having an advisory vote. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The IHACHI program was approved by the Governing Board on March 17, 2015.

## **8. Administrative Capacity**

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

### **Response**

Glendale Community College has sufficient staff, including faculty, and managers with appropriate preparation and experience, to support the institution's mission and purpose.

The IHACHI program faculty meets the employment standards for Glendale Community College faculty and are qualified by the college's Human Resources department per the GCC Hiring Procedures for Adjunct Faculty Administrative Regulation 7121, the same as any other faculty member applying to the college. [\[Ref.14\]](#)

## **9. Educational Programs**

The institution's programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees and culminate in identified student outcomes. At least one degree program must be of two academic years in length. (Standard II.A.1 and II.A.6)

### **Response**

All of the institution's programs are congruent with its mission. Programs are based on recognized

higher education fields of study, are of sufficient content and length, present sufficient variety within disciplines and are conducted and maintained at the appropriate levels of quality and rigor.

The IHACHI program meets the college's mission. Students learn the skills needed to enter multiple technology areas and careers.

### **10. Academic Credit**

The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

#### **Response**

All degrees and certificates approved by Glendale Community College have defined and published expected student learning and achievement outcomes. Student Learning Outcomes are assessed on a regular cycle. Catalog statements for the Industrial Technology courses are outlined on pages 162-163 in the 2015-2016 Glendale Community College Catalog [[Ref. 15](#)].

### **11. Student Learning and Student Achievement**

The institution defines standards for student achievement and assesses its performance against those standards. The institution defines and publishes for each program the program's expected learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met.

#### **Response**

All degrees and certificates approved by Glendale Community College have defined and published expected student learning outcomes, including the IHACHI program.

### **12. General Education**

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education.

**Response**

Glendale Community College ensures that all degrees include the substantial components of general education that ensures breadth of knowledge and promotes intellectual inquiry. All of the Associates in Art/Sciences Degrees for Transfer incorporate general education courses and majors courses that meet state and system transfer requirements.

The IHACHI program leads to a skill award certificate. Students learn the skills needed to secure jobs in the fields of heating, ventilation and air conditioning.

**13. Academic Freedom**

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

**Response**

Glendale Community College has board policies and administrative regulations that outline academic freedom. Additionally, the collective bargaining agreement includes and delineates the rights and responsibilities of faculty with regards to Academic Freedom. The IHACI program meets the Administrative Regulation related to academic freedom.

The IHACI program meets the Administrative Regulation related to academic freedom.

**14. Faculty**

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

**Response**

Glendale Community College has a substantial core of qualified faculty with full time responsibility to the college. The core of faculty is sufficient to meet the professional academic responsibilities. The college meets or exceeds the annual faculty obligation number assigned by the State of California. Faculty from each division provide the primary membership of the Curriculum & Instruction Committee. This committee and its sub groups are the primary work group entrusted with ensuring quality of the curriculum. Industry professionals applied to the college and were qualified to teach and provide instruction related to their expertise in the subject areas of heating, ventilation and air conditioning.

**15. Student Support Services**

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

**Response**

Glendale Community College provides a variety of student services for IHACI students, including, but not limited to admissions and records, computer access, all GCC online services including online access to My GCC, GCC online library, counseling, scholarships etc. Students have access to most of the appropriate services available at the college including but not limited to admissions and records, counseling, online access to the GCC library.

**16. Admissions**

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Standard admission policies apply to the IHACHI program.

**Response** Glendale Community College is an open-admissions institution with established admissions policies. Students have a right to choose a program of study that best meets their needs; including, but not limited to Associates in Arts/Science Degrees for Transfer.

**17. Information and Learning Support Services**

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

**Response**

Students in all programs, including Associates in Arts/Sciences Degrees for Transfer, including IHACI program have access to all learning resources and services offered by the college.

**18. Financial Resources**

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

**Response**

Glendale Community College maintains financial resources to assure the financial stability of the college and its programs. Associates in Art/Sciences Degrees for Transfer do not impact the financial stability of the college. The IHACHI program's financial stability is supplied by the Heating, Air Conditioning and Ventilation industry.

**19. Institutional Planning and Evaluation**

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and

systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

### **Response**

Glendale Community College has an established integrated planning process. The Educational Master Plan (EMP) identified the need to streamline movement through the curriculum. A planning handbook is made available to all faculty, staff, and the public via website. Institutional planning, program review, and resource allocations contribute to accountability and evaluation of the planning process.

The IHACHI program follows the colleges plan to streamline students through rigorous onsite training to be able to apply for jobs in the heating, air and ventilation

### **20. Integrity in Communication with the Public**

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the programs offered by the college.

### **Response**

Glendale Community College publishes a paper catalog annually and maintains an online catalog on the college's website, [www.glendale.edu](http://www.glendale.edu). The approved Associates in Arts/Sciences Degrees for Transfer are listed in the catalog.

