**Glendale Community College**

# Institutional Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation

Submitted by:

Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

Submitted to:

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

Submitted August 2016

# Certification

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To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: David Viar
Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.
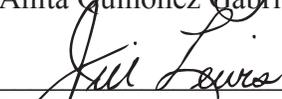
**Signatures:**

David Viar, Superintendent/President
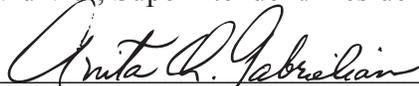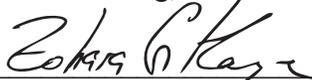
Anita Quiñonez Gabrielian, President, Board of Trustees

Jill Lewis, Accreditation Liaison Officer

Andrew Young, Academic Senate President

Zohara Kaye, Glendale College Guild President

Saodat Aziskhanova, California School Employees Association President

Emin Azarian, Associated Students of Glendale Community College President

# Glendale Community College
## Self Evaluation Report of Educational Quality and Institutional Effectiveness

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# Introduction

# Introduction

**History of the Institution**

Glendale Community College was established in 1927 as Glendale Junior College to serve the Glendale, La Crescenta, and Tujunga school districts. The original College was housed in a wing of Glendale Union High School. In 1929, the College moved to its first independent facilities on Harvard Street in Glendale. After the main building was damaged by the 1933 Long Beach earthquake, the College relocated into small buildings and tent structures. In 1935, 80 percent of the local electorate approved a $195,000 bond issue for new college buildings. The current site of the Verdugo Campus was purchased with bond funds and the addition of a $174,000 Public Works Administration grant. In 1937, the Glendale Junior College District was dissolved and the College became part of the Glendale Unified School District. In spring 1937, the new administration and science buildings were completed and occupied.

Additional purchases of land, along with new construction, occurred in the 1930s and 1940s. A student union was constructed in 1937 and an auditorium was constructed in 1948. In 1962, a new building for chemistry and mathematics was added, and the science building, renamed the Physics-Biology Building, was remodeled in 1963. A new library was constructed in 1967, followed by an aviation and arts building in 1975.

The College was renamed Glendale Community College in 1971. In 1980, voters approved the separation of the College from the school District, creating the Glendale Community College District. Since April 1983, the College has been governed by its own five-member Board of Trustees.

Construction and expansion continued in the 1980s and 1990s. A new classroom/computer lab/faculty office building named the San Rafael Building, the Child Development Center, and the Life Skills Building were constructed on the main campus. A new facility was constructed at a site approximately three miles south of the main campus to house noncredit programs. This facility was initially named the Adult Community Training Center and is now named the Garfield Campus. An additional site, the Professional Development Center, which provides state-funded workforce training, moved into its headquarters in Montrose.

In March 2002, Glendale voters passed a $98 million general obligation bond for improvements to the College's facilities and infrastructure. These funds have been used to complete a science center, a parking structure, a health sciences building, an expansion of the Garfield Campus, and an upgrade of the College's network infrastructure. Bond funds and state funds have also been used to construct the new Sierra Vista building, which includes student services, labs, classrooms, and offices; the new building's projected completion date is during fall 2016.

**Major Developments Since the 2010 Educational Quality and Institutional Effectiveness Review**

Several leadership changes have occurred since the last self evaluation report and site visit. In 2010, the Board of Trustees approved Dr. Dawn Lindsay as the College's superintendent/ president. Dr. Lindsay served until the end of spring 2012, when she resigned to become president of Anne Arundel Community College in Maryland. Dr. Jim Riggs served as interim superintendent/president for the 2012-2013 academic year. After a national search, Dr. David Viar was appointed superintendent/president in summer 2013. Additionally, following the retirement of Dr. Mary Mirch as vice president, instructional services in 2015, former Dean of Instructional Services Michael Ritterbrown was chosen as the new vice president. Executive Vice President, Administrative Affairs Ron Nakasone retired in 2016; the new executive vice president, Dr. Anthony Culpepper, began his tenure in summer 2016.

Facilities improvements have also occurred since the last accreditation visit. The expansion of the Garfield Campus was completed in summer 2011 with the opening of the Mariposa Building. On the Verdugo Campus, the Sierra Vista Building was completed in 2016.

A further change occurred in the method used to elect members of the Board of Trustees. Since 1983, Board members were elected at-large by voters residing in District boundaries, but in June 2015 the Board approved a resolution to move to a system in which Board members represent five geographic areas within the District, beginning with the 2017 election.

The College submitted a substantive change report for approval of the ability to offer programs in which 50 percent or more units may be taken via distance education. The substantive change request was approved by the Commission in November 2014. Another substantive change report was submitted in 2016 for approval of a partnership with the Institute of Heating & Air Conditioning Industries (IHACI). This substantive change request was approved in May 2016.

**Student Enrollment Data**

The following paragraphs show enrollment, demographic, and outcomes data about Glendale Community College students. More detailed information is available in the online Campus Profile [REF INTRO-1]. Information about student achievement data, student learning, institution-set standards, and other evidence is also shown in the next section of this report, Presentation of Student Achievement Data and Institution-Set Standards.

Figure 1 below shows headcount student enrollments since 2010. As the graph shows, enrollments declined somewhat after the accreditation visit in 2010. At the beginning of the economic recession that started in 2008, student demand for classes increased. Although high demand continued through 2013, the state of California's economic downturn resulted in funding caps and a workforce reduction for community colleges, which in turn resulted in class cuts and decreasing enrollments. With the state's economic recovery, the College has offered more class sections but has seen somewhat lower student demand, resulting in lower fill rates and steady enrollments.

**Figure 1. Headcount Enrollment**
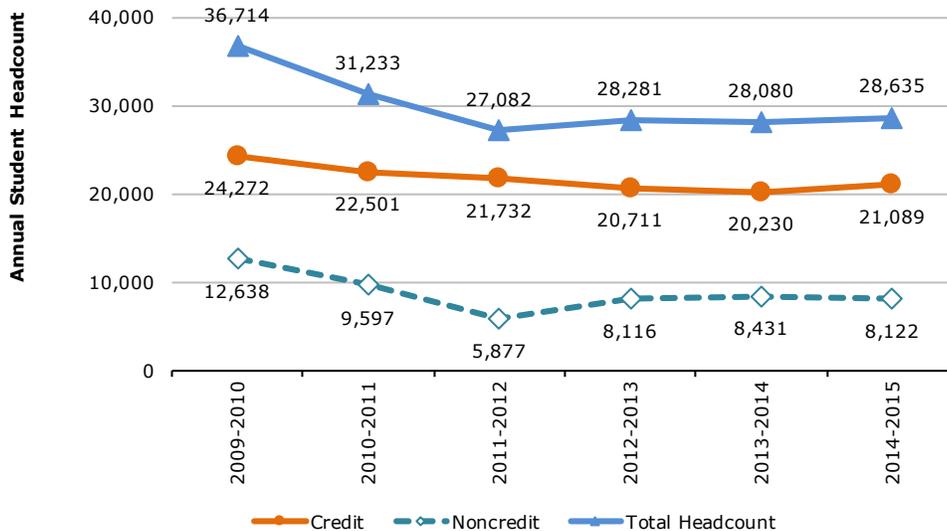
Figure 2 below shows credit and noncredit enrollment by gender. Female students outnumber male students in the credit program by a ratio of about 55 percent to 45 percent, and in the noncredit program by a ratio of about 65 percent to 35 percent.

**Figure 2. Gender Distribution of Credit and Noncredit Students**
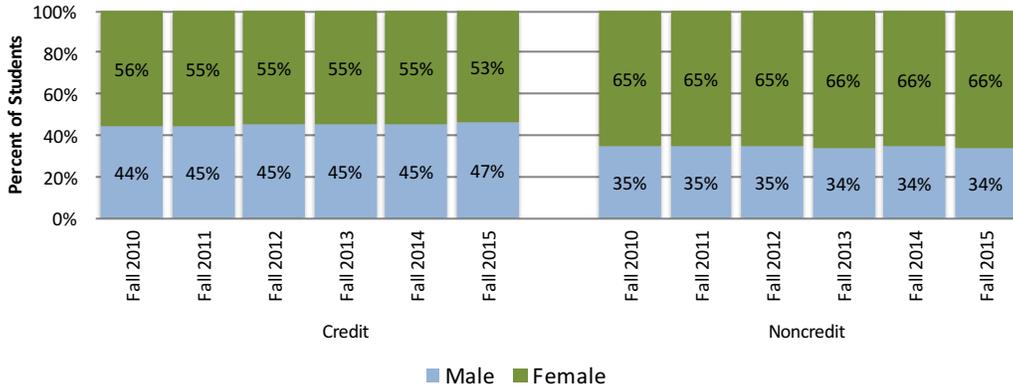


Figure 3 below shows age distribution for credit and noncredit students. The age distribution of credit students has not changed much in the past six years, while the distribution has shifted somewhat toward younger students in the noncredit population. As the graphs show, the largest group of credit students is under age 21, while the largest group of noncredit students is between 31 and 50 years of age. In fall 2015, the median age of credit students was 22, and the median age of noncredit students was 40.

**Figure 3. Age Distribution of Credit and Noncredit Students**
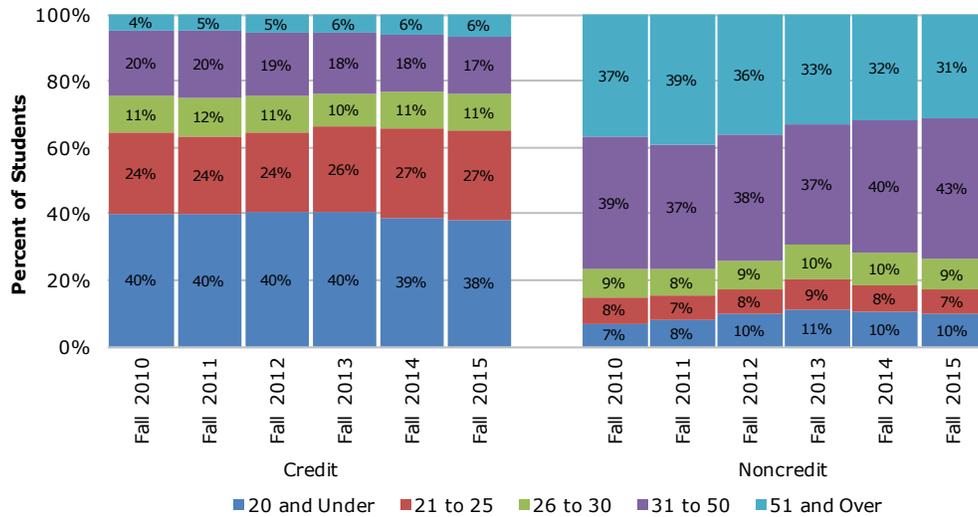
Figure 4 shows credit and noncredit enrollment by student race/ethnicity. As the graph indicates, students of Armenian descent make up the largest group in both the credit and noncredit student populations. However, the proportion of both groups who are Hispanic/ Latino has been increasing in the past five years.

**Figure 4. Race/Ethnicity Distribution of Credit and Noncredit Students**
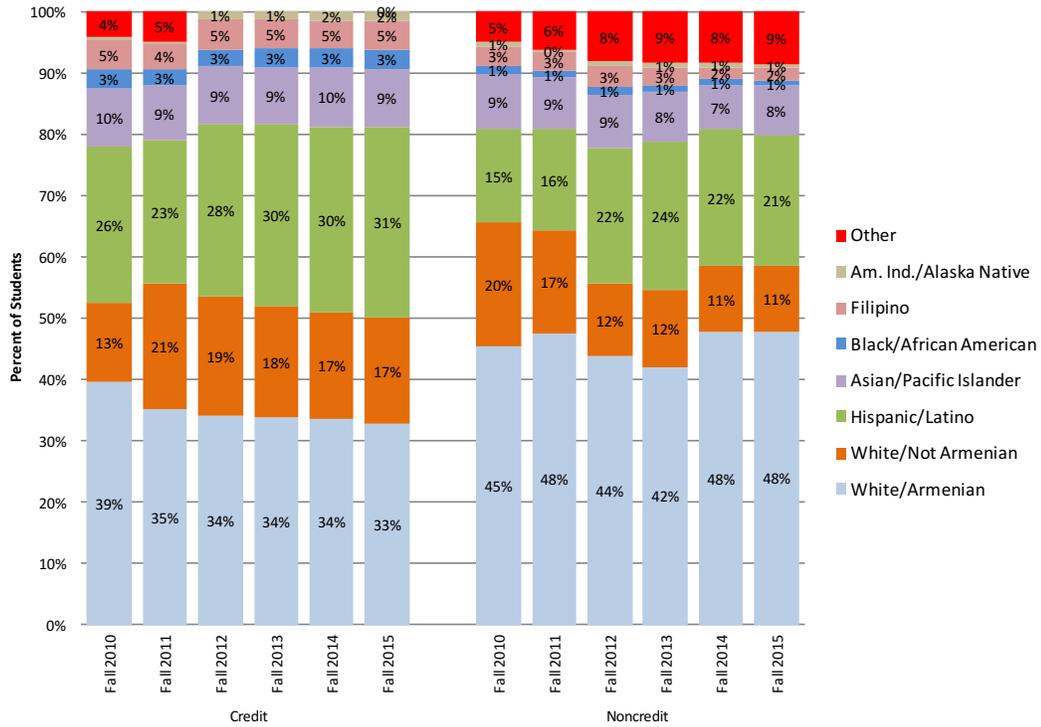


As Figure 6 shows, the College serves more than 400 credit students with disabilities, representing approximately 3 percent of the credit student population.

**Figure 6. Number of Credit Students with Disabilities**
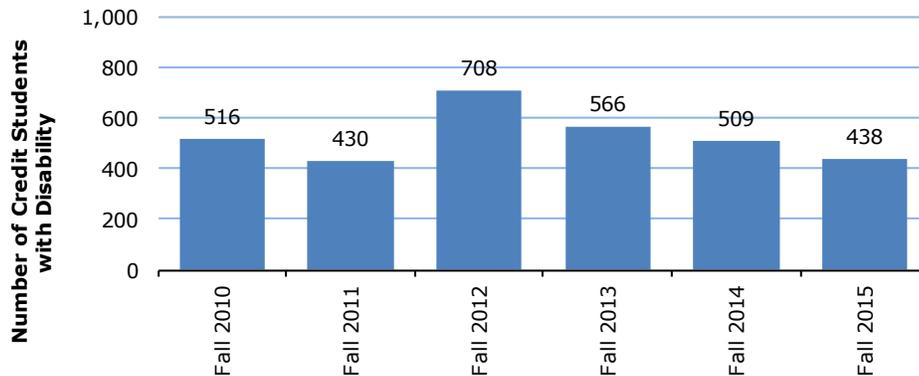
Figure 7 shows the number of students receiving financial aid. The number receiving Board of Governors (BOG) fee waivers is close to the total number receiving financial aid. Each year, approximately 60 percent of credit students receive some form of financial aid.

**Figure 7. Number of Credit Students Receiving Financial Aid**
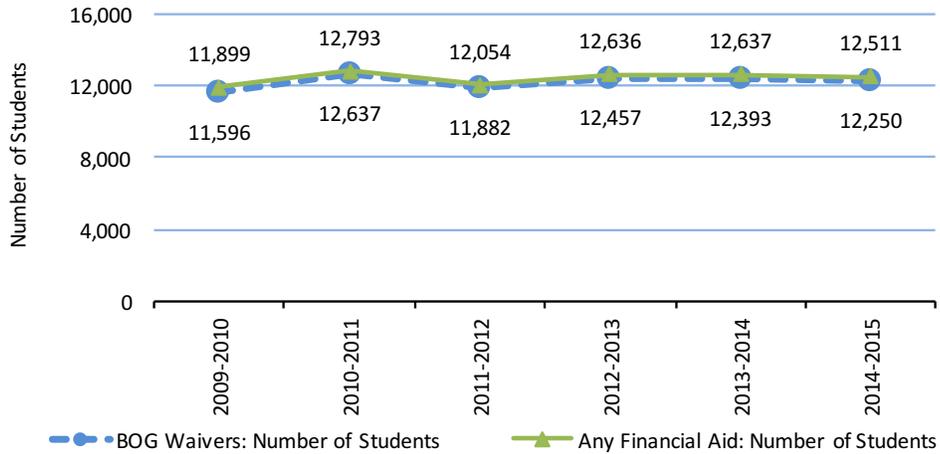


Figure 8 shows the number of international students studying at the College on a student visa. The number increased by more than 50 percent between 2012 and 2015.

**Figure 8. Number of International Students**
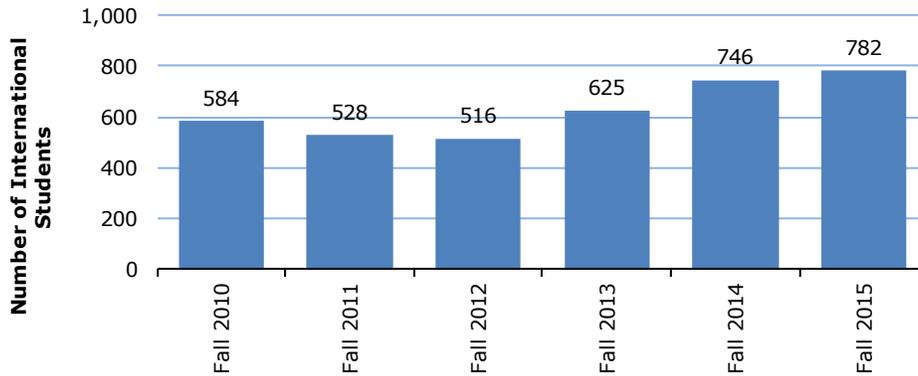
Figure 9 shows the educational goals of credit students. The largest group, about 60 percent, indicates transfer as their goal. The goal of about 5 percent of credit students is an associate degree without transfer, and the goal of 10 percent is a career-technical education (CTE) degree, certificate, or job skills. Approximately 15 percent are undecided about their goal.

**Figure 9. Credit Student Educational Goals**
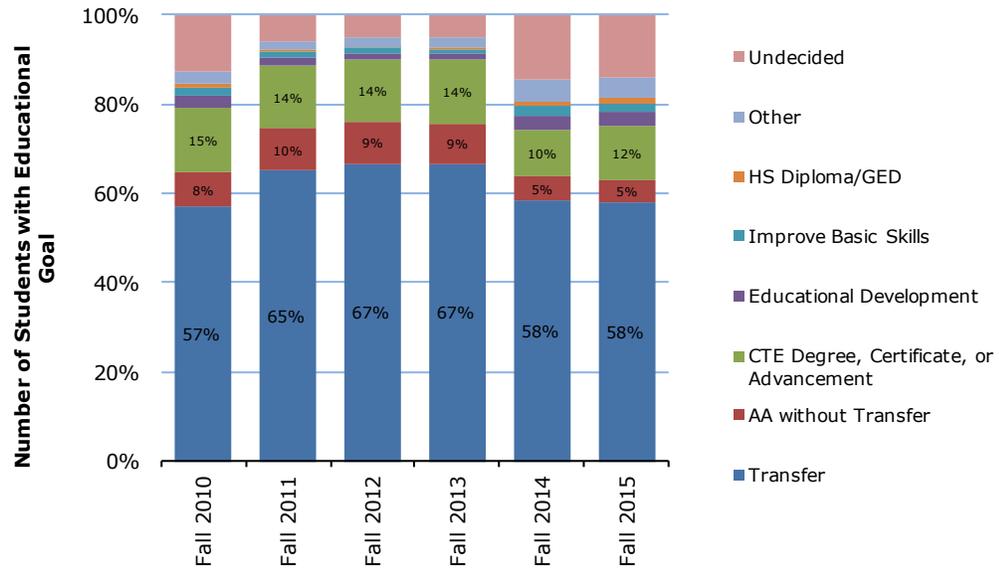
Figure 10 shows English placement levels of credit students based on the College's English placement system. Approximately 4,200 students are assessed in English every year. More than 40 percent of students assessed in English are placed into level 6 (English 101), transfer-level English; approximately 60 percent are placed below transfer level.

**Figure 10. Credit Student English Placement**

The next graph shows student placement into the Credit ESL grammar/composition curriculum. Approximately 1,500 students are placed into Credit ESL each year. Very few are placed into the highest level of Credit ESL, level 5 (ESL 151), which is a prerequisite for transfer-level English. The largest group of students placing into Credit ESL are placed into the lowest level, ESL 111.

**Figure 11. Credit Student ESL Placement**

**ESL Grammar/Composition Placement**



| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|---|
| Level 1 (ESL 111) | 47% | 48% | 49% | 43% | 46% | 41% |
| Level 2 (ESL 123) | 27% | 24% | 21% | 26% | 25% | 28% |
| Level 3 (ESL 133) | 17% | 19% | 20% | 20% | 18% | 19% |
| Level 4 (ESL 141) | 8% | 9% | 10% | 10% | 11% | 12% |
| Level 5 (ESL 151) | 1% | 0% | 0% | 0% | 1% | 1% |

**ESL Listening/Speaking Placement**



| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|---|
| Level 1 (ESL 115) | 22% | 23% | 24% | 22% | 24% | 21% |
| Level 2 (ESL 125) | 32% | 29% | 30% | 29% | 28% | 28% |
| Level 3 (ESL 135) | 20% | 19% | 18% | 19% | 17% | 20% |
| Level 4 (ESL 145) | 15% | 19% | 16% | 20% | 19% | 19% |
| Level 5 (ESL 155) | 11% | 10% | 10% | 11% | 12% | 12% |

Figure 12 shows student placement into the credit mathematics sequence. Approximately 5,000 students are placed into credit mathematics courses every year. Level 5 is transfer-level Math, and level 4 is the level required for completion of the associate degree. About 20 percent of students are placed into transfer-level Math or higher, while about 40 percent are placed into associate degree-level Math or higher; about 60 percent are placed below associate degree-level Math.

**Figure 12. Credit Student Mathematics Placement**
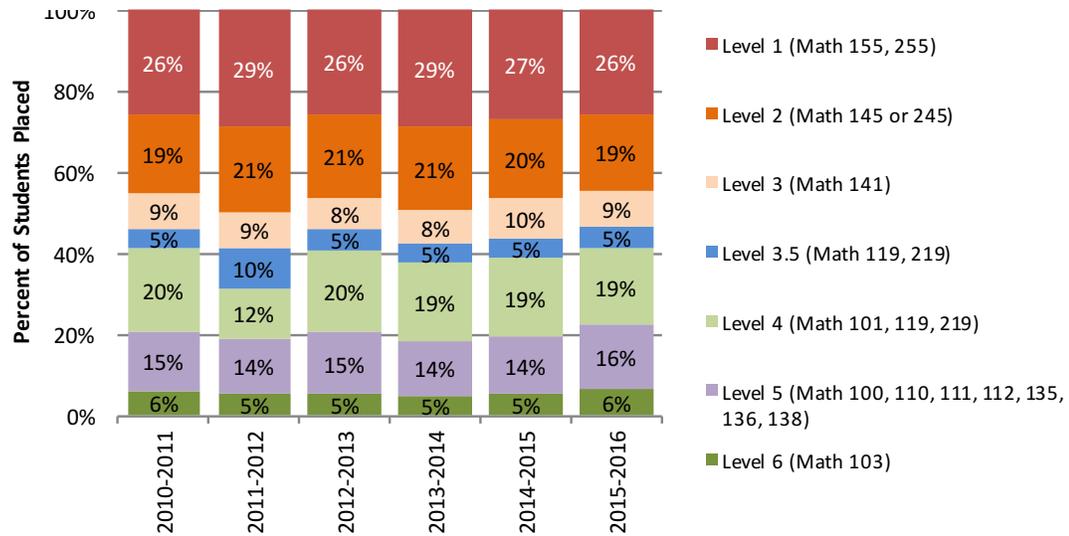
Figure 13 shows the percentage of credit students enrolling in distance education sections. Enrollment reflects the fact that the College has begun to offer more hybrid course sections combining face-to-face and online instructional hours, and fewer purely online sections.

**Figure 13. Distance Education Enrollments**
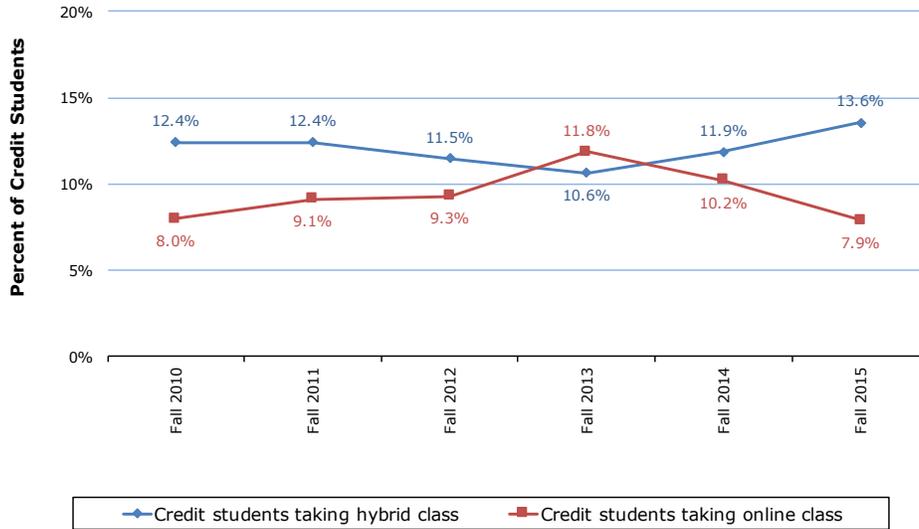


The graph below shows staffing by employee category for fall semesters. The number of full-time tenured or tenure-track faculty has decreased with retirements, while the number of adjunct temporary faculty has increased.

**Figure 14. Staffing**
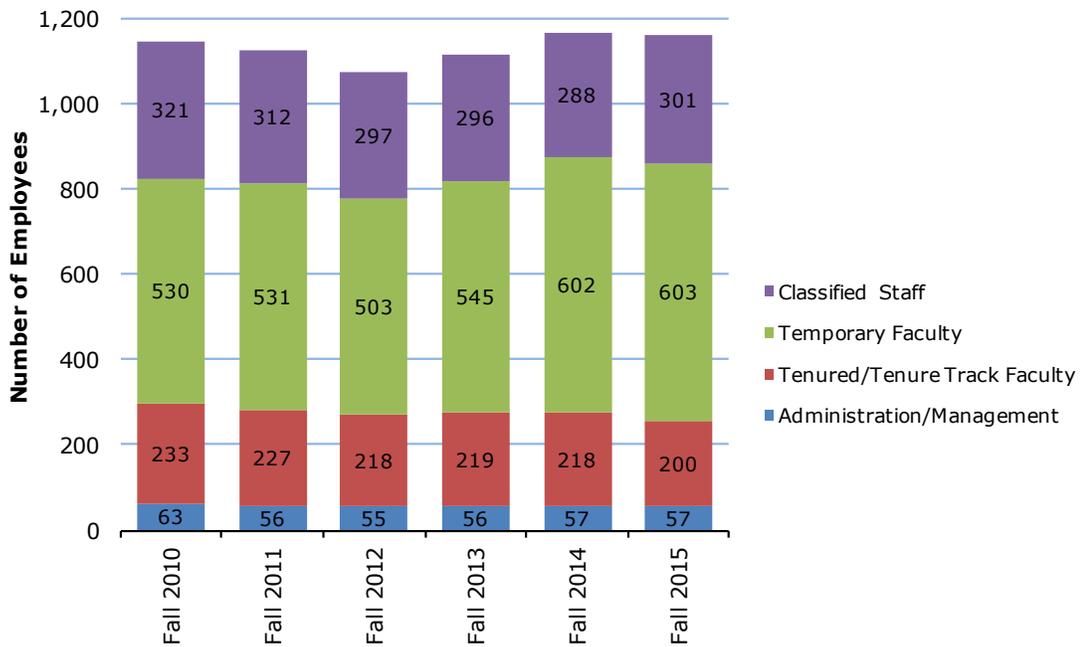
**Summary Data on Service Area**

Glendale Community College District boundaries include the City of Glendale, La Crescenta, a portion of La Cañada Flintridge, and a small unincorporated section of Los Angeles County northeast of Glendale. At 38 square miles, the District is physically the smallest of all the California community college districts. The College's service area is substantially larger than its District boundaries; approximately 55 percent of credit students and 25 percent of noncredit students reside outside District boundaries. Additional information about the College's service area is available in the online Community Profile [REF INTRO-2].

**Labor Market Data**

Glendale Community College is located in Los Angeles County, the most populous county in the United States with a diverse set of industries and employers. The section below presents labor market information for Los Angeles County and more narrowly defined parts of the College's service area. Tables 1-3 show occupations with the most projected new jobs in Los Angeles County by entry-level educational requirement, according to the California Employment Development Department's 2012-2022 employment projections.

**Table 1. Top Occupations Requiring Postsecondary Certificate**

| Occupation | 2012 Employment | 2022 Employment | Average Annual Change | Percent Change, 2012 to 2022 | Projected Annual Percent Change |
|---|---|---|---|---|---|
| Nursing Assistants | 31,050 | 36,980 | +593 | +19.1% | +1.9% |
| Licensed Practical and Licensed Vocational Nurses | 19,720 | 25,140 | +542 | +27.5% | +2.7% |
| Medical Assistants | 23,410 | 27,950 | +454 | +19.4% | +1.9% |
| Heavy and Tractor-Trailer Truck Drivers | 30,870 | 34,040 | +317 | +10.3% | +1.0% |
| Telecommunications Equipment Installers and Repairers, Except Line Repairers | 6,830 | 9,180 | +235 | +34.4% | +3.4% |
| Hairdressers, Hairstylists, and Cosmetologists | 11,040 | 12,850 | +181 | +16.4% | +1.6% |
| Dental Assistants | 10,420 | 11,890 | +147 | +14.1% | +1.4% |

| | 2012 Employment | 2022 Employment | Average Annual Change | Percent Change, 2012 to 2022 | Projected Annual Percent Change |
|---|---|---|---|---|---|
| Manicurists and Pedicurists | 5,570 | 6,680 | +111 | +19.9% | +2.0% |
| Heating, Air Conditioning, and Refrigeration Mechanics and Installers | 4,220 | 5,190 | +97 | +23.0% | +2.3% |
| Medical Records and Health Information Technicians | 4,560 | 5,370 | +81 | +17.8% | +1.8% |

## Table 2. Top Occupations Requiring Associate Degree

| Occupation | 2012 Employment | 2022 Employment | Average Annual Change | Percent Change, 2012 to 2022 | Projected Annual Percent Change |
|---|---|---|---|---|---|
| Registered Nurses | 70,160 | 79,890 | +973 | +13.9% | +1.4% |
| Web Developers | 5,530 | 7,280 | +175 | +31.6% | +3.2% |
| Medical and Clinical Laboratory Technicians | 5,180 | 6,750 | +157 | +30.3% | +3.0% |
| Paralegals and Legal Assistants | 8,210 | 9,710 | +150 | +18.3% | +1.8% |
| Dental Hygienists | 5,320 | 6,450 | +113 | +21.2% | +2.1% |
| Preschool Teachers, Except Special Education | 14,640 | 15,700 | +106 | +7.2% | +0.7% |
| Respiratory Therapists | 4,210 | 4,770 | +56 | +13.3% | +1.3% |
| Radiologic Technologists | 4,380 | 4,930 | +55 | +12.6% | +1.3% |
| Diagnostic Medical Sonographers | 1,150 | 1,540 | +39 | +33.9% | +3.4% |
| Physical Therapist Assistants | 1,010 | 1,310 | +30 | +29.7% | +3.0% |

**Table 3. Top Occupations Requiring Bachelor's Degree**

| Occupation | 2012 Employment | 2022 Employment | Average Annual Change | Percent Change, 2012 to 2022 | Projected Annual Percent Change |
|---|---|---|---|---|---|
| General and Operations Managers | 67,280 | 75,400 | +812 | +12.1% | +1.2% |
| Accountants and Auditors | 46,120 | 52,840 | +672 | +14.6% | +1.5% |
| Market Research Analysts and Marketing Specialists | 18,420 | 25,540 | +612 | +33.2% | +3.3% |
| Management Analysts | 21,340 | 26,680 | +534 | +25.0% | +2.5% |
| Elementary School Teachers, Except Special Education | 33,300 | 37,460 | +416 | +12.5% | +1.2% |
| Software Developers, Applications | 15,620 | 18,800 | +318 | +20.4% | +2.0% |
| Computer Systems Analysts | 12,100 | 14,810 | +271 | +22.4% | +2.2% |
| Software Developers, Systems Software | 12,850 | 15,380 | +253 | +19.7% | +2.0% |
| Teachers and Instructors, All Other | 12,000 | 14,030 | +203 | +16.9% | +1.7% |
| Financial Managers | 20,890 | 22,820 | +193 | +9.2% | +0.9% |

**Unemployment**

Figure 15 shows the unemployment rate (not seasonally adjusted) between 2006 and 2015 for Los Angeles County and California as a whole. After the economic downturn beginning in 2008, the unemployment rate in Los Angeles County rose to a monthly high of more than 13 percent in 2010 and has not yet returned to the level of the 2006 rate.

**Figure 15. Unemployment Rate in Los Angeles County and California**
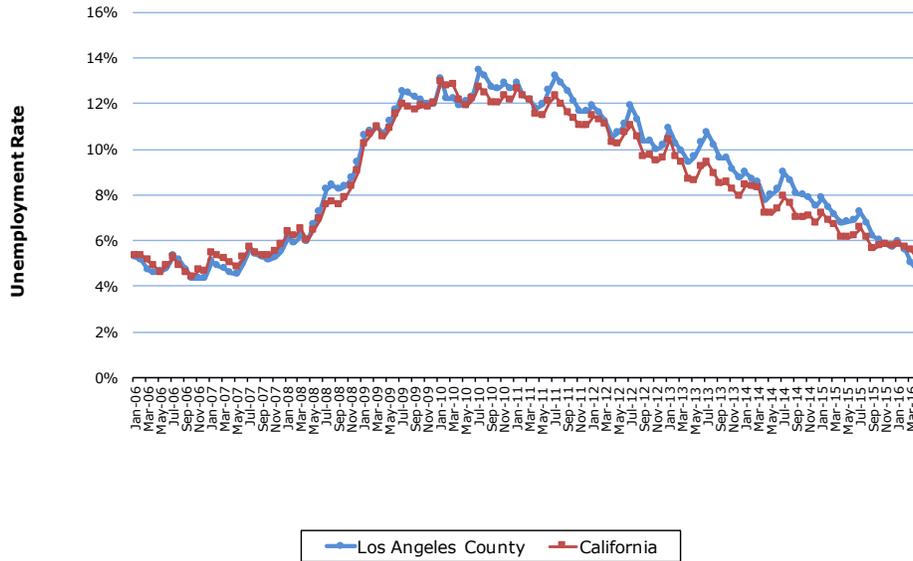


There is much variability in unemployment rates across the College's service area, as Figure 16 shows. Unemployment is higher in Glendale than in Burbank, Pasadena, and other cities in the service area.

**Figure 16. Unemployment Rate in Service Area**
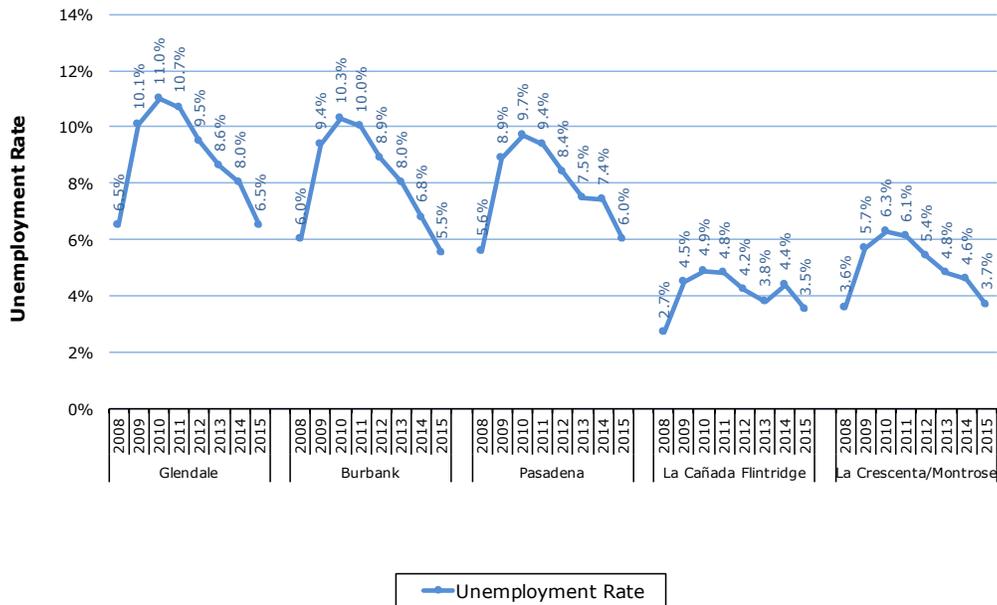
**Demographic and Socioeconomic Data**

Demographically, the College's service area is diverse. Table 4 shows diversity in terms of race/ethnicity of the populations of the largest cities in the service area, based on the United States Census American Community Survey 2014 estimates.

**Table 4. Population of Service Area by Race/Ethnicity**

| Area | Total Population | White, Non-Hispanic | Hispanic | Black | Asian/ Pacific Islander | Other/ Multiple Races |
|---|---|---|---|---|---|---|
| Glendale | 200,161 | 63% | 17% | 2% | 16% | 2% |
| Pasadena | 140,860 | 37% | 33% | 9% | 18% | 3% |
| Burbank | 105,366 | 58% | 272% | 1% | 10% | 4% |

A large proportion of Glendale's White, Non-Hispanic population is made up of residents of Armenian descent. This diversity is reflected in Figure 17, which shows the percent of residents speaking English and other languages in the home, based on the United States Census American Community Survey. About 70 percent of Glendale residents speak a language other than English in the home, with more than 40 percent speaking languages categorized by the Census Bureau as "other languages," which include Armenian and Farsi.

**Figure 17. Population by Language Spoken in Home**
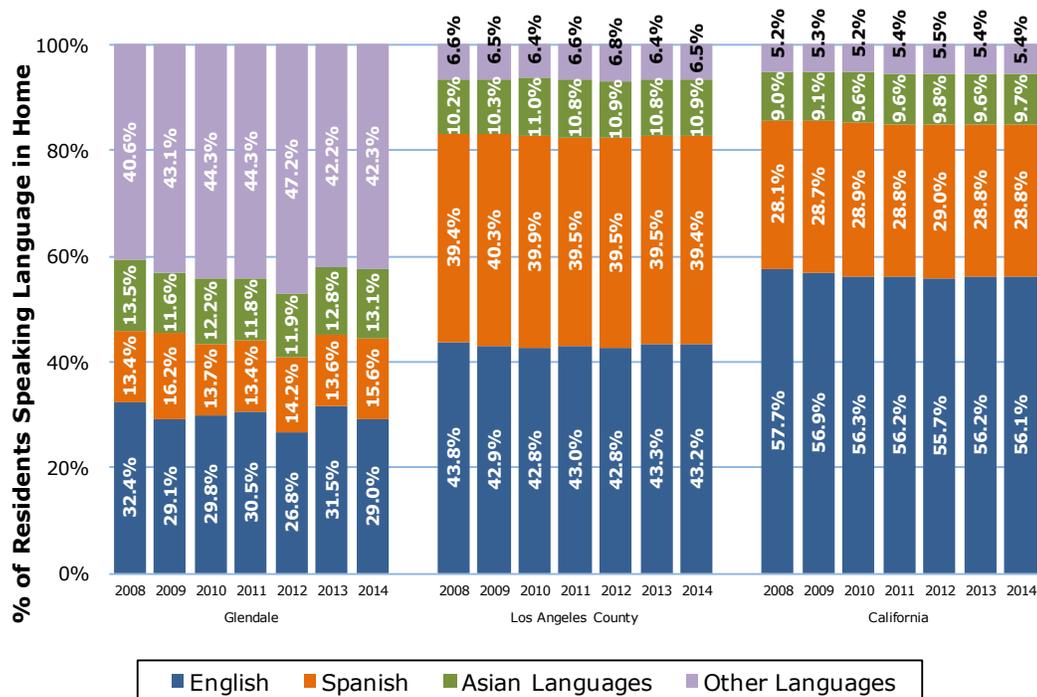
As the median age data in Figure 18 show, the population of Glendale is somewhat older than that of other cities in the service area. Glendale's median age is higher than the median for California and for the United States as a whole.

**Figure 18. Population Median Age**
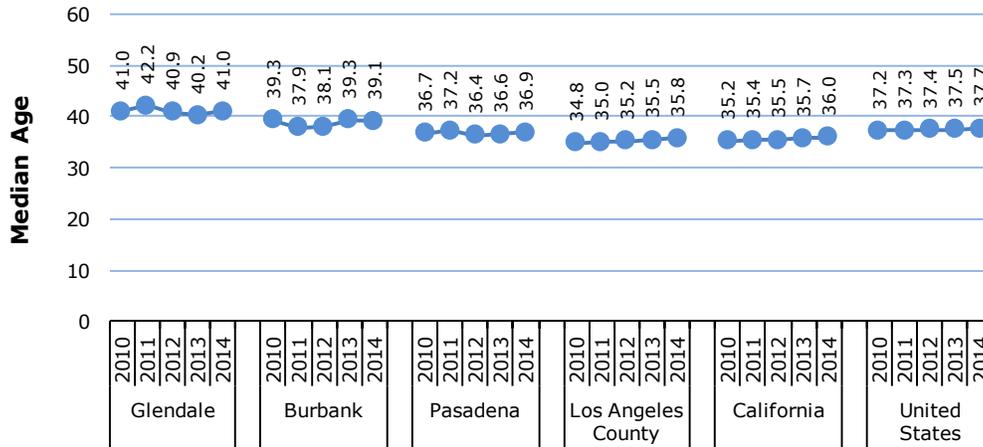


Figure 19 shows the percent of residents with a bachelor's degree or higher. In addition to an older population, Glendale has a population that is somewhat more highly educated than the average for Los Angeles County and for California.

**Figure 19. Population by Education Level**
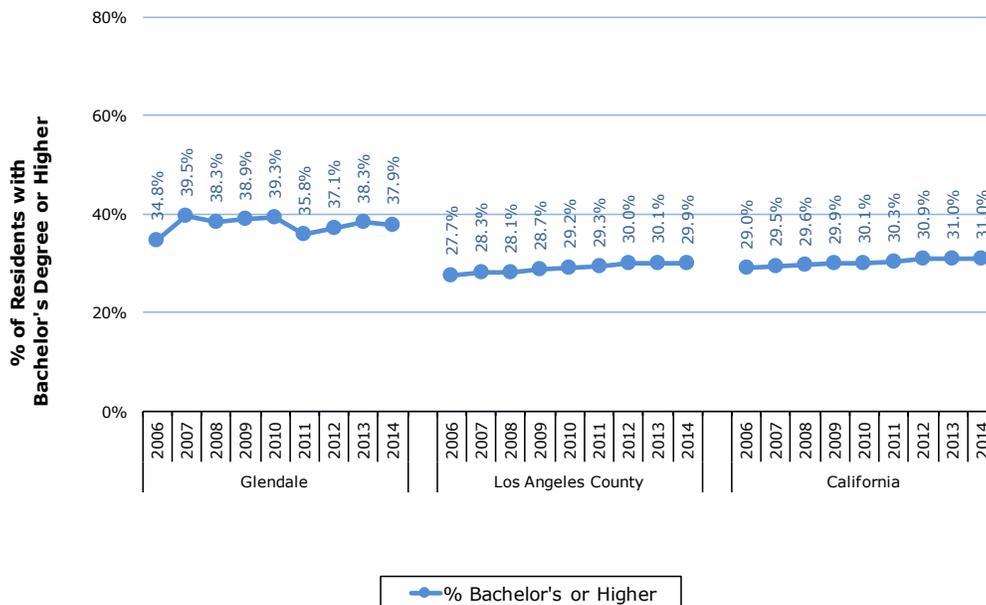
Although Glendale's population is more highly educated than the average for Los Angeles County and California, household income is not higher, as the graph below shows.