### **General Information**

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution

Glendale Community College  
1500 N. Verdugo Road  
Glendale, CA 91208  
818 240-1000 [www.glendale.edu](http://www.glendale.edu)

Educational Mission  
Course, Program, and Degree Offerings  
Academic Calendar and Program Length  
Academic Freedom Statement  
Available Student Financial Aid  
Available Learning Resources  
Names and Degrees of Administrators and Faculty  
Names of Governing Board Members

### **Requirements**

Admissions  
Student Fees and Other Financial Obligations  
Degree, Certificates, Graduation and Transfer

### **Major Policies Affecting Students**

Academic Regulations, including Academic Honesty

Nondiscrimination  
Acceptance of Transfer Credits  
Grievance and Complaint Procedures  
Sexual Harassment  
Refund of Fees

All of the above information is published in the college's catalog in hard copy and online and is replicated in the class schedule and on the college website at [www.glendale.edu](http://www.glendale.edu). The policies delineated above apply to all students, regardless of degree pathway.

The IHACHI program follows all applicable policies.

### **21. Integrity in Relations with the Accrediting Commission**

The institution provides assurance that it adheres to the eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The Board and the Superintendent /President provide assurance that the college adheres to the Eligibility Requirements.

The college submits this report as a Substantive Change for the IHACHI program. The college acknowledges that the report should have been completed and submitted for approval prior to the start of the program. Upon discovering that the program had established itself and was operating, the college's ALO contacted the commission and set up a telecom with commission staff member Norv Wellsfry. On December 15, 2015, the college's Vice President of Instruction, the ALO, the Technology Division Chair, and Dean of Workforce Development participated in the call. After outlining the start of the program and the college approvals received it was agreed that the college should prepare a substantive change report for the IHACHI program to be submitted for the next scheduled substantive change meeting in May, 2016. .

## **G Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed**

### **Standard I: Institutional Mission and Effectiveness**

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

**Mission**

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

**Response**

Glendale Community College has a mission statement that defines the institution's broad education purposes. Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

Pursuant to its stated mission, Glendale Community College has one objective: education. One of the primary functions that support this objective in relation to the IHACI model is:

Education beyond the high school level for vocational competence and/or occupational certification: Training programs are offered for many occupations in business and industry. Certificates are awarded upon completion of the requirements for the occupation-centered curriculums. Courses offered in these programs serve three groups of students: those training for entry-level positions; those preparing for advancement on the job; and those seeking to improve skills to meet new job requirements. Thus, students are offered a balance of technical and general education.

**Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**Response**

Glendale Community College has met the standards associated with student learning outcome and program outcomes. There is no difference in program outcomes based on methodology. Timelines for continuing quality improvement via the assessment learning outcomes cycle are part of the course/program approval process.

**Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

## **A. Instructional Programs**

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

### **Response**

GCC is committed to serving students by offering high-quality programs leading to transfer, certificates, degrees and employment.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

### **Response**

The IHACI model demonstrates the college's dedication to its mission and quality of education.

2. The institution ensures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

### **Response**

Glendale Community College ensures quality programs and applies processes designed to ensure continuous improvement. The IHACI model meets all of the standards used by the college to ensure quality education for all students, including but not limited to nontraditional students.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it.

### **Response**

All courses meet the standards of the college for inclusion in the career and technical education (vocational) curriculum. Student learning outcomes are delineated for each course.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**Response**

All degree programs at GCC include at least one area of inquiry or in an established discipline.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

**Response**

The Industrial Technology courses are interactive and meet standards developed by the college to ensure student competencies.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

**Response**

All courses regardless of methodology, traditional or distance education, have syllabi that provide accurate information about educational courses and programs in accordance with college plans.

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

**Response**

Glendale Community College has Board policies and Administrative Regulations related to academic freedom and responsibility, as well as student academic honesty. Information regarding institutional beliefs and worldviews can be found in the college's mission statement and the institutional learning outcomes.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

**Response**

Glendale Community College does not offer curricula in foreign locations to students other than U.S. nationals.

## **B. Student Support Services**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

### **Response**

Glendale Community College recruits and admits diverse students who are able to benefit from all of the college's programs. Student support services are available to meet the needs of all students. Student support services are available to students participating in our Industrial Technology courses.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

### **Response**

Glendale Community College assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission. Students participating in IHACI courses receive the same quality student support as all other Glendale Community College students.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning:

#### **a. General Information**

Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

Educational Mission

Course, Program, and Degree Offerings

Academic Calendar and Program Length

Academic Freedom Statement

Available Student Financial Aid

Available Learning Resources

Names and Degrees of Administrators and Faculty

Names of Governing Board Members

#### **b. Requirements**

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students  
Academic Regulations, including Academic Honesty  
Nondiscrimination  
Acceptance of Transfer Credits  
Grievance and Complaint Procedures  
Sexual Harassment  
Refund of Fees

d. Locations or publications where other policies may be found

**Response**

Glendale Community College publishes both a hard copy of the catalog and an online version. The online version is updated in real time while the hard copy is updated annually. All students participating in IHACI courses have access to the catalog.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Response**

Glendale Community College researches and identifies the learning support needs of the student population. The needs of students taking Industrial Technology courses related to the IHACI program are included in these processes.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Response**

Glendale Community College addresses and assesses the needs of its students in order to provide appropriate services and programs. Students participating in the IHACI program have access to all college services as outlined above.