**Figure 20. Median Household Income**
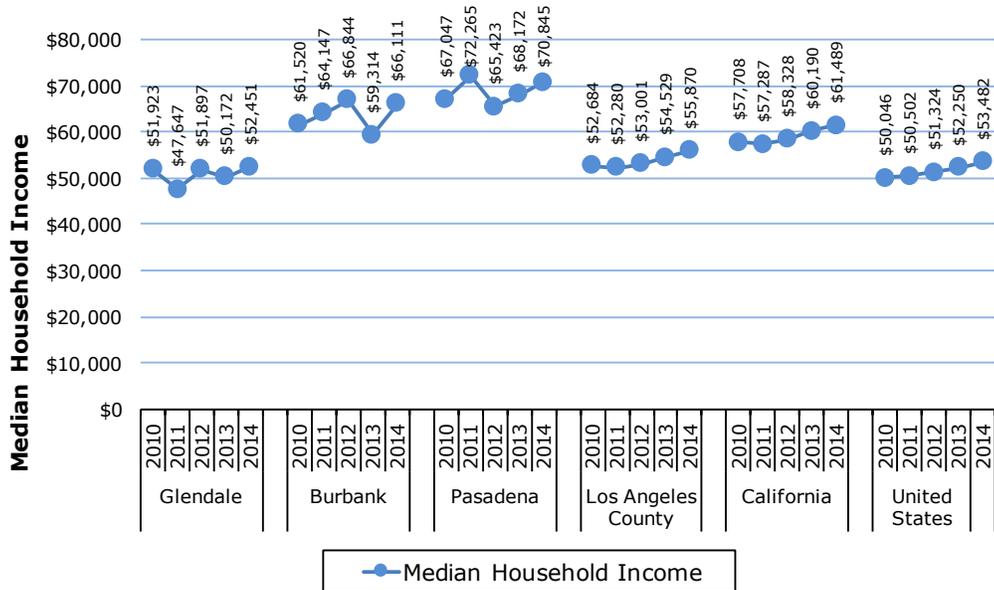


**Instructional Sites**

The College operates multiple sites. The primary sites are listed in Table 5. The Verdugo Campus offers mainly credit courses, with some noncredit courses. The Garfield Campus currently offers only noncredit continuing education courses. The Professional Development Center offers workforce training to employers. The Baja California Field Station is used to offer GCC courses in Mexico to GCC students.

**Table 5. Instructional Sites**

| Site Name | Address | Phone |
|---|---|---|
| Verdugo Campus | 1500 North Verdugo Road, Glendale, California 91208 | (818) 240-1000 |
| Garfield Campus | 1122 East Garfield Avenue, Glendale, California 91205 | (818) 548-5233 |
| Professional Development Center | 2340 Honolulu Avenue, Montrose, California 91020 | (818) 957-0024 |
| Baja California Field Station | Estacion del Mar Cortes, Bahia de Los Angeles, Baja California, Mexico | (no phone number) |

Additionally, the College offers credit, noncredit, workforce training, and community education at other sites in the community.

**Specialized and Programmatic Accreditation**

The College offers a number of programs that are accredited and/or licensed by external agencies other than the Accrediting Commission for Community and Junior Colleges. These programs are listed in Table 6.

**Table 6. Programs with Specialized or Programmatic Accreditation**

| Program | Accrediting Agency |
|---------|-------------------|
| Nursing | California Board of Registered Nursing |
| Alcohol/Drug Studies | California Association for Alcohol/Drug Educators (CAADE) |
| Emergency Medical Technician and Fire Academy | State Board of Fire Services, California State Fire Marshalls |
| Child Development Center | National Association for the Education of Young Children (NAEYC) |

# Presentation of Student Achievement Data and Institution-Set Standards

The presentation of student achievement data and institution-set standards is arranged so that institution-set standards are presented first, and additional measures of student achievement data are presented afterward.

## Institution-Set Standards: College Wide Standards

### Aggregated Measures

College wide standards for the listed measures were initially recommended by the Academic Senate in 2013, based on historical data. The Academic Senate and the Master Planning Committee review the standards annually. Data are presented to the Master Planning Committee at a meeting in the spring semester every year in order to inform the annual goals set by the committee.

| Data Element | Definition | Institution-Set Standard | Short-Term (One-Year) Goal | Long-Term (Six-Year) Goal | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|---|---|---|
| Course Completion Rate | Successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends, fall semester | **67%** | 70.5% | 71% | 69% | 70% | 71% | 70% | 69% | 70% |
| Retention Rate* | Percentage of credit students enrolled at census during fall semester who persist to the fall semester of the following year | **47%** | not set | not set | 55% | 51% | 55% | 53% | 51% | 53% |
| Degree Completion | Number of associate degrees awarded | **350** | not set | not set | 648 | 482 | 423 | 453 | 509 | 503 |

| Transfers | Number of students transferring from GCC to UC and CSU** | **800** | not set | not set | 1,236 | 1,076 | 820 | 1,034 | 1,068 | 1,047 |
|---|---|---|---|---|---|---|---|---|---|---|
| Certificate Completion | Number of credit certificates awarded | **200** | not set | not set | 302 | 315 | 305 | 355 | 238 | 303 |

*Retention rate is shown for the subsequent fall semester. For example, the retention rate shown for 2015-2016 tracks students enrolled in fall 2014 and shows the percentage of these students who subsequently enrolled in fall 2015.

**Transfers are shown to UC and CSU only because information about transfers to these two systems is available earlier in the year than information about transfers to independent and out-of-state institutions. Information about all transfers is available in the online Campus Profile [REF INTRO-1].

### Disaggregated Measures

**Course Completion Rate**: Successful credit course completion in fall semesters, grade C or better over the number of students enrolled.

| Group | Institution-Set Standard | Short-Term (One-Year) Goal | Long-Term (Six-Year) Goal | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|---|---|
| Overall | **67%** | 70.5% | 71% | 69% | 70% | 71% | 70% | 70% | 70% |
| | | | | | | | | | |
| Under 20 | **67%** | 70.5% | 71% | 66% | 67% | 70% | 68% | 67% | 68% |
| 20 to 24 | **67%** | 70.5% | 71% | 66% | 67% | 67% | 66% | 64% | 66% |
| 25 to 39 | **67%** | 70.5% | 71% | 72% | 74% | 75% | 75% | 75% | 74% |
| 40 or Over | **67%** | 70.5% | 71% | 78% | 77% | 79% | 79% | 79% | 78% |
| | | | | | | | | | |
| White/ Armenian | **67%** | 70.5% | 71% | 76% | 75% | 77% | 76% | 75% | 76% |
| White/Not Armenian | **67%** | 70.5% | 71% | 74% | 74% | 75% | 73% | 73% | 74% |
| Hispanic/ Latino | **67%** | 70.5% | 71% | 59% | 59% | 60% | 58% | 59% | 59% |
| Asian/ Pacific Islander | **67%** | 70.5% | 71% | 75% | 74% | 76% | 74% | 71% | 74% |
| Black/ African American | **67%** | 70.5% | 71% | 56% | 55% | 60% | 56% | 57% | 56% |
| Filipino | **67%** | 70.5% | 71% | 72% | 71% | 73% | 72% | 70% | 71% |
| American Indian/ Alaska Native | **67%** | 70.5% | 71% | 62% | 67% | 66% | 60% | 69% | 65% |
| Other | **67%** | 70.5% | 71% | 62% | 73% | 73% | 74% | 70% | 71% |
| | | | | | | | | | |
| Male | **67%** | 70.5% | 71% | 66% | 67% | 70% | 67% | 66% | 67% |
| Female | **67%** | 70.5% | 71% | 73% | 77% | 76% | 73% | 73% | 74% |
| | | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Receiving financial aid | **67%** | 70.5% | 71% | 69% | 69% | 71% | 70% | 56% | 67% |
| Not receiving financial aid | **67%** | 70.5% | 71% | 69% | 71% | 72% | 70% | 70% | 70% |
| | | | | | | | | |
| Online sections | **67%** | 70.5% | 71% | 63% | 62% | 64% | 57% | 61% | 61% |
| Hybrid sections | **67%** | 70.5% | 71% | 71% | 72% | 68% | 69% | 68% | 70% |
| Face-to-face sections | **67%** | 70.5% | 71% | 70% | 70% | 72% | 71% | 70% | 70% |

**Analysis:** The College has set a minimum standard of 67 percent for successful course completion rate, along with a short-term goal of 70.5 percent and a long-term goal of 71 percent. College wide performance has met the standard. However, some groups of students, notably Hispanic/Latino and Black/African American students, tend to perform lower than the standard. These groups, among others, are targeted as disproportionately impacted groups in the College's Student Equity Plan. Additionally, students in the American Indian/Alaska Native group show success rates slightly below the standard. The College continues to track success for this group with the awareness that it represents about one percent of students and measures of success can be highly variable from year to year.

**Retention Rate**: Of students enrolled in credit courses during a fall semester, the percentage also enrolled in credit courses in the next fall semester

| Group | Institution-Set Standard | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|
| Overall | **47%** | 52% | 55% | 51% | 55% | 53% | 53% |
| | | | | | | | |
| Under 20 | **47%** | 66% | 69% | 66% | 68% | 66% | 67% |
| 20 to 24 | **47%** | 47% | 50% | 45% | 49% | 46% | 47% |
| 25 to 39 | **47%** | 45% | 49% | 44% | 48% | 48% | 47% |
| 40 or Over | **47%** | 52% | 56% | 53% | 58% | 54% | 54% |
| | | | | | | | |
| White/Armenian | **47%** | 58% | 61% | 58% | 62% | 60% | 60% |
| White/Not Armenian | **47%** | 48% | 51% | 49% | 52% | 43% | 49% |
| Hispanic/Latino | **47%** | 51% | 54% | 47% | 51% | 50% | 50% |
| Asian/Pacific Islander | **47%** | 47% | 55% | 49% | 51% | 49% | 50% |
| Black/African American | **47%** | 36% | 39% | 40% | 36% | 38% | 38% |
| Filipino | **47%** | 51% | 55% | 53% | 52% | 50% | 52% |
| American Indian/ Alaska Native | **47%** | 44% | 52% | 49% | 49% | 46% | 48% |
| Other | **47%** | 56% | 60% | 54% | 56% | 50% | 55% |
| | | | | | | | |
| Male | **47%** | 50% | 54% | 49% | 54% | 51% | 52% |
| Female | **47%** | 53% | 57% | 53% | 56% | 55% | 55% |
| | | | | | | | |
| Receiving financial aid | **47%** | 55% | 58% | 56% | 60% | 41% | 54% |
| Not receiving financial aid | **47%** | 45% | 48% | 43% | 46% | 53% | 47% |

The College has set a minimum standard of 47 percent for fall-to-fall retention rate. College wide performance has met the standard. Black/African American students perform lower than the standard and are targeted as a disproportionately impacted group in the College's Student Equity Plan.

**Degree Completion**: Number of students completing an associate degree during the academic year (Note: rows for student groups show the percent of degree completers who were in that group)

| Group | Institution-Set Standard* | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) | College wide Credit Population (Fall 2015) |
|---|---|---|---|---|---|---|---|---|
| Overall | **350** | 648 | 482 | 423 | 453 | 509 | 503 | |
| | | | | | | | | |
| Under 20 | n/a | 0% | 0% | 0% | 0% | 0% | 0% | 24% |
| 20 to 24 | n/a | 45% | 34% | 30% | 29% | 38% | 35% | 36% |
| 25 to 39 | n/a | 36% | 42% | 42% | 50% | 47% | 43% | 26% |
| 40 or Over | n/a | 18% | 24% | 27% | 21% | 15% | 21% | 14% |
| | | | | | | | | |
| White/ Armenian | n/a | 34% | 37% | 36% | 37% | 36% | 36% | 34% |
| White/Not Armenian | n/a | 30% | 23% | 24% | 19% | 16% | 22% | 17% |
| Hispanic/ Latino | n/a | 18% | 19% | 21% | 17% | 20% | 19% | 30% |
| Asian/ Pacific Islander | n/a | 9% | 8% | 11% | 11% | 13% | 10% | 10% |
| Black/ African American | n/a | 4% | 3% | 1% | 2% | 3% | 2% | 5% |
| Filipino | n/a | 5% | 8% | 5% | 9% | 7% | 7% | 3% |
| American Indian/ Alaska Native | n/a | 0% | 0% | 0% | 0% | 1% | 0% | 2% |
| Other | n/a | 1% | 3% | 3% | 5% | 5% | 3% | 0% |
| | | | | | | | | |
| Male | n/a | 31% | 31% | 28% | 25% | 30% | 29% | 46% |
| Female | n/a | 69% | 69% | 72% | 75% | 70% | 71% | 54% |
| | | | | | | | | |
| Receiving financial aid | n/a | 77% | 72% | 73% | 66% | 47% | 67% | 64% |
| Not receiving financial aid | n/a | 23% | 28% | 27% | 34% | 53% | 33% | 36% |

*The standard for all students is 350 degrees. Standards have not been set for individual sub-groups of students, so n/a (not applicable) is shown in the cells for sub-groups.

**Analysis:** The College has set a standard of 350 associate degrees awarded every year. College performance has exceeded this standard. The table compares the distributions of degree completers with the College wide credit student population (shown in the rightmost column). Groups that are underrepresented in the degree completer distributions include Hispanic/Latino students, and Black/African American students.

**Transfers**: Number of transfers from GCC to the University of California (UC) and California State University (CSU)

| Group | Institution-Set Standard* | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) | **College wide Credit Population (Fall 2015)** |
|---|---|---|---|---|---|---|---|---|
| Overall | **800** | 1,236 | 1,076 | 820 | 1,034 | 1,068 | 1,047 | |
| | | | | | | | | |
| Under 20 | n/a | -- | -- | -- | -- | -- | -- | 24% |
| 20 to 24 | n/a | -- | -- | -- | -- | -- | -- | 36% |
| 25 to 39 | n/a | -- | -- | -- | -- | -- | -- | 26% |
| 40 or Over | n/a | -- | -- | -- | -- | -- | -- | 14% |
| | | | | | | | | |
| White/ Armenian | n/a | -- | -- | -- | -- | -- | -- | 34% |
| White/Not Armenian | n/a | -- | -- | -- | -- | -- | -- | 17% |
| White | n/a | 60% | 63% | 62% | 64% | 59% | 61% | 51% |
| Hispanic/ Latino | n/a | 9% | 11% | 11% | 10% | 9% | 10% | 30% |
| Asian/ Pacific Islander | n/a | 10% | 11% | 13% | 10% | 12% | 11% | 10% |
| Black/ African American | n/a | 1% | 1% | 0% | 0% | 1% | 1% | 5% |
| Filipino | n/a | -- | -- | -- | -- | -- | -- | 3% |
| American Indian/ Alaska Native | n/a | 0% | 0% | 0% | 0% | 0% | 0% | 2% |
| Other/ Unknown | n/a | 20% | 15% | 14% | 15% | 19% | 17% | 0% |
| | | | | | | | | |
| Male | n/a | -- | -- | -- | -- | -- | -- | 46% |
| Female | n/a | -- | -- | -- | -- | -- | -- | 54% |
| | | | | | | | | |
| Receiving financial aid | n/a | -- | -- | -- | -- | -- | -- | 64% |
| Not receiving financial aid | n/a | -- | -- | -- | -- | -- | -- | 36% |

*The standard for all students is 800 transfers. Standards have not been set for individual sub-groups of students, so n/a (not applicable) is shown in the cells for sub-groups.

**Analysis:** The College has set a standard of 800 transfers to UC and CSU every year. College performance has exceeded this standard. The table compares the distributions of transfer students with the College wide credit student population (shown in the rightmost column). Hispanic/Latino students are underrepresented in the transfer student distribution.

**Certificate Completion**: Number of students completing a credit certificate during the academic year (Note: rows for student groups show the percent of certificate completers who were in that group)

| Group | Institution-Set Standard* | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) | **College wide Credit Population (Fall 2015)** |
|---|---|---|---|---|---|---|---|---|
| Overall | **200** | 302 | 315 | 305 | 355 | 238 | 303 | |
| | | | | | | | | |
| Under 20 | n/a | 0% | 0% | 0% | 0% | 0% | 0% | 24% |
| 20 to 24 | n/a | 24% | 18% | 16% | 17% | 11% | 17% | 36% |
| 25 to 39 | n/a | 33% | 32% | 33% | 42% | 31% | 34% | 26% |
| 40 or Over | n/a | 43% | 51% | 50% | 41% | 58% | 49% | 14% |
| | | | | | | | | |
| White/ Armenian | n/a | 47% | 56% | 49% | 48% | 46% | 49% | 34% |
| White/Not Armenian | n/a | 27% | 18% | 25% | 22% | 21% | 23% | 17% |
| Hispanic/ Latino | n/a | 10% | 14% | 12% | 15% | 14% | 13% | 30% |
| Asian/Pacific Islander | n/a | 5% | 7% | 5% | 6% | 7% | 6% | 10% |
| Black/African American | n/a | 2% | 2% | 1% | 2% | 4% | 2% | 5% |
| Filipino | n/a | 6% | 2% | 4% | 4% | 2% | 4% | 3% |
| American Indian/Alaska Native | n/a | 0% | 0% | 0% | 0% | 2% | 0% | 2% |
| Other | n/a | 2% | 1% | 3% | 2% | 3% | 2% | 0% |
| | | | | | | | | |
| Male | n/a | 35% | 29% | 34% | 35% | 29% | 32% | 46% |
| Female | n/a | 65% | 71% | 66% | 65% | 71% | 68% | 54% |
| | | | | | | | | |
| Receiving financial aid | n/a | 77% | 72% | 73% | 66% | 47% | 67% | 64% |
| Not receiving financial aid | n/a | 23% | 28% | 27% | 34% | 53% | 33% | 36% |

*The standard for all students is 200 certificates. Standards have not been set for individual sub-groups of students, so n/a (not applicable) is shown in the cells for sub-groups.

**Analysis:** The College has set a standard of 200 credit certificates awarded every year. College performance has exceeded this standard. The table compares the distributions of degree completers with the College wide credit student population (shown in the rightmost column). Groups that are underrepresented in the degree completer distributions include Hispanic/Latino students and Asian/Pacific Islander students.

## Institution-Set Standards: Programmatic Standards

Program-level institution-set standards for job placement rate and licensure examination pass rate were set by the division chairs responsible for the programs in consultation with the Academic Senate. Standards were initially set in 2014-2015 for associate degree and credit certificate programs with 10 or more completers in the previous two years. In 2015-2016, the division chairs and the Academic Senate set standards for all CTE associate degree and certificate programs. Standards for job placement rates were set using historical data from CTE core indicators available from the Chancellor's Office of the California Community Colleges, in conjunction with the Senate's recommendation that a standard for employment rate should not be set below 50 percent. Standards for licensure examination pass rate were set based on historical data from the licensing agencies.

### Job Placement Rate

Job placement rate is the percent of program completers who are employed in the year following completion. Data come from the California Community College Chancellor's Office core indicators system. Institution-set standards for job placement rate have been set for degree and certificate programs in career technical education (CTE) fields.

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Accounting AS Degree | **55.0%** | 56.4% | 67.5% | 56.4% | 60.1% |
| Accounting Certificate | **55.0%** | 56.4% | 67.5% | 56.4% | 60.1% |
| Administration of Justice AS Degree | **60.0%** | 70.0% | 65.2% | 69.2% | 68.2% |
| Administration of Justice Certificate | **60.0%** | 70.0% | 65.2% | 69.2% | 68.2% |
| Animation AS Degree | **60.0%** | 88.9% | 62.5% | 37.5% | 63.0% |
| Animation Certificate | **60.0%** | 88.9% | 62.5% | 37.5% | 63.0% |
| Architectural Drafting & Design AS Degree | **50.0%** | 80.0% | 16.7% | 60.0% | 52.2% |
| Architectural Drafting & Design Certificate | **50.0%** | 80.0% | 16.7% | 60.0% | 52.2% |
| Art: Three Dimensional AS Degree | **50.0%** | -- | -- | -- | -- |
| Art: Three Dimensional Certificate | **50.0%** | -- | -- | -- | -- |
| Art: Two Dimensional AS Degree | **50.0%** | -- | -- | -- | -- |
| Art: Two Dimensional Certificate | **50.0%** | -- | -- | -- | -- |
| Aviation & Transportation: Aviation Administration AS Degree | **50.0%** | 0.0% | 0.0% | 0.0% | 0.0% |
| Aviation & Transportation: Aviation Administration Certificate | **50.0%** | 0.0% | 0.0% | 0.0% | 0.0% |
| Aviation & Transportation: Flight Attendant Certificate | **60.0%** | 70.0% | 81.8% | 66.7% | 72.8% |

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Aviation & Transportation: Pilot Training AS Degree | **60.0%** | 71.4% | 80.0% | 75.0% | 75.5% |
| Aviation & Transportation: Pilot Training Certificate | **60.0%** | 71.4% | 80.0% | 75.0% | 75.5% |
| Bookkeeping AS Degree | **55.0%** | 56.4% | 67.5% | 56.4% | 60.1% |
| Bookkeeping Certificate | **55.0%** | 56.4% | 67.5% | 56.4% | 60.1% |
| Business Administration: Entrepreneurship/Small Business AS Degree | **50.0%** | 0.0% | 100.0% | -- | 50.0% |
| Business Administration: Entrepreneurship/Small Business Certificate | **50.0%** | 100.0% | 100.0% | -- | 100.0% |
| Business Administration: Financial Planning & Investment AS Degree | **50.0%** | -- | 0.0% | -- | 0.0% |
| Business Administration: Financial Planning & Investment Certificate | **50.0%** | -- | 0.0% | -- | 0.0% |
| Business Administration: General Business AS Degree | **50.0%** | 72.6% | 68.3% | 66.7% | 69.2% |
| Business Administration: General Business Certificate | **50.0%** | 72.6% | 68.3% | 66.7% | 69.2% |
| Business Administration: International Business AS Degree | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| Business Administration: International Business Certificate | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| CABOT: Administrative Assistant AS Degree | **50.0%** | 63.2% | 44.0% | 42.5% | 49.9% |
| CABOT: Administrative Assistant Certificate | **50.0%** | 63.2% | 44.0% | 42.5% | 49.9% |
| CABOT: General Office AS Degree | **50.0%** | 63.2% | 44.0% | 42.5% | 49.9% |
| CABOT: General Office Certificate | **50.0%** | 63.2% | 44.0% | 42.5% | 49.9% |
| Ceramics AS Degree | **50.0%** | -- | -- | -- | -- |
| Ceramics Certificate | **50.0%** | -- | -- | -- | -- |
| Child Development: Infant/Toddler AS Degree | **90.0%** | -- | -- | 100.0% | 100.0% |
| Child Development: Infant/Toddler Certificate | **90.0%** | -- | -- | 100.0% | 100.0% |
| Child Development: Master Teacher AS Degree | **60.0%** | 82.6% | 70.7% | 69.1% | 74.1% |
| Child Development: Master Teacher Certificate | **60.0%** | 82.6% | 70.7% | 69.1% | 74.1% |

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Child Development: School-Age Care AS Degree | **90.0%** | -- | 100.0% | 100.0% | 100.0% |
| Child Development: School-Age Care Certificate | **90.0%** | -- | 100.0% | 100.0% | 100.0% |
| Child Development: Site Supervisor AS Degree | **50.0%** | 33.3% | -- | -- | 33.3% |
| Child Development: Site Supervisor Certificate | **50.0%** | 33.3% | -- | -- | 33.3% |
| Child Development: Teacher AS Degree | **80.0%** | 82.6% | 70.7% | 69.0% | 74.1% |
| Child Development: Teacher Certificate | **80.0%** | 82.6% | 70.7% | 69.0% | 74.1% |
| Choreographic Studies & Dance Technique AS Degree | **80.0%** | -- | 100.0% | 80.0% | 90.0% |
| Choreographic Studies & Dance Technique Certificate | **80.0%** | -- | 100.0% | 80.0% | 90.0% |
| Computer Applications Specialist Certificate | **50.0%** | 63.2% | 81.8% | 66.7% | 70.5% |
| Computer Applications Technician Certificate | **50.0%** | 63.2% | 81.8% | 66.7% | 70.5% |
| Computer Information Systems Certificate | **50.0%** | -- | 0.0% | 100.0% | 50.0% |
| Computer Numerical Control Technician AS Degree | **60.0%** | 85.7% | 65.0% | 54.6% | 68.4% |
| Computer Numerical Control Technician Certificate | **60.0%** | 85.7% | 65.0% | 54.6% | 68.4% |
| Computer Programmer Certificate | **50.0%** | 54.6% | 38.5% | 53.9% | 49.0% |
| Computer Science AS Degree | **50.0%** | 57.1% | 39.1% | 55.6% | 50.6% |
| Computer Science Certificate | **50.0%** | 57.1% | 39.1% | 55.6% | 50.6% |
| Computer Software Technician AS Degree | **50.0%** | 100.0% | 66.7% | 0.0% | 55.6% |
| Computer Software Technician Certificate | **50.0%** | 100.0% | 66.7% | 0.0% | 55.6% |
| Computer Support Technician Certificate | **50.0%** | 100.0% | 66.7% | 0.0% | 55.6% |
| Computerized Accounting Specialist Certificate | **55.0%** | 56.4% | 67.5% | 56.4% | 60.1% |
| Dance Teaching AS Degree | **70.0%** | 83.3% | -- | -- | 83.3% |
| Dance Teaching Certificate | **70.0%** | 83.3% | -- | -- | 83.3% |
| Dental Front Office/Billing & Coding Certificate | **50.0%** | 57.9% | 57.6% | 38.5% | 51.3% |
| Dietary Services Supervisor AS Degree | **60.0%** | 66.7% | 63.6% | 69.2% | 66.5% |

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Dietary Services Supervisor Certificate | **60.0%** | 66.7% | 63.6% | 69.2% | 66.5% |
| Electro/Mechanical Fabrication Technician Certificate | **50.0%** | -- | -- | -- | |
| Electronics & Computer Technology: Electronics Technology Technician AS Degree | **50.0%** | 33.3% | 0.0% | 100.0% | 44.4% |
| Electronics & Computer Technology: Electronics Technology Technician Certificate | **50.0%** | 33.3% | 0.0% | 100.0% | 44.4% |
| Engineering/Electro Mechanical Design AS Degree | **50.0%** | 100.0% | 0.0% | 0.0% | 33.3% |
| Engineering/Electro Mechanical Design Certificate | **50.0%** | 100.0% | 0.0% | 0.0% | 33.3% |
| Fire Technology AS Degree | **70.0%** | 90.3% | 83.3% | 81.8% | 85.2% |
| Fire Technology Certificate | **70.0%** | 90.3% | 83.3% | 81.8% | 85.2% |
| Graphic Design Certificate | **60.0%** | 33.3% | 66.7% | 100.0% | 66.7% |
| Human Resources Assistant Certificate | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| Insurance Professional Certificate | **50.0%** | 0.0% | 50.0% | 66.7% | 38.9% |
| Insurance Specialist: Property & Casualty AS Degree | **50.0%** | 0.0% | 50.0% | 66.7% | 38.9% |
| Insurance Specialist: Property & Casualty Certificate | **50.0%** | 0.0% | 50.0% | 66.7% | 38.9% |
| International Business Professional Certificate | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| Machine & Manufacturing Technology: Machinist AS Degree | **60.0%** | 85.7% | 65.0% | 54.6% | 68.4% |
| Machine & Manufacturing Technology: Machinist Certificate | **60.0%** | 85.7% | 65.0% | 54.6% | 68.4% |
| Management AS Degree | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| Management Certificate | **50.0%** | 100.0% | 40.0% | 100.0% | 80.0% |
| Marketing AS Degree | **50.0%** | 100.0% | -- | -- | 100.0% |
| Marketing Certificate | **50.0%** | 100.0% | -- | -- | 100.0% |
| Mass Communications AS Degree | **60.0%** | 50.0% | -- | 100.0% | 75.0% |
| Mass Communications Certificate | **60.0%** | 50.0% | -- | 100.0% | 75.0% |
| Medical Billing and Coding Certificate | **50.0%** | 57.9% | 57.6% | 38.5% | 51.3% |
| Medical Office Administration: Medical Front Office AS Degree | **50.0%** | 64.3% | 46.7% | 37.5% | 49.5% |
| Medical Office Administration: Medical Front Office Certificate | **50.0%** | 64.3% | 46.7% | 37.5% | 49.5% |

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Music AS Degree | **50.0%** | -- | -- | -- | -- |
| Music Certificate | **50.0%** | -- | -- | -- | -- |
| Photography AS Degree | **50.0%** | 80.0% | 45.5% | 50.0% | 58.5% |
| Photography Certificate | **50.0%** | 80.0% | 45.5% | 50.0% | 58.5% |
| Real Estate Appraisal AS Degree | **50.0%** | 54.6% | 45.5% | 53.3% | 51.1% |
| Real Estate Appraisal Certificate | **50.0%** | 54.6% | 45.5% | 53.3% | 51.1% |
| Real Estate Broker AS Degree | **50.0%** | 54.6% | 45.5% | 53.3% | 51.1% |
| Real Estate Broker Certificate | **50.0%** | 54.6% | 45.5% | 53.3% | 51.1% |
| Receptionist/Office Clerk Certificate | **50.0%** | 63.2% | 44.0% | 42.5% | 49.9% |
| Registered Nursing AS Degree | **51.0%** | 88.0% | 71.2% | 79.0% | 79.4% |
| Registered Nursing Certificate | **51.0%** | 88.0% | 71.2% | 79.0% | 79.4% |
| Restaurant Management AS Degree | **60.0%** | 84.6% | 58.3% | 66.7% | 69.9% |
| Restaurant Management Certificate | **60.0%** | 84.6% | 58.3% | 66.7% | 69.9% |
| Retail Management Certificate | **50.0%** | -- | -- | -- | -- |
| Specialist in Alcohol/Drug Studies AS Degree | **52.0%** | 82.4% | 57.1% | 55.2% | 64.9% |
| Specialist in Alcohol/Drug Studies Certificate | **52.0%** | 82.4% | 57.1% | 55.2% | 64.9% |
| Tax Preparer Certificate | **50.0%** | 60.0% | 80.0% | 100.0% | 80.0% |
| Technical Theatre AS Degree | **50.0%** | -- | -- | -- | -- |
| Technical Theatre Certificate | **50.0%** | -- | -- | -- | -- |
| Television Production: Corporate Television AS Degree | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Television Production: Corporate Television Certificate | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Television Production: Mass Media AS Degree | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Television Production: Mass Media Certificate | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Television Production: Videography AS Degree | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Television Production: Videography Certificate | **50.0%** | 0.0% | 62.5% | 42.9% | 35.1% |
| Unix System Administrator Certificate | **50.0%** | -- | -- | 0.0% | 0.0% |
| Verdugo Fire Academy Certificate | **60.0%** | 88.2% | 77.8% | 40.0% | 68.7% |
| Verdugo Recruit Academy Certificate | **60.0%** | 88.2% | 77.8% | 40.0% | 68.7% |
| Web Development AS Degree | **50.0%** | 100.0% | 66.7% | 100.0% | 88.9% |
| Web Development Certificate | **50.0%** | 100.0% | 66.7% | 100.0% | 88.9% |

| Program | Institution-Set Standard | 2013-2014 | 2012-2013 | 2011-2012 | Three-Year Average |
|---|---|---|---|---|---|
| Welding, Occupational (Combination Welder) AS Degree | **50.0%** | 50.0% | 65.0% | 54.6% | 56.5% |
| Welding, Occupational (Combination Welder) Certificate | **50.0%** | 50.0% | 33.3% | 66.7% | 50.0% |

**Analysis:** Data are missing for many programs, and most other programs have fewer than 10 completers per year, making analysis of patterns difficult.

**Licensure Examination Pass Rate**

Licensure examination pass rate is the percent of program completers taking the appropriate licensure exam who passed the exam.

| Program | Institution-Set Standard | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|
| Nursing Program | **80%** | 90% | 90% | 90% | 94% | 92% | 91% |
| Specialist in Alcohol/ Drug Studies Program | **70%** | 74% | 84% | 93% | 93% | 93% | 87% |

**Analysis**: Licensure examination pass rates have been above the institution-set standards for both programs.

**Student Achievement Data**

Student achievement data are presented in the two categories of data on incoming students and data on enrolled students. Data on graduates/completers is shown in the above section on institution-set standards. For each category, data are shown first in aggregated form and then disaggregated by age, race/ethnicity, gender, financial aid status, and distance education format (when applicable).

**Student Achievement Measures: Data on Incoming Students**

    **Aggregated Measures**

Data on incoming students are shown in the online Campus Profile [REF INTRO-1]. Basic demographics and data about student access are presented to the Master Planning Committee annually.

| Data Element | Definition | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|
| English/ESL Placement | Percent of students placing below transfer level in English or ESL | 57.7% | 58.8% | 57.8% | 57.0% | 54.3% | 57.1% |
| Math Placement | Percent of students placing below associate degree level in Math | 61.4% | 62.5% | 59.3% | 68.8% | 59.0% | 62.2% |
| Transfer Goal | Percent of first-time students with transfer goal | 77.9% | 78.9% | 80.5% | 80.9% | 78.5% | 79.3% |
| CTE Goal | Percent of first-time students with CTE goal | 13.0% | 13.0% | 12.5% | 13.8% | 15.1% | 13.5% |
| Basic Skills Goal | Percent of first-time students with basic skills goal | 2.3% | 2.2% | 2.5% | 3.2% | 3.7% | 2.8% |

**Analysis:** The two placement measures show that most students place below transfer level in English/ESL and below the associate degree level in Math. While the numbers are variable from year to year, there is not a steady increasing or decreasing trend.

The three measures describing the educational goals of credit students indicate that a large

majority of credit students intend to transfer to a four-year institution (with or without completing an associate degree). Approximately 15 percent of credit students have a career technical education (CTE) goal, and under 4 percent have a goal of improving basic skills.

**Disaggregated Measures**

**English/ESL Placement**: Percent of students in each group placing below transfer level in English or ESL

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 57.7% | 58.8% | 57.8% | 57.0% | 54.3% | 57.1% |
| | | | | | | |
| Under 20 | 55.5% | 57.3% | 55.9% | 53.8% | 52.8% | 55.1% |
| 20 to 24 | 62.1% | 63.1% | 63.0% | 63.2% | 59.7% | 62.2% |
| 25 to 39 | 53.7% | 53.3% | 51.6% | 51.3% | 46.6% | 51.3% |
| 40 or Over | 53.3% | 56.4% | 49.2% | 55.9% | 56.3% | 54.2% |
| | | | | | | |
| White/Armenian | 47.5% | 50.9% | 48.4% | 53.0% | 51.0% | 50.2% |
| White/Not Armenian | 42.1% | 42.5% | 40.3% | 42.2% | 39.5% | 41.3% |
| Hispanic/Latino | 72.3% | 71.7% | 70.8% | 69.6% | 68.8% | 70.6% |
| Asian/Pacific Islander | 49.3% | 48.5% | 51.6% | 49.2% | 42.7% | 48.3% |
| Black/African American | 75.7% | 72.8% | 68.4% | 67.5% | 67.4% | 70.4% |
| Filipino | 52.6% | 55.1% | 51.7% | 54.9% | 50.6% | 53.0% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 77.0% | 76.7% | 68.6% | 67.2% | 52.1% | 68.3% |
| | | | | | | |
| Male | 58.4% | 60.6% | 57.5% | 57.3% | 53.2% | 57.4% |
| Female | 56.7% | 56.7% | 58.0% | 56.7% | 55.5% | 56.7% |
| | | | | | | |
| Receiving financial aid | 60.5% | 61.9% | 61.9% | 62.3% | 58.4% | 61.0% |
| Not receiving financial aid | 56.3% | 57.3% | 56.0% | 54.2% | 52.7% | 55.3% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Both the English and the Credit ESL writing and grammar sequences lead to English 101, transfer-level Freshman English. The table shows students in each group placing below English 101, into either the English or Credit ESL sequence. Hispanic/Latino students, African American students, and students in the Other categorization tend to place below transfer level at a higher rate than other groups. These groups, among others, are targeted as disproportionately impacted groups in the College's Student Equity Plan. Students receiving financial aid also tend to place below transfer level at a higher rate.

**Math Placement**: Percent of students in each group placing below associate degree level in Math

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 61.4% | 62.5% | 59.3% | 68.8% | 59.0% | 62.2% |
| | | | | | | |
| Under 20 | 53.8% | 58.1% | 55.2% | 56.0% | 53.0% | 55.2% |
| 20 to 24 | 68.4% | 66.5% | 67.4% | 66.6% | 65.0% | 66.8% |
| 25 to 39 | 81.3% | 80.0% | 79.0% | 83.0% | 77.2% | 80.1% |
| 40 or Over | 91.6% | 90.4% | 87.1% | 91.2% | 88.6% | 89.8% |
| | | | | | | |
| White/Armenian | 61.2% | 61.9% | 60.7% | 67.5% | 61.1% | 62.5% |
| White/Not Armenian | 65.5% | 66.0% | 63.2% | 66.2% | 65.7% | 65.3% |
| Hispanic/Latino | 80.3% | 80.9% | 77.1% | 79.7% | 81.7% | 79.9% |
| Asian/Pacific Islander | 32.9% | 32.9% | 36.5% | 34.4% | 28.8% | 33.1% |
| Black/African American | 80.8% | 86.4% | 88.1% | 79.3% | 90.0% | 84.9% |
| Filipino | 66.4% | 58.0% | 56.1% | 56.3% | 48.6% | 57.1% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 75.3% | 78.0% | 71.7% | 59.0% | 60.2% | 68.8% |
| | | | | | | |
| Male | 63.9% | 64.6% | 63.2% | 64.0% | 61.3% | 63.4% |
| Female | 70.4% | 71.0% | 68.9% | 71.8% | 68.8% | 70.2% |
| | | | | | | |
| Receiving financial aid | 70.8% | 70.3% | 69.7% | 71.1% | 69.2% | 70.2% |
| Not receiving financial aid | 65.1% | 66.2% | 64.0% | 65.6% | 62.5% | 64.7% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Paralleling the English placement results, Hispanic/Latino students and African American students tend to place below transfer level in Math at a higher rate than other groups. These groups, among others, are targeted as disproportionately impacted groups in the College's Student Equity Plan. Students receiving financial aid also tend to place below transfer level at a higher rate.

**Transfer Goal:** Percent of first-time students in each group with a goal of transfer

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 61.0% | 62.9% | 63.5% | 58.6% | 54.6% | 60.1% |
| | | | | | | |
| Under 20 | 83.9% | 84.2% | 84.5% | 82.9% | 79.7% | 83.0% |
| 20 to 24 | 65.7% | 69.1% | 70.2% | 65.1% | 59.3% | 65.9% |
| 25 to 39 | 45.8% | 44.2% | 44.4% | 41.3% | 39.3% | 43.0% |
| 40 or Over | 26.2% | 24.8% | 23.1% | 23.1% | 25.1% | 24.5% |
| | | | | | | |
| White/Armenian | 64.9% | 66.9% | 62.4% | 57.5% | 60.6% | 62.5% |
| White/Not Armenian | 52.4% | 55.2% | 55.0% | 53.6% | 47.1% | 52.7% |
| Hispanic/Latino | 71.3% | 70.1% | 73.1% | 69.7% | 62.4% | 69.3% |
| Asian/Pacific Islander | 54.2% | 58.3% | 60.3% | 51.7% | 47.3% | 54.4% |
| Black/African American | 56.6% | 55.9% | 61.9% | 54.9% | 58.3% | 57.5% |
| Filipino | 51.2% | 59.8% | 60.5% | 55.6% | 51.6% | 55.7% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 66.3% | 70.6% | 63.6% | 55.6% | 50.6% | 61.3% |
| | | | | | | |
| Male | 64.7% | 65.3% | 65.7% | 61.6% | 58.3% | 63.1% |
| Female | 57.6% | 61.2% | 62.0% | 56.1% | 51.7% | 57.7% |
| | | | | | | |
| Receiving financial aid | 75.5% | 73.6% | 71.3% | 72.0% | 67.5% | 72.0% |
| Not receiving financial aid | 54.9% | 58.0% | 59.9% | 52.1% | 49.2% | 54.8% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Among entering students, most credit students have a goal of transfer to a four-year institution, either with or without an associate degree. Younger students are more likely than older students to have a transfer goal, as are Hispanic/Latino students and Armenian students and students receiving financial aid.

**CTE Goal:** Percent of first-time students in each group with a career technical education (CTE) goal

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 12.3% | 12.1% | 12.3% | 12.9% | 13.7% | 12.7% |
| | | | | | | |
| Under 20 | 4.0% | 3.7% | 3.7% | 3.6% | 4.8% | 4.0% |
| 20 to 24 | 6.9% | 6.6% | 7.7% | 7.6% | 8.3% | 7.4% |
| 25 to 39 | 22.0% | 23.6% | 21.7% | 21.7% | 22.7% | 22.3% |
| 40 or Over | 27.2% | 27.3% | 31.8% | 30.3% | 26.5% | 28.6% |
| | | | | | | |
| White/Armenian | 8.6% | 8.2% | 11.6% | 11.5% | 9.1% | 9.8% |
| White/Not Armenian | 17.9% | 16.3% | 17.6% | 15.9% | 18.3% | 17.2% |
| Hispanic/Latino | 8.7% | 10.6% | 8.0% | 9.5% | 12.5% | 9.9% |
| Asian/Pacific Islander | 14.0% | 11.8% | 14.0% | 13.7% | 14.1% | 13.5% |
| Black/African American | 15.8% | 17.7% | 13.0% | 16.7% | 9.7% | 14.6% |
| Filipino | 9.2% | 9.8% | 10.5% | 12.5% | 13.3% | 11.1% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 11.9% | 9.8% | 11.8% | 14.2% | 15.9% | 12.7% |
| | | | | | | |
| Male | 12.1% | 12.2% | 12.9% | 13.1% | 13.2% | 12.7% |
| Female | 12.4% | 11.8% | 11.5% | 12.6% | 13.9% | 12.4% |
| | | | | | | |
| Receiving financial aid | 7.5% | 8.5% | 9.0% | 9.4% | 9.5% | 8.8% |
| Not receiving financial aid | 14.3% | 13.7% | 13.8% | 14.7% | 15.5% | 14.4% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Approximately 13 percent of credit students have a CTE goal. Older students, White non-Armenian students, Black/African American students, and students not receiving financial aid are more likely to have a CTE goal than other students.

**Basic Skills Goal:** Percent of first-time students in each group with a goal of improving basic skills

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 2.6% | 2.5% | 2.9% | 3.7% | 4.4% | 3.2% |
| | | | | | | |
| Under 20 | 0.8% | 0.7% | 0.9% | 0.8% | 1.0% | 0.8% |
| 20 to 24 | 1.1% | 1.1% | 1.0% | 1.6% | 2.3% | 1.4% |
| 25 to 39 | 4.0% | 3.5% | 4.8% | 5.9% | 6.9% | 5.0% |
| 40 or Over | 9.1% | 10.3% | 10.2% | 11.3% | 11.0% | 10.4% |
| | | | | | | |
| White/Armenian | 3.7% | 4.1% | 3.9% | 5.5% | 5.8% | 4.6% |
| White/Not Armenian | 3.8% | 2.9% | 3.4% | 4.6% | 5.0% | 3.9% |
| Hispanic/Latino | 0.9% | 1.2% | 1.6% | 1.1% | 2.4% | 1.4% |
| Asian/Pacific Islander | 2.6% | 2.6% | 3.9% | 4.2% | 5.2% | 3.7% |
| Black/African American | 1.6% | 2.3% | 1.6% | 2.9% | 3.9% | 2.5% |
| Filipino | 3.0% | 2.0% | 3.3% | 2.8% | 2.9% | 2.8% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 2.0% | 1.0% | 2.7% | 6.5% | 4.5% | 3.3% |
| | | | | | | |
| Male | 2.6% | 2.3% | 2.9% | 3.5% | 4.0% | 3.1% |
| Female | 2.6% | 2.4% | 2.7% | 3.7% | 4.5% | 3.2% |
| | | | | | | |
| Receiving financial aid | 2.5% | 1.6% | 2.3% | 3.3% | 3.6% | 2.7% |
| Not receiving financial aid | 2.7% | 2.9% | 3.1% | 3.9% | 4.7% | 3.5% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Approximately 3 percent of credit students have a goal of improving their basic skills in English and/or mathematics. Older students and Armenian students are more likely to have a basic skills goal than other students.