**B. Library and Learning Support Services**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

**Response**

Glendale Community College addresses the needs of students with quality library and learning support services. Students participating in the IHACI program have access to all college services as outlined above.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Response**

Glendale Community College evaluates all of the services offered by the college. Students participating in the IHACI program have access to all college services as outlined above.

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

**A. Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

**Response**

Glendale Community College has policies in place to ensure that the college hires qualified employees. Faculty associated with the Industrial Technology courses are fully qualified instructors who are skilled in teaching and serving the needs of a varied student population.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

**Response**

Glendale Community College has consistently met the full-time faculty obligation number each year and provides sufficient staff and administrators to support the activities of the institution.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**Response**

Glendale Community College consistently develops/modifies policies and procedures to ensure fair and equitable practices and student success. Policies developed for contract education are designed to ensure quality offerings. The college adheres to these policies and meets this standard. Instructors teaching contract education courses follow all institutional policies.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**Response**

Glendale Community College serves a highly diverse and multi-cultural population of students. Policies and practices promote diversity at all levels. The college is committed to diversity as demonstrated in the Mission Statement. All college policies and practices apply to all employees including those involved in contract education.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**Response**

Glendale Community College demonstrates its commitment to providing professional and staff development for all faculty and employees through workshops, conferences, presentations, flex, and various campus activities.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Response**

Current human resources are sufficient to provide needed staff support for all courses and programs regardless of modality.

**B. Physical Resources**

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**Response**

Glendale Community College strives to maintain a positive environment to support instructional programs and student learning by maintaining current resources and planning for future needs including assessing needs for contract education.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Response**

GCC has integrated physical resource planning with institutional planning processes. The Campus Development Committee reviews, evaluates and prioritizes the evaluation, renovation and maintenance of existing facilities. The physical resources required for contract education are sufficient to support students and the curriculum offered.

**C. Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**Response**

Glendale Community College recognizes that the technology needs are constantly changing and is continuously improving technology resources available throughout the college. Grants have supplemented the college's technology funding by supporting pilot projects designed to ensure the quality use of technology. Changes in funding practices have ensured the college meets its need for technology. Technology support meets the needs of those teaching contract education.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Response**

Technology planning is incorporated into the Educational Master Plan. Assessments resulting from Program Review and the planning process contribute to the continuous quality improvement.

**D. Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

**Response**

With changing technology, it is not possible to provide funds to meet every staff and faculty member's wish list. Focusing on the mission, the Educational Master Plan, and program review, Glendale Community College has sufficient financial planning to meet the needs of the college, including technology and funding for contract education.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**Response**

Glendale Community College has institutionalized an annual budget process. Budget processes are assessed with the participation of all major constituencies through Planning and Program Review, as well as governance committees. Contract education is held to the processes as all other programs of the college.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

**Response**

Financial Planning is linked to institutional planning. The resource allocation process is evaluated annually to ensure that it is tied to planning and the college mission. Planning and Program Review contribute to the process of decision making. Contract education is held to the same processes as all other programs of the college.

## **Standard IV: Leadership and Governance**

### **A. Decision-Making Roles and Processes**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

#### **Response**

Glendale Community College has established participatory practices through the evaluation, review and revision of Board Policies and Administrative Regulations, and shared governance processes. Contract education is an example of the innovative instruction developed through a partnership between faculty, administration, and industry partners.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

#### **Response**

GCC has a broad-based representative governance system involving all constituencies in creating policy and developing planning goals and the budget. The college's budget is linked to institutional planning and the program review process.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

#### **Response**

Glendale Community College has a broad-based representative governance system which encourages participation by all constituency groups. Governance committees help develop, review, and approve the current Educational Master Plan with full participation of all constituency groups.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior

approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Response**

Glendale Community College is committed to an environment of continuous improvement of the college's programs and services. Through the work of the Institutional Planning Coordination Committee (IPCC), planning, program review, the college addresses ACCJC recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations. Contract education meets all ACCJC standards, as well as federal, state and local requirements.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Response**

Glendale Community College has processes in place for the evaluation of institutional processes through annual campus surveys, the Governance Review Committee and the publication of all governance committee minutes and actions online. Survey results regarding participation in governance and participation in master planning show that constituent groups feel they participate in these processes, which establish college wide goals. Contract education is reviewed through governance committees, surveys and information actions.

**B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

**Response**

The college has a governing board that is responsible for establishing policies to assure quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Response**

Glendale Community College has a Superintendent/President who shows leadership in planning and budgeting. The Superintendent/ President supports the focus of innovation and technology assisted instruction as delineated in Educational Master Plan.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity through-out the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

**Response**

Glendale Community College is a single college district, therefore, this standard does not apply.

**H Description of the process for monitoring and evaluating the effectiveness and learning outcomes of the change**

All college programs have defined an assessment cycle for course/program level learning outcomes. Industrial technology courses are included in this process.