**Student Achievement Measures: Data on Enrolled Students**

    **Aggregated Measures**

The College tracks many student progress and success indicators annually through its master planning process and through presentations to the Board of Trustees. These indicators include enrollment numbers, measures from the state Student Success Scorecard, and progress indicators from credit and noncredit.

| Data Element | Definition | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|---|
| Annual Credit Headcount Enrollment | Number of students enrolled in credit classes during academic year | 21,089 | 20,230 | 20,711 | 21,732 | 22,501 | 21,253 |
| Annual Noncredit Headcount Enrollment | Number of students enrolled in noncredit classes during academic year | 8,122 | 8,431 | 8,116 | 5,877 | 9,597 | 8,029 |
| Full-Time Enrollment Percent | Percent of credit students enrolled full-time in either the fall or spring semester | 39.4% | 32.3% | 39.8% | 39.3% | 37.5% | 37.7% |
| Scorecard 30 Unit Rate | Percent of entering credit students completing 30 or more units within six years | 75.8% | 77.3% | 75.9% | 74.6% | 74.5% | 75.6% |
| Scorecard Remedial English Rate | Percent of credit students attempting an English course below transfer level who successfully completed a college level English course within six years | 52.6% | 49.6% | 51.8% | 47.4% | 48.7% | 50.0% |
| Scorecard Remedial ESL Rate | Percent of credit students attempting an ESL course below transfer level who successfully completed a college level English course within six years | 35.4% | 34.5% | 32.9% | 31.9% | 24.9% | 31.9% |

| Scorecard Remedial Math Rate | Percent of credit students attempting a Math course below transfer level who successfully completed a college level Math course within six years | 36.1% | 33.7% | 34.6% | 33.9% | 36.7% | 35.0% |
|---|---|---|---|---|---|---|---|
| Scorecard Completion Rate | Percent of entering students earning six or more units and attempting Math or English in first three years who completed a degree or certificate, transferred, or became transfer prepared within six years | 54.0% | 55.9% | 54.4% | 57.2% | 55.5% | 55.4% |
| Scorecard CTE Rate | Percent of students completing eight or more units in a CTE discipline who completed a degree or certificate, transferred, or became transfer prepared within six years | 53.3% | 55.8% | 53.9% | 56.5% | 57.8% | 55.5% |
| Noncredit Certificate Completion | Number of students receiving noncredit certificates | 157 | 165 | 93 | 96 | 73 | 117 |
| Progress from Noncredit to Credit | Percent of students enrolled in noncredit courses who attempted a credit course within three years | 9.6% | 10.9% | 13.2% | 9.8% | 11.5% | 11.0% |

**Analysis:** Enrollment has been relatively stable for several years. Remedial rates, as defined by the Student Success Scorecard, have been increasing somewhat. Completion rates for degree/certificate, transfer, and CTE students have remained relatively steady. The percent moving from noncredit to credit has fluctuated somewhat, declining between 2012-2013 and 2014-2015.

### Disaggregated Measures

**Annual Credit Headcount Enrollment:** Number of students enrolled in credit classes during academic year; percentages show distribution of credit students by group

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 21,089 | 20,230 | 20,711 | 21,732 | 22,501 | 21,253 |
| | | | | | | |
| Under 20 | 14.7% | 15.3% | 16.0% | 15.4% | 16.3% | 15.5% |
| 20 to 24 | 42.2% | 42.0% | 40.8% | 40.3% | 39.7% | 41.0% |
| 25 to 39 | 29.4% | 28.1% | 28.0% | 29.2% | 29.1% | 28.8% |
| 40 or Over | 13.7% | 14.6% | 15.2% | 15.1% | 14.9% | 14.7% |
| | | | | | | |
| White/Armenian | 32.4% | 32.3% | 31.6% | 32.1% | 33.9% | 32.5% |
| White/Not Armenian | 17.5% | 18.3% | 19.5% | 19.3% | 15.7% | 18.1% |
| Hispanic/Latino | 29.3% | 28.4% | 26.8% | 22.7% | 21.7% | 25.8% |
| Asian/Pacific Islander | 9.7% | 9.1% | 8.8% | 8.8% | 8.7% | 9.0% |
| Black/African American | 2.9% | 3.0% | 2.7% | 2.1% | 1.1% | 2.4% |
| Filipino | 4.6% | 4.5% | 4.4% | 4.3% | 4.4% | 4.4% |
| American Indian/Alaska Native | 1.5% | 1.4% | 1.3% | 0.7% | 0.6% | 1.1% |
| Other/Unknown | 2.2% | 3.1% | 4.8% | 9.9% | 14.0% | 6.8% |
| | | | | | | |
| Male | 45.8% | 46.0% | 45.7% | 45.1% | 44.6% | 45.4% |
| Female | 54.2% | 54.0% | 54.3% | 54.9% | 55.4% | 54.6% |
| | | | | | | |
| Receiving financial aid | 58.0% | 60.2% | 59.0% | 54.6% | 54.2% | 57.2% |
| Not receiving financial aid | 42.0% | 39.8% | 41.0% | 45.4% | 45.8% | 42.8% |
| | | | | | | |
| Enrolled in online sections | 14.5% | 17.1% | 16.4% | 14.0% | 12.9% | 15.0% |
| Enrolled in hybrid sections | 17.9% | 14.5% | 15.7% | 17.5% | 17.0% | 16.5% |
| Enrolled in face-to-face sections | 96.2% | 96.4% | 96.3% | 96.4% | 96.4% | 96.3% |

**Analysis:** Credit headcount enrollment has been relatively stable for the past five years. The age distribution has remained stable. The percentage of credit students who are Hispanic/Latino has been increasing. The gender distribution has remained close to 45 percent male/55 percent female for many years. The percentage of credit students receiving financial aid is currently close to 60 percent. The headcount percentage enrolled in online and hybrid sections has been increasing somewhat, but 2014-2015 represented a decline in students enrolled in online courses the number of offerings of online courses has decreased.

**Annual Noncredit Headcount Enrollment:** Number of students enrolled in noncredit classes during academic year; percentages show distribution of noncredit students by group

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 8,122 | 8,431 | 8,116 | 5,877 | 9,597 | 8,029 |
| | | | | | | |
| Under 20 | 9.9% | 9.2% | 9.5% | 6.4% | 6.3% | 8.3% |
| 20 to 24 | 8.4% | 10.0% | 9.7% | 7.8% | 8.4% | 8.9% |
| 25 to 39 | 31.8% | 31.0% | 28.1% | 27.2% | 28.3% | 29.3% |
| 40 or Over | 49.8% | 49.8% | 52.7% | 58.6% | 57.0% | 53.6% |
| | | | | | | |
| White/Armenian | 50.9% | 46.7% | 46.1% | 51.0% | 49.8% | 48.9% |
| White/Not Armenian | 21.2% | 22.0% | 21.9% | 23.6% | 24.3% | 22.6% |
| Hispanic/Latino | 17.2% | 19.9% | 19.4% | 13.8% | 13.1% | 16.7% |
| Asian/Pacific Islander | 5.6% | 6.1% | 6.8% | 6.4% | 6.7% | 6.3% |
| Black/African American | 1.5% | 1.7% | 1.5% | 1.1% | 1.6% | 1.5% |
| Filipino | 3.1% | 3.4% | 3.6% | 3.5% | 3.4% | 3.4% |
| American Indian/Alaska Native | 0.2% | 0.1% | 0.4% | 0.2% | 0.3% | 0.2% |
| Other | 0.3% | 0.2% | 0.3% | 0.3% | 0.8% | 0.4% |
| | | | | | | |
| Male | 35.9% | 36.2% | 36.3% | 34.5% | 35.6% | 35.7% |
| Female | 64.1% | 63.8% | 63.7% | 65.5% | 64.4% | 64.3% |
| | | | | | | |
| Receiving financial aid | -- | -- | -- | -- | -- | -- |
| Not receiving financial aid | -- | -- | -- | -- | -- | -- |
| | | | | | | |
| Enrolled in online sections | 0% | 0% | 0% | 0% | 0% | 0% |
| Enrolled in hybrid sections | 0% | 0% | 0% | 0% | 0% | 0% |
| Enrolled in face-to-face sections | 100% | 100% | 100% | 100% | 100% | 100% |

**Analysis:** Noncredit headcount enrollment has fluctuated from year to year and is now serving about 8,000 students. Noncredit students are older than credit students and more likely to be female (the ratio is about 35 percent male/65 percent female, compared to the credit ratio of 45 percent male/55 percent female). The ethnic distribution of noncredit students has remained relatively stable for the past five years.

**Full-Time Enrollment Percent:** Percent of credit students attempting 12 or more units during at least one semester of the academic year.

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 39.4% | 32.3% | 39.8% | 39.3% | 37.5% | 37.7% |
| | | | | | | |
| Under 20 | 58.2% | 42.5% | 53.0% | 58.0% | 52.6% | 52.9% |
| 20 to 24 | 48.2% | 37.8% | 48.0% | 47.7% | 46.8% | 45.7% |
| 25 to 39 | 26.6% | 23.7% | 27.2% | 27.1% | 26.0% | 26.1% |
| 40 or Over | 26.2% | 24.5% | 30.7% | 27.2% | 24.3% | 26.6% |
| | | | | | | |
| White/Armenian | 44.3% | 36.6% | 45.2% | 43.1% | 44.1% | 42.7% |
| White/Not Armenian | 35.5% | 30.9% | 37.3% | 35.2% | 29.7% | 33.7% |
| Hispanic/Latino | 34.8% | 25.5% | 34.3% | 35.1% | 31.3% | 32.2% |
| Asian/Pacific Islander | 51.2% | 46.7% | 46.7% | 44.8% | 41.7% | 46.2% |
| Black/African American | 36.3% | 25.2% | 33.5% | 34.3% | 33.9% | 32.6% |
| Filipino | 39.5% | 27.8% | 36.0% | 37.3% | 35.0% | 35.1% |
| American Indian/Alaska Native | 35.0% | 12.5% | 40.7% | 28.6% | 19.2% | 27.2% |
| Other | 29.3% | 28.3% | 40.5% | 45.3% | 45.5% | 37.8% |
| | | | | | | |
| Male | 40.2% | 32.1% | 40.5% | 40.2% | 38.6% | 38.3% |
| Female | 38.9% | 32.7% | 39.4% | 38.6% | 36.8% | 37.3% |
| | | | | | | |
| Receiving financial aid | 58.7% | 45.5% | 59.6% | 59.0% | 57.5% | 56.1% |
| Not receiving financial aid | 29.0% | 23.8% | 28.1% | 28.2% | 27.0% | 27.2% |
| | | | | | | |
| Enrolled in online sections | 50.6% | 52.0% | 52.8% | 52.7% | 51.5% | 51.9% |
| Enrolled in hybrid sections | 56.3% | 58.5% | 57.9% | 55.3% | 52.1% | 56.0% |
| Enrolled in face-to-face sections | 38.3% | 40.2% | 39.8% | 38.6% | 35.5% | 38.5% |

**Analysis:** Between 30 percent and 40 percent of credit students enroll full-time (attempting 12 or more units). Younger students are more likely to enroll full-time than older students. Armenian students and Asian/Pacific Islander students are more likely to enroll full-time than other groups, as are students receiving financial aid. Students enrolling in online and hybrid courses are also more likely to enroll full-time than students enrolled in face-to-face sections.

**Scorecard 30 Unit Rate:** Percent of entering credit students completing 30 or more units within six years (note that 2014-2015 in the table refers to the cohort entering in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 75.8% | 77.3% | 75.9% | 74.6% | 74.5% | 75.6% |
| | | | | | | |
| Under 20 | 74.4% | 76.1% | 75.0% | 74.4% | 75.0% | 75.0% |
| 20 to 24 | 73.0% | 71.4% | 78.6% | 72.5% | 66.2% | 72.3% |
| 25 to 39 | 82.4% | 88.0% | 77.7% | 80.8% | 75.4% | 80.9% |
| 40 or Over | 82.5% | 84.2% | 80.5% | 71.4% | 81.0% | 79.9% |
| | | | | | | |
| White/Armenian | 84.5% | 88.1% | 85.9% | 83.6% | 82.6% | 84.9% |
| White/Not Armenian | 78.4% | 71.3% | 71.0% | 73.3% | 76.4% | 74.1% |
| Hispanic/Latino | 63.2% | 62.2% | 65.6% | 60.2% | 62.8% | 62.8% |
| Asian/Pacific Islander | 76.2% | 76.0% | 74.5% | 73.7% | 74.3% | 74.9% |
| Black/African American | 63.6% | 65.7% | 58.5% | 74.6% | 60.4% | 64.6% |
| Filipino | 65.4% | 76.4% | 64.4% | 75.3% | 66.7% | 69.6% |
| American Indian/Alaska Native | * | * | * | 50.0% | * | 66.0% |
| Other | 72.9% | 75.0% | 67.1% | 74.4% | 69.2% | 71.7% |
| | | | | | | |
| Male | 71.9% | 74.1% | 71.0% | 69.9% | 71.5% | 71.7% |
| Female | 78.9% | 79.9% | 79.8% | 78.3% | 76.7% | 78.7% |
| | | | | | | |
| Receiving financial aid | 79.6% | 81.4% | 81.3% | 81.5% | 81.3% | 81.0% |
| Not receiving financial aid | 61.8% | 65.1% | 63.4% | 62.0% | 61.2% | 62.7% |
| | | | | | | |
| Enrolled in online sections | -- | -- | -- | -- | -- | -- |
| Enrolled in hybrid sections | -- | -- | -- | -- | -- | -- |
| Enrolled in face-to-face sections | -- | -- | -- | -- | -- | -- |

\* Data are not shown for cells based on 10 or fewer students.

**Analysis:** The Scorecard 30 Unit Rate is a milestone measurement of student progress. Historically, Glendale Community College's 30 Unit Rate has been one of the highest in the state; for the cohort tracked from 2008-2009 through 2013-2014, Glendale had the second highest rate in the state (and the highest for students entering prepared for college). The 30 Unit Rate is lower for Hispanic/Latino students and Black/African American students than for other groups, and improving persistence is one of the goals of the College's student equity efforts. The rate is higher for students receiving financial aid than for students not receiving financial aid.

**Scorecard Remedial English Rate:** Percent of credit students attempting an English course below transfer level who successfully completed a college level English course within six years (note that 2014-2015 in the table refers to the cohort attempting English below transfer level first in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 52.6% | 49.6% | 51.8% | 47.4% | 48.7% | 50.0% |
| | | | | | | |
| Under 20 | 59.1% | 53.7% | 57.1% | 51.1% | 53.5% | 54.9% |
| 20 to 24 | 37.9% | 38.8% | 37.7% | 36.6% | 37.8% | 37.8% |
| 25 to 39 | 42.1% | 40.9% | 42.7% | 46.2% | 42.7% | 42.9% |
| 40 or Over | 37.7% | 29.2% | 35.0% | 34.3% | 28.6% | 33.0% |
| | | | | | | |
| White/Armenian | 70.4% | 65.6% | 65.4% | 57.2% | 60.8% | 63.9% |
| White/Not Armenian | 58.0% | 53.2% | 52.0% | 47.0% | 46.7% | 51.4% |
| Hispanic/Latino | 42.5% | 38.0% | 41.8% | 39.8% | 39.9% | 40.4% |
| Asian/Pacific Islander | 75.0% | 55.6% | 61.5% | 65.3% | 58.7% | 63.2% |
| Black/African American | 17.6% | 25.5% | 23.1% | 42.6% | 27.5% | 27.3% |
| Filipino | 65.1% | 57.4% | 64.5% | 39.7% | 50.6% | 55.5% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | * | 69.2% | 35.7% | 33.3% | * | 46.8% |
| | | | | | | |
| Male | 49.1% | 45.1% | 48.5% | 44.0% | 44.4% | 46.2% |
| Female | 55.9% | 54.2% | 55.3% | 51.0% | 52.6% | 53.8% |
| | | | | | | |
| Receiving financial aid | 55.0% | 55.1% | 55.6% | 52.3% | 54.9% | 54.6% |
| Not receiving financial aid | 44.1% | 35.4% | 43.4% | 38.1% | 37.5% | 39.7% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** The Scorecard Remedial English Rate tracks progress in English from below college level to college level. Glendale's rate has historically been about 50 percent. For the most recent cohort, the College's remedial English rate is the eighteenth highest in California, and the third highest in the local region of 14 colleges. The rate is lower for older students and for Hispanic/Latino and African American students. It is also lower for students not receiving financial aid.

**Scorecard Remedial ESL Rate:** Percent of credit students attempting an ESL course below transfer level who successfully completed a college level English course within six years (note that 2014-2015 in the table refers to the cohort attempting ESL first in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 35.4% | 34.5% | 32.9% | 31.9% | 24.9% | 31.9% |
| | | | | | | |
| Under 20 | 54.9% | 65.5% | 63.1% | 61.7% | 56.4% | 60.3% |
| 20 to 24 | 54.1% | 59.5% | 55.6% | 54.9% | 36.7% | 52.2% |
| 25 to 39 | 33.4% | 28.4% | 26.7% | 24.1% | 15.9% | 25.7% |
| 40 or Over | 20.7% | 9.5% | 9.0% | 5.5% | 6.7% | 10.3% |
| | | | | | | |
| White/Armenian | 36.7% | 35.9% | 34.4% | 29.7% | 23.3% | 32.0% |
| White/Not Armenian | 31.7% | 35.6% | 32.6% | 37.2% | 26.5% | 32.7% |
| Hispanic/Latino | 17.4% | 22.2% | 24.1% | 26.9% | 17.6% | 21.6% |
| Asian/Pacific Islander | 36.0% | 34.6% | 27.8% | 40.5% | 35.1% | 34.8% |
| Black/African American | * | * | * | * | * | * |
| Filipino | * | 18.2% | 41.7% | * | 27.3% | 34.9% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | * | * | * | * | * | * |
| | | | | | | |
| Male | 25.9% | 30.4% | 29.9% | 29.8% | 19.3% | 27.1% |
| Female | 40.5% | 36.9% | 34.5% | 32.9% | 27.7% | 34.5% |
| | | | | | | |
| Receiving financial aid | 37.1% | 37.2% | 36.6% | 33.7% | 27.3% | 34.4% |
| Not receiving financial aid | 13.3% | 17.2% | 15.8% | 24.9% | 17.6% | 17.8% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

\* Data are not shown for cells based on 10 or fewer students.

**Analysis:** The Scorecard Remedial ESL Rate tracks progress in ESL from below college level to college level. Glendale's rate has historically been about 30 percent. For the most recent cohort, the College's rate is the 24th highest in California. The rate is lower for older students and for Hispanic/Latino students. It is also lower for male students and students not receiving financial aid.

**Scorecard Remedial Math Rate:** Percent of credit students attempting a Math course below transfer level who successfully completed a college level Math course within six years (note that 2014-2015 in the table refers to the cohort attempting Math below transfer level first in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 36.1% | 33.7% | 34.6% | 33.9% | 36.7% | 35.0% |
| | | | | | | |
| Under 20 | 34.7% | 28.0% | 32.5% | 29.4% | 32.8% | 31.5% |
| 20 to 24 | 30.5% | 29.9% | 29.4% | 35.3% | 35.6% | 32.1% |
| 25 to 39 | 42.2% | 47.2% | 46.9% | 41.8% | 45.5% | 44.7% |
| 40 or Over | 38.6% | 41.7% | 31.8% | 38.3% | 44.9% | 39.1% |
| | | | | | | |
| White/Armenian | 48.1% | 46.9% | 44.3% | 47.1% | 45.7% | 46.4% |
| White/Not Armenian | 47.0% | 35.0% | 39.0% | 30.8% | 40.3% | 38.4% |
| Hispanic/Latino | 25.9% | 21.8% | 25.2% | 24.1% | 29.4% | 25.3% |
| Asian/Pacific Islander | 50.0% | 47.4% | 49.3% | 33.8% | 45.5% | 45.2% |
| Black/African American | 22.7% | 20.3% | 17.2% | 29.5% | 14.0% | 20.7% |
| Filipino | 48.1% | 41.3% | 37.7% | 37.3% | 34.4% | 39.8% |
| American Indian/Alaska Native | * | 0.0% | * | * | * | 10.7% |
| Other | 40.0% | 18.8% | 42.9% | 27.8% | 40.0% | 33.9% |
| | | | | | | |
| Male | 30.0% | 25.2% | 29.2% | 25.8% | 32.1% | 28.5% |
| Female | 40.5% | 39.8% | 37.9% | 39.5% | 39.7% | 39.5% |
| | | | | | | |
| Receiving financial aid | 39.2% | 38.2% | 38.9% | 38.9% | 41.6% | 39.4% |
| Not receiving financial aid | 22.6% | 20.6% | 25.0% | 24.3% | 25.3% | 23.6% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** The Scorecard Remedial Math Rate tracks progress in mathematics from below college level to college level. Glendale's rate has historically been about 35 percent. For the most recent cohort, the College's rate is 39th highest in California. The rate is lower for Hispanic/Latino and African American students. It is also lower for male students and students not receiving financial aid.

**Scorecard Completion Rate:** Percent of entering students earning six or more units and attempting Math or English in first three years who completed a degree or certificate, transferred, or became transfer prepared within six years (note that 2014-2015 in the table refers to the cohort entering in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 54.0% | 55.9% | 54.4% | 57.2% | 55.5% | 55.4% |
| | | | | | | |
| Under 20 | 56.8% | 57.0% | 57.4% | 61.3% | 61.6% | 58.8% |
| 20 to 24 | 47.4% | 53.9% | 55.8% | 58.5% | 47.6% | 52.6% |
| 25 to 39 | 46.9% | 52.5% | 52.5% | 51.0% | 42.7% | 49.1% |
| 40 or Over | 47.0% | 43.9% | 34.5% | 36.3% | 44.8% | 41.3% |
| | | | | | | |
| White/Armenian | 62.4% | 65.4% | 65.6% | 68.7% | 67.3% | 65.9% |
| White/Not Armenian | 57.6% | 59.2% | 58.5% | 58.5% | 59.2% | 58.6% |
| Hispanic/Latino | 37.3% | 33.4% | 34.9% | 39.4% | 38.5% | 36.7% |
| Asian/Pacific Islander | 59.8% | 73.5% | 64.5% | 70.8% | 69.5% | 67.6% |
| Black/African American | 38.6% | 31.3% | 43.9% | 47.5% | 45.8% | 41.4% |
| Filipino | 53.1% | 46.5% | 45.8% | 59.4% | 51.3% | 51.2% |
| American Indian/Alaska Native | * | * | * | 16.7% | * | 36.9% |
| Other | 52.0% | 47.2% | 48.9% | 64.1% | 52.6% | 53.0% |
| | | | | | | |
| Male | 49.1% | 50.8% | 50.8% | 56.1% | 55.9% | 52.5% |
| Female | 58.0% | 59.5% | 59.7% | 61.5% | 59.8% | 59.7% |
| | | | | | | |
| Receiving financial aid | 54.7% | 57.3% | 58.0% | 61.6% | 60.3% | 58.4% |
| Not receiving financial aid | 55.3% | 51.6% | 54.5% | 57.1% | 56.5% | 55.0% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

* Data are not shown for cells based on 10 or fewer students.

**Analysis:** Scorecard Completion Rate tracks transfer and degree/certificate outcomes. Glendale's rate has historically been about 55 percent. For the most recent cohort, the College's rate is the 17th highest in California, and the second highest in the local region of 14 colleges. This rate is somewhat higher for younger students, and somewhat lower for Hispanic/Latino students and Black/African American students. Gaps in outcomes for these groups are being targeted by the College's student equity activities.

**Scorecard CTE Rate:** Percent of students completing eight or more units in a CTE discipline who completed a degree or certificate, transferred, or became transfer prepared within six years (note that 2014-2015 in the table refers to the cohort entering in 2009-2010 and tracked through 2014-2015)

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 53.3% | 55.8% | 53.9% | 56.5% | 57.8% | 55.5% |
| | | | | | | |
| Under 20 | 69.0% | 72.8% | 69.9% | 72.9% | 73.8% | 71.7% |
| 20 to 24 | 51.2% | 59.7% | 61.9% | 60.7% | 60.3% | 58.8% |
| 25 to 39 | 49.6% | 48.9% | 45.3% | 45.2% | 48.3% | 47.5% |
| 40 or Over | 22.6% | 38.2% | 28.0% | 35.8% | 37.9% | 32.5% |
| | | | | | | |
| White/Armenian | 67.0% | 66.0% | 68.5% | 67.9% | 69.1% | 67.7% |
| White/Not Armenian | 45.9% | 48.1% | 41.5% | 48.4% | 53.4% | 47.5% |
| Hispanic/Latino | 49.3% | 51.5% | 48.7% | 47.2% | 45.2% | 48.4% |
| Asian/Pacific Islander | 52.2% | 54.1% | 55.0% | 66.7% | 54.3% | 56.5% |
| Black/African American | 42.6% | 47.1% | 34.8% | 48.8% | 29.6% | 40.6% |
| Filipino | 61.0% | 61.8% | 60.9% | 66.7% | 72.6% | 64.6% |
| American Indian/Alaska Native | * | * | * | * | * | * |
| Other | 45.1% | 40.9% | 38.8% | 40.9% | 50.0% | 43.1% |
| | | | | | | |
| Male | 49.1% | 53.3% | 50.1% | 53.4% | 54.5% | 52.1% |
| Female | 58.0% | 58.5% | 57.6% | 59.7% | 60.7% | 58.9% |
| | | | | | | |
| Receiving financial aid | 61.2% | 64.7% | 66.8% | 66.9% | 66.7% | 65.3% |
| Not receiving financial aid | 36.5% | 40.9% | 38.1% | 44.0% | 46.3% | 41.2% |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

\* Data are not shown for cells based on 10 or fewer students.

**Analysis:** CTE Rate measures success in career and technical areas. The College's rate has historically been around 55 percent. For the most recent cohort, the College's rate is 39th highest in California. Younger students tend to have more positive outcomes than older students. White/non-Armenian students, Hispanic/Latino students, and Black/African American students have less positive outcomes than other student groups. Students receiving financial aid have more positive outcomes than students not receiving financial aid.

**Noncredit Certificate Completion:** Number of students receiving noncredit certificates; percentages show distribution of noncredit certificate completers by group

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) | College wide Noncredit Population (Fall 2015) |
|---|---|---|---|---|---|---|---|
| Overall | 157 | 165 | 93 | 96 | 73 | 117 | |
| | | | | | | | |
| Under 20 | 3.2% | 0.0% | 1.1% | 0.0% | 0.0% | 0.9% | **8.5%** |
| 20 to 24 | 8.9% | 3.0% | 5.4% | 11.5% | 4.1% | 6.6% | **6.9%** |
| 25 to 39 | 32.5% | 32.1% | 38.7% | 31.3% | 39.7% | 34.9% | **32.8%** |
| 40 or Over | 55.4% | 64.8% | 54.8% | 57.3% | 56.2% | 57.7% | **51.8%** |
| | | | | | | | |
| White/Armenian | 44.6% | 38.8% | 35.5% | 44.8% | 27.4% | 38.2% | **47.8%** |
| White/Not Armenian | 20.4% | 23.6% | 21.5% | 15.6% | 16.4% | 19.5% | **10.8%** |
| Hispanic/Latino | 17.8% | 14.5% | 16.1% | 11.5% | 9.6% | 13.9% | **21.2%** |
| Asian/Pacific Islander | 6.4% | 6.1% | 5.4% | 8.3% | 2.7% | 5.8% | **8.0%** |
| Black/African American | 0.6% | 0.6% | 0.0% | 1.0% | 1.4% | 0.7% | **0.8%** |
| Filipino | 1.9% | 0.6% | 3.2% | 1.0% | 0.0% | 1.3% | **2.1%** |
| American Indian/Alaska Native | 0.0% | 0.6% | 0.0% | 0.0% | 0.0% | 0.1% | **0.5%** |
| Other | 8.3% | 15.2% | 18.3% | 17.7% | 42.5% | 20.4% | **8.7%** |
| | | | | | | | |
| Male | 22.3% | 20.6% | 22.6% | 17.7% | 13.7% | 19.4% | **33.7%** |
| Female | 72.6% | 76.4% | 77.4% | 79.2% | 86.3% | 78.4% | **66.3%** |
| | | | | | | | |
| Receiving financial aid | -- | -- | -- | -- | -- | -- | -- |
| Not receiving financial aid | -- | -- | -- | -- | -- | -- | -- |
| | | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- | -- |

**Analysis:** The number of noncredit certificates awarded has increased in recent years. The distribution of students receiving noncredit certificates differs somewhat from the distribution of noncredit students. Students receiving certificates tend to be younger and are more likely to be White/Non-Armenian and female than the general noncredit population.

**Progress from Noncredit to Credit:** Percent of students enrolled in noncredit courses who attempted a credit course within three years

| Group | Most Recent Year's Performance (2014-2015) | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | Average (2010-11 to 2014-15) |
|---|---|---|---|---|---|---|
| Overall | 9.6% | 10.9% | 13.2% | 9.8% | 11.5% | 11.0% |
| | | | | | | |
| Under 20 | 39.4% | 39.7% | 40.4% | 44.5% | 59.6% | 44.7% |
| 20 to 24 | 20.0% | 31.8% | 34.1% | 34.9% | 40.2% | 32.2% |
| 25 to 39 | 6.4% | 7.0% | 8.7% | 5.2% | 5.4% | 6.5% |
| 40 or Over | 9.4% | 12.3% | 14.5% | 13.1% | 17.6% | 13.4% |
| | | | | | | |
| White/Armenian | 26.5% | 30.6% | 36.9% | 41.5% | 43.7% | 35.8% |
| White/Not Armenian | 20.6% | 22.0% | 33.1% | 28.2% | 26.9% | 26.2% |
| Hispanic/Latino | 6.9% | 9.0% | 10.9% | 14.5% | 22.6% | 12.8% |
| Asian/Pacific Islander | 9.7% | 10.5% | 17.0% | 23.1% | 32.7% | 18.6% |
| Black/African American | 5.3% | 8.7% | 9.0% | 13.2% | 27.4% | 12.7% |
| Filipino | 7.3% | 3.2% | 2.8% | 12.8% | 26.5% | 10.5% |
| American Indian/Alaska Native | 8.3% | 0.0% | 6.7% | 11.1% | 0.0% | 5.2% |
| Other | 2.4% | 1.6% | 1.1% | 1.5% | 1.5% | 1.6% |
| | | | | | | |
| Male | 17.4% | 20.1% | 22.6% | 23.1% | 33.7% | 23.4% |
| Female | 7.7% | 8.6% | 10.7% | 7.3% | 8.2% | 8.5% |
| | | | | | | |
| Receiving financial aid | -- | -- | -- | -- | -- | -- |
| Not receiving financial aid | -- | -- | -- | -- | -- | -- |
| | | | | | | |
| Online sections | -- | -- | -- | -- | -- | -- |
| Hybrid sections | -- | -- | -- | -- | -- | -- |
| Face-to-face sections | -- | -- | -- | -- | -- | -- |

**Analysis:** Student progress from noncredit to credit courses has fluctuated over the past five years, decreasing somewhat from 2012-2013 to 2014-2015. Younger students, White/Armenian students, White/Non-Armenian students, and male students are more likely to transition from noncredit to credit than students in other groups.

# Organization of the Self Evaluation Process

In June 2013, the faculty coordinator of planning, program review, and accreditation was selected and began a five-year released-time position. The coordinator was tasked, in her accreditation capacity, to collaborate closely with the accreditation liaison officer (ALO) and the dean of research, planning, and grants in spearheading the accreditation effort. The three-person group, coined as "Core 3," met weekly for the next 24 months to oversee the Self-Evaluation process. (The faculty coordinator of planning, program review, and accreditation left the College in 2015 and the position was changed to a faculty accreditation coordinator.)

| Core Group | | |
|---|---|---|
| Isabelle Saber | Faculty | Faculty coordinator of planning, program review, and accreditation (2013 to 2015) |
| Elizabeth Kronbeck | Faculty | Faculty accreditation coordinator (2015 to 2016) |
| Daphne Dioniso | Faculty | Psychology faculty |
| Jill Lewis | Administration | Program manager, program review and accreditation |
| Edward Karpp | Administration | Dean, research, planning & grants |

During the summer months of 2013, a group of approximately 75 faculty, classified staff, administrators, and students was recruited to serve on nine self-evaluation teams for Standards I, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, and IV. According to GCC's policies, team chairs had to be selected from faculty ranks and approved by the Academic Senate. In addition to Standard team chairs, one or two lead writers were recruited per team. The remaining team participants were carefully selected to include representation from various constituent groups as well as to provide the required expertise relevant to each Standard.

**Standard Teams**

| Standard I Team | | | |
|---|---|---|---|
| Chair | Kathleen Flynn | Faculty | Division chair, Credit ESL Division |
| Writer | Cathy Durham | Administration | Program manager, Title V grants |
| Members | Meg Chil-Gevorkyan | Classified Staff | Student outreach services coordinator |
| | Richard Kamei | Faculty | Sociology faculty, Glendale College Guild president (2013-2014 and 2014-2015) |
| | Sarah McLemore | Faculty | English faculty, curriculum co-chair |
| | Peggy Renner | Faculty | History faculty |
| | Andra Verstraete | Administration | Job Placement Center manager |
| | Sally Holmes | Management/ Confidential | Executive assistant to superintendent/president |
| | Brandon Sevilla | Student | ASGCC vice president of campus organizations |
| | Gasia Keuork | Student | ASGCC vice president of finance |
| | | | |
| **Standard II.A Team** | | | |
| Chair | Rosemarie Shamieh | Faculty | Noncredit business faculty |
| Writers | Forrest Fordyce | Faculty | Credit ESL faculty |
| | Maria Kretzmann | Faculty | Biology faculty |
| Members | Kathy Bakhit | Administration | Associate dean, curriculum |
| | Sonik Hakoupian | Classified Staff | Instructional services office staff |
| | Kim Holland | Administration | Executive director, professional development center |
| | Alfred Ramirez | Administration | Administrative dean, workforce development and continuing and community education |
| | Michael Ritterbrown | Administration | Vice president, instructional services |
| | Fabiola Torres | Faculty | Ethnic studies faculty, faculty coordinator of distance education |
| | Mary Mirch | Administration | Vice president, instructional services (retired) |
| | Eliza Suluyan | Student | |
| | Elmira Tofanyan | Student | |
| | | | |

| Standard II.B Team | | | |
|---|---|---|---|
| Chair | Brenda Jones | Faculty | Library faculty |
| Writer | Shant Shahoian | Faculty | English faculty, Learning Center coordinator |
| Members | Russ Beckett | Management/ Confidential | Library manager (retired) |
| | Jan Freemyer | Classified Staff | ESL/foreign language lab staff |
| | John Gerz | Classified Staff | Physical sciences division staff |
| | Eric Hanson | Administration | Dean of library and learning support services |
| | Terrence Yu | Classified Staff | Research, planning, and grants staff |
| | Joe Wong | Classified Staff | Library staff |
| | Gevorg Hovhannisyan | Student | |
| | Ekaterina Nikitina | Student | |
| | | | |
| Standard II.C Team | | | |
| Chairs | Richard Cortes | Faculty | Counseling faculty |
| | Jonn Aque | Faculty | Counseling faculty |
| Writer | Tina Andersen-Wahlberg | Administration | Center for Students with Disabilities program manager |
| Members | Arpi Amirian | Classified Staff | Counseling |
| | James Castel de Oro | Faculty | Counseling faculty |
| | Michael Davis | Faculty | Mathematics faculty |
| | Margaret Mansour | Faculty | Counseling faculty |
| | Ricardo Perez | Administration | Vice president, student services |
| | Paul Schlossman | Administration | Dean, student affairs |
| | Jeanette Stirdivant | Administration | Dean, student services (retired) |
| | Izabella Sahakyan | Student | |
| | Christine Ovasapyan | Student | ASGCC president |
| | | | |

| Standard III.A Team | | | |
|---|---|---|---|
| Chair | Val Dantzler | Administration and Faculty (Adjunct) | Human resources manager |
| Writers | Nancy Getty | Faculty | Library faculty |
| | Elizabeth Kronbeck | Faculty | Social science, ethnic studies, and history faculty |
| Members | Roger Bowerman | Faculty | History faculty |
| | Jennifer Briones | Classified Staff | Human resources staff |
| | Heidi Jenkins | Management/ Confidential | Human resources staff |
| | Deborah Kinley | Administration | Associate dean, continuing and community education |
| | Teyanna Williams | Administration | Associate vice president, human resources |
| | Jan Young | Faculty | Noncredit business faculty |
| | Mariam Keuork | Student | |
| | Ella Mokhtarians | Student | |
| | | | |
| Standard III.B Team | | | |
| Chair | Patrick Shahnazarian | Faculty | Electronics and computer technology faculty (adjunct) |
| Writer | Nelson Oliveira | Administration | Director of facilities |
| Members | Barbara Assadi | Faculty | Noncredit ESL faculty |
| | Susie Chin | Faculty | Library faculty |
| | Laura Matsumoto | Faculty | Kinesiology and Center for Students with Disabilities faculty |
| | Amir Nour | Administration | Controller |
| | Jeremy Talaoc | Faculty | Mathematics faculty |
| | Deanna Sargsyan | Student | |
| | | | |

| Standard III.C Team | | | |
|---|---|---|---|
| Chair | Tom Voden | Administration | Dean of instructional services |
| Writer | Zohara Kaye | Faculty | Library faculty |
| Members | Conrad Amba | Classified Staff | Research, planning, and grants staff |
| | Susan Courtey | Administration | Director of business services |
| | Kit Crawford | Classified Staff | Social Sciences Division staff |
| | Marc Drescher | Administration | Chief information systems officer |
| | Mark Ragonig | Classified Staff | Information technology services staff |
| | Tzoler Oukayan | Classified Staff/ Manager | Program manager, student outreach services |
| | Anaeis Zaghian | Student | |
| | Elin Kazar Mikaelian | Student | ASGCC vice president of administration |
| | Arpine Agakhanyan | Student | |
| | | | |
| Standard III.D Team | | | |
| Chair | Mohammad Taghdis | Faculty | Counseling faculty |
| Writer | Ron Nakasone | Administration | Executive vice president, administrative services |
| Members | Anineh Baghoomian | Administration | District accountant |
| | Chris Franz | Classified Staff | Human resources/professional development staff |
| | David Hassett | Faculty | Mathematics faculty |
| | Pat Hurley | Administration | Associate dean, financial aid (retired) |
| | Austin Kemie | Classified Staff | Curriculum and scheduling |
| | Reni Stepanian | Student | ASGCC vice president of campus relations |
| | | | |

| Standard IV Team | | | |
|---|---|---|---|
| Chair | John Queen | Faculty | Political Science faculty |
| Writers | Ani Keshishian | Management/ Confidential | Superintendent/president's office |
| | Frankie Strong | Classified Staff | Governance officer |
| Members | Sarkis Ghazarian | Faculty | Counseling faculty |
| | Elmira Nazaryan | Faculty | Counseling faculty |
| | Andrew Young | Faculty | Mathematics faculty, Academic Senate president (2014-2015 to present) |
| | Patrick Damadian | Student | |
| | Daniel Ghanbari | Student | |
| | Steve Karikian | Student | |
| | Nelle Stepanyan | Student | |

In addition to the nine teams working directly on the Self-Evaluation, another group consisting of the superintendent/president, the three vice-presidents, the associate vice-president of Human Resources, and Core 3 undertook the task of evaluating the institution from the perspective of Accreditation Standards. The goal was to uncover possible gaps in performance, establish a plan of action for each, and address, to the extent possible, all gaps within a proposed timeline. A series of gap analysis meetings were held in spring 2014, fall 2014, and spring 2015, a list of potential gaps generated, and each vice-president tasked to spearhead action plans in his/her area. The list was shared with the Institutional Planning Coordination Committee (IPCC) whose membership includes all senior administrative staff except the superintendent/president and progress reports on action plans were expected at each of IPCC's monthly meetings.

**Timeline**

A timeline was established at the beginning of the process to steer the accreditation effort and deadlines for first and second drafts were communicated to all 9 teams. Initially, GCC had expected to host the site visit in March 2016 and efforts were geared to meet this earlier deadline. However, during fall 2014, the campus was notified by ACCJC that the visit would be postponed to October 2016.

The timeline of the self evaluation process was included in the monthly accreditation updates available to the Board of Trustees in the Board agenda.

Following the approval of team chairs by the Academic Senate, a team building kickoff party was held at a neighboring bowling alley in November 2013. Attendance at the event neared 90 percent of all groups; the event provided the appropriate venue for team members to become better acquainted with one another. During the same month, the faculty coordinator held a series of individual meetings with each team's writer and chair and distributed initial

training materials to all groups. The schedule of monthly meetings continued on a regular basis for the subsequent two years.

In February 2014, Core 3 hosted an all-day training event on campus. In addition to all 75 internal accreditation participants, selected presenters from Mt San Antonio College were invited to share their experience and expertise with GCC as well. Once again, GCC staff attended the event in very high numbers. Teams began to gather evidence and prepare some preliminary material, despite the fact that the revised ACCJC Standards had yet to be finalized.

In June 2014, the newly published revised Standards were distributed to all nine teams and groups were asked to submit a first draft of the document by late September. While teams concentrated on gathering material and producing a first draft, the faculty coordinator began to recruit a group of content editors. These individuals were selected from full-time and adjunct faculty as well as classified ranks with a varying range of expertise and longevity on campus. Senior employees were to utilize their institutional memory to ensure the validity and completeness of the text whereas more recently employed staff were asked to look at the document with "fresh eyes," learn more about the accreditation process, and ascertain the readability of the Self-Evaluation. Overall, about 40 editors contributed to the effort, including Core 3 which provided extensive input in writing, as well as through individual meetings, to all teams. The entirety of all comments were organized in multiple digital folders on SharePoint and made available to accreditation teams by the end of fall 2014.

Second drafts were started in early spring 2015 and finalized in June 2015. An organizational change occurred in spring 2015 when the faculty coordinator of planning, program review, and accreditation accepted an academic dean's position at another community college. A new faculty accreditation coordinator position was created, announced, and filled, with the new coordinator taking over the accreditation responsibilities of the previous coordinator.

In examining gaps, specific areas emerged as good candidates for the multi-year action projects of the Quality Focus Essay (QFE). The content of the QFE was a regular topic of discussion at the IPCC meetings in 2015-2016. Using the areas for improvement as a foundation, the IPCC created an outline for the QFE and subsequently coordinated the composition of the essay, which included participation from the Learning Outcomes Committee. The responsibility for writing initial drafts of each section of the QFE was assigned to different IPCC members.

In July 2015, drafts were sent to the vice presidents and other administrators in charge of areas relevant to the Standards for review, fact-checking, and feedback. In September 2015, the drafts with feedback were sent back to the Standard committees for further revisions. Final team drafts were completed in November and December 2015. In January 2016, the drafts were reviewed and revised by three English faculty members serving as editors.

In February 2016, the draft self evaluation report was collated into a single document and presented to the Board of Trustees. After this meeting, the draft was distributed to internal constituency groups for feedback. The executive committees of the Academic Senate, faculty

union, and classified union were invited to review the draft and give feedback in May 2016. Also in May 2016, members of the standing committees were invited to review the draft, after which feedback was solicited from the entire College community. The draft went to the Board of Trustees in June 2016 for approval.

**Board of Trustees Involvement**

Throughout the development of the Self Evaluation Report, the Board of Trustees received monthly updates about the progress of accreditation. The initial draft of the self evaluation report was presented at the February 16, 2016 Board meeting. The Board conducted first reading of the institutional self evaluation report in June 2016 and approved the report at its July 2016 meeting.

# Organizational Information

## Glendale Community College
## ORGANIZATIONAL CHART



**Board of Trustees**

**David Viar** — Superintendent/President

**Lisa Brooks** — Executive Director of the College Foundation

**Gary Montecuollo** — Chief of Police

**Teyanna Williams** — Assoc Vice President Human Resources

**Ron Nakasone** — Executive Vice President Administrative Services

- **Marc Drescher** — Chief Information Services Officer
- **Amir Nour** — Controller
- **Susan Courtey** — Director Business Svs.
- **Nelson Oliveira** — Director Facilities
- **Nancy Jordan** — Senior Food Services Mgr.
- **Guido Girardi** — Performing Arts Production Mgr

**Nancy Traynor** — Interim Curriculum and Scheduling Manager

**Michael Ritterbrown** — Vice President Instructional Services

- **Ed Karpp** — Dean Research, Planning & Grants
- **Alfred Ramirez** — Admin Dean Workforce Devel. Cont. & Cmty. Ed
  - **Deborah Kinley** — Assoc. Dean Cont. & Cmty. Ed
  - **Kim Holland** — Program Director Prof. Devel. Ctr.
  - **Kathy Seifert** — Director Community Svs.
  - **Jan Young** — Division Chair Noncrdt Bus. & Life Skills
  - **Deborah Robigilo** — Division Chair Noncredit ESL
- **Jan Swinton** — Dean Workforce Development
  - **Emelyn Judge** — Assoc. Dean Health Sci. Div.
    - **Jill Lewis** — Program Mgr. Instructional Svs.
    - **Cathy Durham** — Program Mgr III Title V
  - **Jeanette Tashiro** — Director Child Devel. Ctr.
  - **Rory Schlueter** — Division Chair Business
    - **Keith Conover** — Division Chair Biology
  - **Scott Rubke** — Division Chair Technology & Aviation
    - **Elizabeth Russell** — Division Chair Mathematics
  - **Peter Green** — Division Chair Vis. & Perf. Arts
    - **Sevada Chamras** — Division Chair Phy. Sciences
- **Tom Voden** — Dean Instructional Svs.
  - **Kathy Flynn** — Division Chair Credit ESL
  - **Monette Tirnan** — Division Chair English
  - **Jon Gold** — Division Chair Kinesiology
  - **Darren Leaver** — Director Study Abroad
  - **Michael Dulay** — Division Chair Social Sciences
  - **Lourdes Girardi** — Division Chair Language Arts
- **Eric Hanson** — Dean Library & Learning Support Svs.

**Ricardo Perez** — Vice President Student Services

- **Paul Schlossman** — Dean Student Affairs
- **Robert Hill** — Dean Student Svs.
- **Brad Hardison** — Interim Assoc. Dean Student Financial Aid
- **Tina Anderson-Wahlberg** — Program Manager III DSP&S
- **Elmira Nazaryan** — Program Manager III EOPS
- **Toni Reyes** — Program Manager II Health Services
- **Michelle Mora** — Director Admissions & Records
- **Ramona Barrio-Sotillo** — Division Chair College Svs.

See Board Policy 3100

Adopted: 01/10/12
Revised: 08/18/15

References:

- Education Code Section 72400
- Title 5, Section 53200
- Accreditation Standard III.A.10 (2014)

# Certification of Continued Institutional Compliance
## with Eligibility Requirements

The following section addresses Eligibility Requirements 1, 2, 3, 4, and 5. As instructed in the Manual for Institutional Self Evaluation, the remaining Eligibility Requirements are addressed in the responses to the relevant sections of the Standards.

**1. Authority**

**The institution is authorized or licensed 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.**

**Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.**

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 degrees and certificates that the College is authorized to award are listed in the Chancellor's Office curriculum inventory [REF INTRO-3]. Glendale Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard Suite 204, Novato, California 94949, a regional accrediting body recognized by the U.S. Department of Education.

**2. Operational Status**

**The institution is operational, with students actively pursuing its degree programs.**

The College is operational. In 2015-2016, 21,904 students were actively enrolled in credit courses, including 19,217 students in degree-applicable credit courses, and 8,560 students were actively enrolled in noncredit courses. Based on preliminary data in late June 2016, the College awarded 765 associate degrees in 2015-2016.

### 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.**

Glendale Community College offers 95 associate degrees, as defined in the 2015-2016 Catalog [REF INTRO-4], all of which are two academic years in length. The College offered 4,505 sections of 797 degree-applicable courses in 2015-2016. The number of students enrolled in degree-applicable courses in 2015-2016 was 19,217, representing 88 percent of the entire credit student population. Further information about offerings, enrollments, and degrees and certificates awarded is available at the online Campus Profile website [REF INTRO-1].

### 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.**

Glendale Community College's chief executive officer is 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. His full-time responsibility is to the College. The superintendent/president's authority to administer board policies is defined in Board Policy (BP) 2145. The chief executive officer is not the chair of the governing board: The Board of Trustees elects one of its members to serve as the board president. When there is a change in chief executive officer, the College informs the ACCJC immediately; this last occurred in 2013, and correspondence was sent to the Commission dated June 27, 2013 [REF INTRO-5].

**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 IV eligible must demonstrate compliance with federal requirements.**

**Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.**

Glendale Community College undergoes an external financial audit annually. 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 College is Title IV eligible and awards more than $26 million in federal financial aid annually. The College's recent cohort default rates were 10.5 percent in 2010, 6.6 percent in 2011, and 9.5 percent in 2012, according to the National Student Loan Data System [REF INTRO-6]. In 2012, the number was below the national three-year cohort default rate of 11.8 percent. Default rates are well below the 30 percent federal requirement, as well as the 15.5 percent California requirement.

Eligibility Requirements 6-21 are addressed in the responses to the following Standards:

| Eligibility Requirement | Standards |
|---|---|
| ER 6. Mission | I.A.1, I.A.4 |
| ER 7. Governing Board | IV.C.1, IV.C.4, IV.C.11 |
| ER 8. Administrative Capacity | III.A.9, III.A.10 |
| ER 9. Educational Programs | II.A.1, II.A.6 |
| ER 10. Academic Credit | II.A.9, II.A.10 |
| ER 11. Student Learning and Achievement | I.B.2, I.B.3, II.A.1 |
| ER 12. General Education | II.A.12, II.A.5 |
| ER 13. Academic Freedom | I.C.7 |
| ER 14. Faculty | III.A.7, III.A.2 |
| ER 15. Student Support Services | II.C.1, II.C.3 |
| ER 16. Admissions | II.C.6 |
| ER 17. Information and Learning Support Services | II.B.1, II.B.4 |
| ER 18. Financial Resources | III.D.1 |
| ER 19. Institutional Planning and Evaluation | I.B.9, I.C.3 |
| ER 20. Integrity in Communication with the Public | I.C.2 |
| ER 21. Integrity in Relations with the Accrediting Commission | I.C.12, I.C.13 |

# Certification of Continued Institutional Compliance
# with Commission Policies

Glendale Community College complies with Commission policies and federal regulations. The sections below provide evidence of continued compliance. The sections are structured in the following way, based on the list of Commission policies in Appendix A of the Manual for Institutional Self Evaluation and the checklist for evaluating compliance with federal regulations and related Commission policies in Appendix K of the Manual for Self Evaluation (checklist items are marked with an asterisk in the table of contents below).

**Public Notification of an Evaluation Visit and Third Party Comment (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulation 602.23(b))**

*The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.*

The College invited third party comment on its website beginning June 3, 2016 [REF INTRO-7]. The invitation of third party comment stated that the College is undergoing accreditation review in fall 2016. Individuals wishing to make comments were directed to the Commission's third party comment form.

*The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.*

The College has not received any notification of third-party comments. The College intends to work with the evaluation team in the event of third party comments.

*The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.*

The section on the following pages discusses the College's compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

**ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions**

### A. Development and Promulgation of Standards

*The institutional Chief Executive Officer and the Accreditation Liaison Officer have the responsibility to communicate and promulgate information to their institutional constituencies about the Commission's Standards, any changes to them, and the institution's plans for changes needed to comply with them. A member institution has the responsibility to communicate directly to the Commission any comments on or concerns about the Commission's Standards.*

The College's superintendent/president and accreditation liaison officer have communicated to internal constituencies about the Eligibility Requirements, Accreditation Standards, and Commission policies. Examples of communication include monthly updates to the Board of Trustees [REF INTRO-8], a series of presentations at faculty meetings [REF INTRO-9], presentations at classified staff retreats [REF INTRO-10, INTRO-11], and accreditation training sessions [REF INTRO-12]. Changes to Accreditation Standards and requirements for self evaluation have been communicated by the ALO throughout the development of the Self Evaluation Report.

### B. Institutional Records of Accreditation

*A member institution has the responsibility to develop an effective mechanism to ensure the internal coordination of accreditation activities. A member institution has the responsibility to maintain all correspondence and records on the accreditation history of the institution, and on substantive change applications and the outcomes of the application.*

*A member institution has the responsibility to share records of the institution's accreditation history, as appropriate, within the campus community.*

The College's accreditation liaison officer is the program manager for program review and accreditation; this position is a permanent instructional management position responsible for internal coordination of accreditation activities. Since 2009, the Institutional Planning Coordination Committee has been the governance committee responsible for accreditation activities, including responses to the recommendations of the 2010 accreditation visit and the subsequent Follow-Up Reports. Accreditation records, including Self Evaluation Reports, Follow-Up Reports, Substantive Change Reports, and communications from the Commission, are available on the College's website under accreditation [REF INTRO-13]. The College has shared records of its accreditation history internally through the website, emails, and the SharePoint document repository [REF INTRO-14, login required].

### C. Information Collection

*A member institution has the responsibility to: determine how to design and conduct the institutional self evaluation process, involve broad and appropriate constituent groups in the preparation and process of the Institutional Self Evaluation Report, disclose to the Commission all information which is required to carry out the Commission evaluation and accreditation functions and respect the confidentiality of information required and evaluated in the accreditation process.*

*A member institution has the responsibility to maintain records of formal student complaints and grievances between each review cycle, and make them available to the Commission and evaluation team upon request, in accord with federal regulations. A member institution must submit substantive change proposals for approval by the Commission before such substantive changes are implemented.*

Formal student complaints and grievances are maintained in the office of the vice president of instructional services. The College submits substantive change proposals for Commission approval before changes are implemented.

### D. Site Visits and Reviews

*The Commission has the right to: conduct site visits as required under the Commission's adopted accreditation processes; exercise its discretion whether or not to conduct joint, concurrent, coordinated, consolidated, or phased visits when requested by an institution; and note in its accreditation documents any attempt by professional organizations, collective bargaining groups, or special interest groups to impede or interfere with participation in the comprehensive review process and visit. The Commission has the right to monitor and report as required by USDE regulations for recognized accrediting agencies.*

*A member institution has the right to request the Commission to hold joint, concurrent, coordinated, consolidated, or phased visits; and review the list of proposed evaluation team members in order to avoid potential conflicts of interest.*

*The Commission has the responsibility to select evaluation team members, who are competent by virtue of experience, training, and orientation, and are sensitive to the unique mission of the institution. Teams will include both academic and administrative representatives. Faculty members will be included among the academic representatives on comprehensive evaluation teams. Prior to the selection of the evaluation team, the Commission will consult with the institution to determine any special needs or concerns. The Commission has the responsibility to assure that evaluation team members are impartial, objective, and without conflict of interest and that the evaluation team is of an appropriate size and composition for the purposes of the site visit. The institution has the right and responsibility to review the evaluation team members and report any conflicts of interest or concerns to the Commission before the team composition is finalized. The Commission has the responsibility to assure that evaluation team members keep confidential all institutional*

*information examined or heard before, during, and after the site visit. The Commission has the responsibility to set the length of a site visit, ordinarily three days for a review and one or more days, as needed, for a follow-up or any other special visit. The Commission has the responsibility to set the dates of the site visit in consultation with the institution.*

*The Commission also has the responsibility to communicate its findings derived from the site visit to the institution; ensure that the evaluation team report identifies and distinguishes clearly between findings, conclusions and recommendations related to deficiencies in meeting the Commission's Standards, and those recommendations representing suggestions for quality improvement; provide the Chief Executive Officer of the institution with an opportunity to correct all factual errors in the draft team report; and provide supplemental materials pertinent to the facts and conclusions in the team report before it takes action on the institution's accredited status.*

*A member institution has the responsibility to provide maximum opportunity for communication between all relevant constituencies and the evaluation team; and ensure that professional organizations, collective bargaining groups, or special interest groups not impede or interfere with reports, visits, and reviews. A member institution also has the responsibility to make the evaluation team report available to the public. A member institution has the responsibility to acknowledge that specialized accrediting agency recognition, local governmental requirements and/or collective bargaining agreements, in and of themselves, do not abrogate or substitute institutional and employee obligations to comply with the Commission's Standards.*

The College has not requested joint, concurrent, coordinated, consolidated, or phased visits in the past. The College plans to review lists of proposed evaluation team members to ensure there are no conflicts of interest.

The College has worked to provide the maximum opportunity for communication and input from all constituency groups, and has worked to communicate openly and in a timely manner with members of the evaluation team.

### E. Accreditation Decisions

*A member institution has the right to withdraw a request for any status of accreditation at any time prior to the decision on that request. A member institution also has the right to appeal an accreditation decision to deny accreditation or to terminate accreditation in accordance with the policies of the Commission and to maintain accredited status during the appeal. A member institution has the right to withdraw from Commission membership by sending a written notice to the Commission of the intent to withdraw as of the end of the institutional semester or term. Ordinarily, the notice must be sent with adequate time for the Commission to approve the request at its next scheduled meeting prior to the anticipated date of withdrawal of accreditation.*

*The Commission has the responsibility to: permit the withdrawal of a request for any status of accreditation at any time prior to the decision on that request; require an institution voluntarily withdrawing from Commission membership to take appropriate steps to notify its student body, the U.S. Secretary of Education, appropriate state/governmental licensing and authorizing agencies, and the public, and where appropriate to follow the Commission's "Policy on Closing an Institution"; make decisions solely on the basis of published standards, policies, and procedures using information available and made known to the institution; avoid conflicts of interest in the decision- making process; and ensure the confidentiality of the deliberations in which accreditation decisions are made, and observe due process in all deliberations.*

*The Commission also has the responsibility to: notify institutions promptly in writing of accreditation decisions and give reasons for the actions; ensure that the communication of the final accreditation decision identifies and clearly distinguishes between recommendations related to deficiencies in meeting the Commission's Standards and recommendations representing suggestions for quality improvement; publish accrediting decisions, both affirmative and negative, except for initial denial of candidacy or eligibility (which are not made public); and maintain the confidentiality of the evaluation team report until after the Commission has acted on it. The Commission may require that corrective action be taken if an institution releases information misrepresenting or distorting any accreditation action taken by the Commission or the status of its affiliation with the Commission. If the institution is not prompt in taking corrective action, the Commission may release a public statement providing the correct information.*

*A member institution has the responsibility to accept the Commission's action after availing itself of its due process rights afforded in Commission policy, and to make public the Commission's action letter and the team report as well as the Self Evaluation Report. A member institution has the responsibility to uphold the credibility and integrity of the accreditation process by accurately portraying the Commission's actions and helping institutional constituencies to understand the Commission's Standards pertinent to an accreditation action taken on an institution. A member institution has a responsibility to respond to evaluation team or Commission recommendations within the time parameters set by the Commission.*

The College understands it has the right to withdraw a request for a status of accreditation, or to withdraw from accreditation. It understands its rights to appeal a decision to deny or terminate accreditation.

The College has made the Commission action letter, team report, and Self Evaluation Report available on its website [REF INTRO-13], and will continue to do so through each accreditation cycle. The College has responded to recommendations within the specified time parameters set by the Commission, and will continue to do so.

### F. Third Party Comment

*A third-party comment may be submitted to the Commission at any time as it relates to the compliance of a member institution with the Commission's Standards. Such comment must be submitted in writing, signed, and accompanied by the affiliation, return address and telephone number of the correspondent. Commission staff will review all third-party comment to assess its applicability to the Commission's Standards. Institutions will be provided with an opportunity to review applicable third-party comment. An applicable third-party comment will be provided to the Commission.*

*A third-party comment also assists the Commission as it considers applications for reaffirmation of accreditation. When an institution is undergoing a review, the Commission requires the institution's chief executive officer to notify the campus community and public of the opportunity for submission of third-party comments and the process for doing so. In such cases, third-party comment should be received by the Commission no later than five weeks before the scheduled Commission consideration or meeting.*

As indicated under the section on "Public Notification" above, the College has notified the public of the opportunity for third-party comments.

### G. Follow-Up

*The Commission has the right to take action to assure that a member institution meets its responsibilities and to request periodic reports, special reports, annual reports, additional visits, and consultative activities relevant to the institution's accreditation status. The Commission has the right to request the reevaluation of an institution at any time as a means for monitoring specific developments within an institution between comprehensive evaluations.*

*If a member institution fails to make complete, accurate and honest disclosure of information required by the Commission, or if the institution does not comply with Commission requests, directives, decisions and policies, and make complete, accurate, and honest disclosure, then the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.*

The College understands its responsibilities if the Commission requires special reports or visits. The College has complied with all such requests in a timely manner.

### H. Special Report and Visit

*The Commission requests a Special Report when it receives information that raises significant concerns about the institution's compliance the Commission's Standards. The institution may be required to provide a narrative report, evidentiary documents, and/or documents prepared by external third parties, such as external audits. The Commission may require a team visit, which will be scheduled after the due date for the Special Report. The*

*Commission's letter requesting a special report will identify all specific requirements to be addressed by the institution.*

*The Commission has the responsibility to provide written notice to the institution of the action taken in relation to a special report or visit, support improvement of the educational effectiveness of an institution, and work with the institution to identify appropriate assistance.*

The College understands its responsibilities if the Commission requires special reports, evidentiary documents, or team visits. The College has complied with all of the Commission's requirements for Follow-Up Reports and a follow-up team visit in 2011.

# Student Achievement

**Standards and Performance with Respect to Student Achievement (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(i); 602.17(f); 602.19(a-e))**

*The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission*

Glendale Community College initially established institution-set standards in May 2013 [REF INTRO-15]. The five standards are for course completion rate, retention rate, degree completion, transfers, and certificate completion. Expected measures and levels of performance for each area have been defined. Details about institution-set standards are available in this report under Standard I.B.3.

*The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.*

Instructional programs in career and technical areas have set expected measures of performance for job placement rates and licensure examination passage rates, in fields where licensure is required [REF INTRO-16].

*The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.*

The standards set by the College represent levels of key student achievement indicators that are relevant for evaluation and for guiding improvement. These indicators include successful course completion, retention, completion of degrees and certificates, transfer, employment, and success on licensure examinations, so the measures are appropriate to higher education at the community college level. The performance levels, based on historical data, are appropriate to higher education and the community served by the College. The results are reported at meetings of the Academic Senate, the Master Planning Committee, and they have been reported to the Board of Trustees. Program-level standards and data are used in program review to assess programs. College-level standards and data are included in the Institutional Effectiveness Report [REF INTRO-17], which focuses on evaluating how well the College

fulfills its mission and goals. Standards are also tied to the resource allocation process through program review.

*The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.*

Analysis of performance in relation to institution-set standards is included in the Institutional Effectiveness Report and in program review. Overall performance has been above the performance levels defined by the institution-set standards; however, disaggregated data reported in the Institutional Effectiveness report and elsewhere show that performance for some student groups is not at the expected level. The College has used its student equity planning processes to identify these groups and to plan and implement appropriate measures to improve performance in order to meet the College's standards.

# Credits and Degrees

**Credits, Program Length, and Tuition (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 600.2; 602.16(a)(1) (viii); 602.24(e),(f); 668.2; 668.9)**

*Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

Credit hours are generally equivalent to units of credit offered at transfer institutions for similar courses. More details are available under Standard II.A.9.

*The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

The appropriate length of programs is assessed via the division or department's program review and program assessment process. The process of writing a new program or revising an existing program via the College's Curriculum and Instruction (C&I) committee also ensure that programs are of an appropriate length.

For high-unit programs such as nursing or engineering, C&I's s New Program Form [REF INTRO-18, see item 4.A] asks program developers to justify the unit value of their programs. This process helps to ensure that high-unit programs are grounded in best practices from industry, licensing, or academic standards.

College credit lecture courses require one hour of classroom work under direct faculty supervision and instruction and a minimum of two hours of out of class work for one unit of credit. Laboratory courses emphasize in-class instruction and work. One unit of laboratory credit is assigned for three hours of class time under direct faculty supervision which emphasizes hands-on application of knowledge. The College does not offer courses based on clock hours.

The Glendale Community College Catalog includes learning outcomes for all academic (degree and certificate) programs. Course learning outcomes are maintained on course outlines of record for all courses and are also housed in the College's assessment database. Data from course and program assessments are used in the program review process which in turn assures that students are achieving key outcomes and, if not, that adjustments are made to ensure students' achievement.

*Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).*

Tuition, known as the enrollment fee, is the same for all degree programs. The only variation in enrollment fees is the additional fee charged to nonresident students.

*Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

The College does not offer instruction on a clock hour basis, as indicated under Standard II.A.9.

*The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.*

The following section discusses the College's compliance with the Commission Policy on Institutional Degrees and Credits.

**ACCJC Policy on Institutional Degrees and Credits**

*An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.*

All associate degrees have a minimum length of 60 semester credit hours, as defined in the section on graduation requirements in the Catalog [REF INTRO-4]. This minimum is also reflected in BP 6140.2: Minimum Credit Hours for Graduating From Two Year Course [REF INTRO-19].

Glendale Community College does not offer bachelor's degrees.

*An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.*

*At the time of a comprehensive review, the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit-hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, it must take appropriate action and promptly notify the U.S. Secretary of Education.*

Written policies and procedures for determining credit hours are included in the Curriculum Handbook [REF INTRO-20]. In the most recently updated version of the handbook from February 2016, the section on validating the relationship between units, hours, and out of class work for a course is on page 24. Policies for unit and hour changes are on page 32. The handbook includes state regulations about the relationship between units of credit and hours on pages 38 and 40. Policies are applied consistently by the Curriculum and Instruction Committee.

**Transfer Policies (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii))**

*Transfer policies are appropriately disclosed to students and to the public.*

Transfer of credit policies are published in the catalog [REF INTRO-4, see pages 15-16 of the 2015-2016 catalog]. The information in the catalog includes information about regionally accredited institutions, transfer credits on the student transcript, types of credit accepted, and evaluation of credits from institutions outside the United States. More details are discussed under Standard II.A.10.

*Policies contain information about the criteria the institution uses to accept credits for transfer.*

The policies listed in the catalog indicate that credits from other institutions will be evaluated for acceptance by Glendale Community College, and questions related to acceptable credit are forwarded to the appropriate academic department.

*The institution complies with the Commission Policy on Transfer of Credit.*

The following section discusses the College's compliance with the Commission Policy on Transfer of Credit.

**ACCJC Policy on Transfer of Credit**

*Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards.*

The College has established policies for providing effective transfer of credit, as discussed in detail under Standard II.A.10. Policies are included in the catalog [REF INTRO-4, pages 15-16 in the 2015-2016 catalog]. The College has established articulation agreements with public and private institutions in order to minimize student difficulties in moving from GCC to four-year institutions. The College's Transfer Center also helps students transfer with minimal difficulties.

*Policy Elements*

*Institutions considering transfer of credit from another institution must evaluate and ensure that:*
- *There is a balanced approach to decisions about whether to accept transfer of credit. Clearly stated policies and procedures for consideration of transfer of credit must be developed, followed, and maintained. Sound mechanisms for ongoing review and updating of policies and procedures must be established. The policy must include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education1;*
- *The educational quality of the sending institution is the primary consideration. Receiving institutions must ensure that decisions are based on a fair assessment of the institution's educational quality and may include the regional, specialized and national accredited status of an institution, along with other factors as appropriate. Institutions should be flexible and open in considering alternative or innovative forms of educational delivery that may characterize the institution where the student received the credits proposed for transfer;*
- *There is assurance that the institution from which a student desires to transfer credit is a legitimate institution accredited by a U.S. Department of Education recognized accrediting body or that the institution, if in another country, is approved by the legitimate accreditation or quality assurance agencies that operate in that country;*
- *There is assurance that transcripts and other credentials provided for purposes of transfer of credit are legitimate and, if validated by a third party foreign credential services, that the credential service agency is valid2;*
- *The nature, content, associated student learning outcomes, and level of credit(s) earned at the sending institution are comparable to those of the credit(s) offered at the receiving institution;*

- *The credit(s) earned for the programs offered by the sending institution, in light of the student's educational goals, are appropriate and applicable to the credits the student seeks to transfer to the receiving institution's program;*
- *The receiving institution acts consistently and fairly in its review of the courses that students propose to transfer for credit. Students must be treated equitably as they seek to transfer credit, and institutions must consider all requests to transfer credit carefully before making decisions; and,*
- *College publications used to inform or recruit students provide accurate and timely information about transfer of credit policies and procedures to students, the public, and sending institutions. The information should include clearly defined procedures, deadlines, and documents needed from sending institutions when attempting transfer of credit as well as essential academic factors that are involved in transfer of credit decisions (such as existing course equivalencies, content and/or student learning outcomes, grades, course level and applicability toward a degree, certificate, or program prerequisite). These policies must be publically disclosed.*

As described under Standard II.A.10, credits from accredited institutions that are transferred to Glendale Community College are reviewed and evaluated for consistency in the quality of learning outcomes. GCC's catalog manager provides an initial screening of courses proposed for transfer credit. If there is no obvious equivalency in the catalog, then division chairs and/or appropriate discipline experts review course outlines and syllabi from the institutions for which students request transfer credit. Credit is awarded without penalty if the syllabus/course outline identifies elements consistent with an equivalent course at Glendale Community College, including course content, lecture and laboratory hours, and expected learning outcomes.

*Effective public communication is maintained through an ongoing exchange with students and the public about transfer of credit opportunities and limitations through catalogues, counseling and advising, and websites. Ongoing contact and information exchange among institutions that routinely send and receive transfer students must be sustained. Information to students and the public about special circumstances that may affect the ease or difficulty of transfer of credit shall be provided.*

Students and members of the public are informed about transfer of credit policies and limitations through the catalog and websites as well as through counseling services. The College's articulation officer maintains communication with institutions that routinely receive transfer students. The offices of admissions and records and student outreach services maintain communication with school districts and schools that routinely send transfer students to the College.

*Where software or a website is used to offer customized transfer of credit information or information on articulation agreements to students, it is accurate and current. Where provision is made for electronic transfer of credit, application for transcript analysis, or other key functions, it is confidential, secure, accurate and current.*

Information about articulation agreements with California public institutions is maintained in the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the state's official repository of articulation for California's public colleges and universities.

Current practice requires that counselors submit a paper form version for all external transcript analyses and evaluations.  However, results of the transcript evaluations and analyses are confidentially scanned and password protected via Oracle WebCenter Content: Imaging System.  Counselors and Admissions & Records personnel only have access to these file sharing systems.  Moreover, the Admissions and Records evaluators keep a record of all external course to course evaluations on a spreadsheet, and shares this information for counselor reference via share point--another password protected campus file sharing system.

**Distance Education and Correspondence Education**

**Distance Education and Correspondence Education (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(iv), (vi); 602.17(g); 668.38)**

*The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

The process to develop an online or hybrid course for instructors new to Distance Education takes about a year. The time frame for creating a course depends on the amount of time it takes for instructors to train and whether or not the course will need revisions in the Curriculum and Instruction (C&I) Committee approval process. A new distance education course will be taught in the first full semester after it has been approved and cleared to teach by the Committee on Distance Education (CoDE). The job of CoDE is to advise and guide faculty during the course development process to make certain that each new course meets all GCC standards for best practices and is in alignment with USDE definitions.

Glendale Community College does not offer correspondence education.

*There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

All courses approved by the Curriculum and Instruction process that are to be considered as distance education offerings must submit an additional Distance Education Course Approval Form [REF INTRO-21]. The Committee on Distance Education (CoDE) then evaluates this form to determine if the course meets the necessary standards to be offered as distance education course.

*The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

In order to verify the identity of students participating in distance education courses, Glendale Community College requires students to attend a face-to-face orientation meeting offered by the instructor.  For students unable to attend the face-to-face orientation, the student must contact the instructor to see if alternate arrangements can be made.  Instructors have the right to drop students who do not attend the first day of instruction. GCC or current government issued ID must be presented by the enrolled student during the orientation meeting.

All communication with students is through their official Glendale Community College email or within the approved Learning Management System (Moodle). The Information Technology Services office is responsible for the security of these systems.

*The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

Glendale Community College recognizes that technology needs are constantly changing and is continuously improving technology resources available throughout the College. Technology planning is incorporated into the Educational Master Plan. Assessments resulting from Program Review and the planning process contribute to the continuous quality improvement. Open lines of communication between the information technology (IT) administrative staff and CoDE (an IT administrator is a member of CoDE) ensures effective technology support for distance education.

*The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.*

The following section discusses the College's compliance with the Commission Policy on Distance Education and Correspondence Education.

**ACCJC Policy on Distance Education and on Correspondence Education**

*Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.*

*Policy Elements*

- *development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*
- *institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.*
- *institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.*
- *institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*
- *institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process.*
- *institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.*
- *institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit1. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.*

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, and program review, the College addresses ACCJC recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations. Distance Education and Glendale Community College meet all ACCJC Standards, as well as federal, state and local requirements.

# Complaints and Representation of Accredited Status

**Student Complaints (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(ix); 668.43)**

*The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.*

Policies for handling student complaints are defined in BP 5530: Student Grievances [REF INTRO-22] and Administrative Regulation (AR) 5530: Student Grievances, Student Grade Appeals, Campus Judicial Board [REF INTRO-23]. Policies and procedures are published in the catalog [REF INTRO-16, pages 46-47 of the 2015-2016 catalog]. They are also available online at the web page on student grievances [REF INTRO-24].

*The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.*

*The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.*

Files relating to student complaints are maintained by division chairs, academic deans, and the office of the vice president of instructional services. The location of the files depends on the level at which the complaint was resolved. Files relating to Office of Civil Rights complaints are maintained by Human Resources, and files relating to Title IX complaints are maintained by the Title IX director, who also serves as vice president of student services.

The College is moving to develop a centralized system for housing information regarding complaints. Staff are examining the feasibility of developing a system in-house, as well as the possibility of purchasing a system. This effort grows from the recognition that such a system would represent best practice in terms of managing files and data relating to student complaints.

*The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.*

Information about ACCJC accreditation is posted on the College website [REF INTRO-13], in addition to relevant contact information.

*The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.*

The following sections discuss the College's compliance with the Commission Policy on Representation of Accredited Status, and with the Policy on Student and Public Complaints Against Institutions.

**ACCJC Policy on Representation of Accredited Status**

*C. Representation of Status by Accredited Institutions*

*Representations of accredited status should include and be limited to the following statement. Additional modifiers such as "fully accredited" are not appropriate since no partial accreditation is possible.*

> *Glendale Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org*

Glendale Community College was evaluated in March 2010 by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges and is an Accredited Institution. The next regular evaluation will take place in October 2016.

**ACCJC Policy on Student and Public Complaints Against Institutions**

*The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.*

Student grievance policies are defined in BP 5530: Student Grievances [REF INTRO-22] and AR 5530: Student Grievances, Student Grade Appeals, Campus Judicial Board [REF INTRO-23]. Procedures are described on the website [REF INTRO-24] and in the catalog [REF INTRO-4, pages 46-47 of 2015-2016 catalog]. This section of the catalog also describes procedures for students or others to file complaints with the Commission if the issue cannot be resolved at the College level. Additionally, the College has established explicit policies for complaints about equal employment opportunity in BP 3420: Equal Employment Opportunity Non-Compliance Complaints [REF INTRO-25], about section 504 of the Rehabilitation Act of 1973 in BP 5145: Section 504 Regulations of the Rehabilitation Act of 1973 Compliance Policy [REF INTRO-26], and against discrimination based on sex in BP 7103: Title IX Complaint Procedure [REF INTRO-27].

**Advertising and Recruitment**

**Institutional Disclosure and Advertising and Recruitment Materials (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(vii); 668.6)**

*The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.*

Glendale Community College provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:

- Publication of information on the College website
- Publication of information in print format (e.g. College catalog, class schedule)
- Signage and information postings in various campus locations
- Digital signage (i.e. content on high definition digital monitors) in key campus locations
- Printed brochures and fliers

The College catalog [REF INTRO-4] and schedule of classes [REF INTRO-28] serve as primary informational tools about the College. The Office of Marketing, Communications, and Public Information, Admissions & Records Office, Catalog Task Force, Instructional Services, and Student Services collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format.

The Office of Marketing, Communications, and Public Information creates and distributes news releases, magazines, brochures, fliers, print and online advertisements, digital displays, and more [REF INTRO-29] to provide prospective and current students, College personnel, and community members with relevant and accurate information about the College. The Public Information Coordinator and Graphic Designer publish an official style guide and follow writing, proofreading, branding, and social media guidelines to ensure that information about the College is presented clearly, accurately, and professionally. Additionally, the Information Technology Services (ITS) department manages the College website with input from campus departments and the Web Oversight Committee as appropriate to ensure that students and the public have access to current and accurate information about the College.

The College provides accurate information to prospective and current students, College personnel, and members of the public through online and print versions of the catalog and class schedule, the College website, and other College publications. Additional information related to this policy can be found in Standard I.C.2.

*The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.*

*The institution provides required information concerning its accredited status as described above in the section on Student Complaints.*

Glendale Community College accurately communicates its ACCJC-accredited status to students and the public through the accreditation web page located on the College website which is one click away from the home page [REF INTRO-13]. Additionally, the Glendale Community College catalog provides information regarding the College's accreditation status as required by the Commission that is accessible online and in print [REF INTRO-4]. All accreditation reports, documents, procedures, resources, and information about the Commission are readily available to students, College personnel, and the public.  Additional information related to this policy can be found in Standard I.C.12.

**ACCJC Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status**

*All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.*

*Policy Elements*

*A. Advertising, Publications, Promotional Literature*

*Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature and recruitment activities, including those presented in electronic formats. All statements and representations, including, but not limited to, conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, shall be clear, factually accurate, and current. Supporting documentation should be kept on file and readily available for review.*

*Catalogs and other official publications shall be readily available and accurately depict:*
* *official name, address(es), telephone number(s), and website address of the institution;*
* *institutional mission statement, purposes, and objectives; entrance requirements and procedures;*
* *basic information on programs and courses with required sequences and frequency of course offerings explicitly stated;*
* *degree, certificate, and program completion requirements, including length of time required to obtain a degree or certificate;*
* *faculty with degrees held and the conferring institution;*
* *institutional facilities readily available for educational use;*
* *rules and regulations for conduct;*
* *the institution's academic freedom statement;*
* *tuition, fees, and other program costs;*
* *opportunities and requirements for financial aid;*

- *policies and procedures for refunding fees and charges to students who withdraw from enrollment1;*
- *policies related to the transfer of credits from other institutions;*
- *statements of nondiscrimination;*
- *location or publications where other institutional policies may be found;*
- *members of the Governing Board; and*
- *the accredited status of the institution, including any specialized or program accreditation that may be required for licensure or employment in the field, or the lack thereof. In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered; and any unique requirements for career path or for employment and advancement opportunities in the profession or occupation described.*

Regularly updated information about Glendale Community College is available to students and the public through the College website, the annually published College catalog, and the class schedules published for the fall and spring semesters. General information provided in the College catalog both online and in print format includes the official institution name, address, phone numbers, and website address; the College's mission statement; course, program, degree, and certificate offerings; academic calendar and program length; the academic freedom statement; available student financial aid; and available learning resources. The names and credentials of faculty and administrators and the members of the governing board are listed in the College catalog. Additionally, the catalog includes requirements for admission, degrees, certificates, graduation, transfer, and information on fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refunds of fees are located in the College catalog and class schedule. The semester schedule of classes also contains the College address, names of the members of the governing board, calendar information, general information on programs and services, policy information, and the semester's class list.

Processes are in place to ensure that the information in the College catalog complies with Commission policy and that it is readily accessible to students, College personnel, and the public. Additional information related to this policy can be found in Standard I.C.2.

*B. Student Recruitment for Admissions*

*Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified. Independent contractors or agents used by the institution for recruiting purposes shall be governed by the same principles as institutional admissions officers and volunteers.*

*The following practices in student recruitment shall be scrupulously avoided:*

- *assuring employment unless employment arrangements have been made and can be verified;*
- *misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program;*
- *offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need.*

Glendale Community College complies with all legal and regulatory practices relating to student recruitment and admissions. General student recruitment and other pre-admission outreach services are spearheaded by qualified College staff in the office of Student Outreach Services (SOS) [REF INTRO-30]. Comprised of a full-time program manager, four full-time student services professional staff, and paid part-time student ambassadors (peer advisors), the SOS staff serves as the College's primary liaison to the area K-12 schools and local communities. Additionally, international student recruitment is coordinated through the International Students Program. The Director of International Recruitment and Outreach has primary responsibility for outreach, admissions, and new student enrollment services for F-1 visa students.

Outreach and recruitment services offered by Student Outreach Services and the International Students Program [REF INTRO-31] are focused on helping prospective students complete the established enrollment process including the admissions application, orientation, basic skills assessments, and pre-registration counseling and educational planning.

College personnel who are responsible for student outreach, recruitment, and admissions advising provide services to prospective students in a manner consistent with institutional policies and procedures, information published in the College catalog and class schedule, and the institution's mission statement.

*C. Representation of ACCJC Accredited Status*

*The term "accreditation" is to be used only when accredited status is conferred by the Commission. Specialized and program accreditation granted by other accreditors should be clearly specified as to the source of the accreditation together with reference to the specific program to which it applies.*

"Accreditation" is generally used to refer to institutional accreditation conferred by the ACCJC. In some cases, the term is used to refer to program accreditation; in these cases, the College makes it clear that the reference is to program accreditation for a specific program by a specific agency.

*No statement shall be made about possible future accreditation status or qualification not yet conferred by the Commission. Statements like the following are not permissible: "(Name of Institution) has applied for candidacy with the ACCJC"; "The _____ program is being evaluated by ACCJC, and it is anticipated that accreditation will be granted in the near future." The phrase "fully accredited" shall be avoided, since no partial accreditation is possible from the Commission.*

*When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.*

The College does not make statements about possible future accreditation status. Both the College website and the catalog include the following statement on institutional accreditation:

> Glendale Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

*The accredited status of a program shall not be misrepresented. The accreditation granted by the Commission has reference to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like "this program is accredited" or "this degree is accredited," are incorrect and misleading.*

*Institutions offering programs in a single field, e.g., a school of art, engineering, theology, granted accreditation by the Commission shall clearly state that the institutional accreditation does not imply specialized accreditation of any program offered.*

The College does not make statements that individual programs are accredited by the ACCJC. As an institution offering multiple programs across many fields, the College's statements about institutional accreditation do not refer to specialized accreditation of any individual program.

**Title IV**

**Title IV Compliance (Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies, Regulations 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.)**

*The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.*

*The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.*

The College's financial statements have received an "unqualified" audit opinion for each of the last six years. College programs, grant and categorical funded programs and financial aid programs are included in the audit and have all received positive reviews with no material findings.

*The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.*

The most current default rate for the College for fiscal year (FY) 2012 is 9.5 percent [REF INTRO-6]. For comparison, the FY 2012 3-year national cohort default rate is 11.8 percent and 11.2 percent in California. Sanctions for high official cohort default rates do not apply until a school's default rate for the three most recent years is 30 percent or higher or the school's most recent default rate is 40 percent or greater. Consequently, the College's student loan default rates are within the acceptable range.

*Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.*

When the College has established contractual relationships with other entities to offer educational services, it has worked through the substantive change process. A recent example is the partnership with the Institute of Heating & Air Conditioning Industries (IHACI), for which a substantive change proposal was submitted to the Commission in 2016 [REF INTRO-32] and approved in May 2016 [REF INTRO-33].

*The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.*

Compliance with the ACCJC policies is discussed in the next sections.

**ACCJC Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

*When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.*

The College partners with the Institute of Heating and Air Conditioning Industries (IHACI) through an instructional services agreement to provide courses in the heating and air conditioning industries. This program and partnership was the subject of a substantive change proposal to the ACCJC submitted in March 2016 [REF INTRO-32] and approved in May 2016 [REF INTRO-33].

*If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.*

Glendale Community College is not part of a multi-college district.

*The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.*

The College understands and observes its obligation to report changes in control, legal status, or ownership of the institution and related entities.

**ACCJC Policy on Institutional Compliance with Title IV**

*Background*

*In order to comply with federal regulations regarding Institutional Compliance with Title IV of the Higher Education Act (HEA) [34 C.F.R. § 602.16; 602.27.], the Commission is required to provide the following information it has available germane to an accredited or candidate institution's program responsibilities or eligibility to participate under Title IV of the HEA.*

*Notification to the U.S. Secretary of Education of Fraud or Abuse*

*The Commission shall provide the U.S. Secretary of Education notice of the name of any institution it has reason to believe is engaged in fraud or abuse or is failing to meet its responsibilities under Title IV of the HEA, and the reasons for such concern. Except in cases when the matter warrants a confidential report to the U.S. Secretary, the Commission shall notify the institution if its name is submitted to the U.S. Secretary under this provision.*

Glendale Community College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in its offerings of both federal and state financial assistance programs. BP 5130 states that "The District will comply with applicable federal and state laws and other applicable regulatory requirements." Furthermore, the College demonstrates diligence in managing loan default rates in compliance with loan program responsibilities as defined by the U.S. Department of Education.

*Default Rates*

*Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.*

The most current default rate for the College for FY 2012 is 9.5 percent. In FY 2011, it was 6.6 percent and 10.5 percent in FY 2010 [REF INTRO-6]. The institution monitors the annual cohort default rate when released each year and would take any necessary steps to implement a default reduction plan if needed.

*Compliance with Title IV*

*During the course of the Commission's eligibility review, there will be a review of loan default rates and negative actions taken by the U.S. Department of Education regarding compliance of the institution with the requirements of Title IV of the HEA. In addition, the Commission will review information provided by the U.S. Secretary of Education when notified of negative action taken by the U.S. Department of Education regarding responsibilities under Title IV of the HEA. The Commission will determine if the information calls into question compliance with its Accreditation Standards and wherever any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or site visit.*

The most current default rate for the College for FY 2012 is 9.5 percent. In FY 2011, it was 6.6 percent and 10.5 percent in FY 2010 [REF INTRO-6]. Sanctions for high official cohort default rates do not apply until a school's default rate for the three most recent years is 30 percent or greater or the school's most recent default rate is 40 percent or greater.

**Evidence for Introductory Sections**

- REF INTRO-1. Campus Profile Online, http://www.glendale.edu/campusprofile
- REF INTRO-2. Community Profile Online, http://www.glendale.edu/index.aspx?page=7179
- REF INTRO-3. Chancellor's Office Curriculum Inventory, http://curriculum.cccco.edu/ReportsPublic/InventoryReport/Report?CollegeIds=81&TopCodeIdAlpha=&TopCodeId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultId=&submitted=true
- REF INTRO-4. GCC Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF INTRO-5. Notification to ACCJC with Notification of New CEO, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30948
- REF INTRO-6. Student Loan Cohort Default Rate, http://glendale.edu/Modules/ShowDocument.aspx?documentid=31033 or https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm
- REF INTRO-7. GCC Accreditation Web Page including Solicitation of Third Party Comment, http://glendale.edu/index.aspx?page=1721
- REF INTRO-8. Board of Trustees Agenda Showing Monthly Accreditation Progress Report (see pages 32-37 of the May 17, 2016 Board agenda), http://glendale.edu/modules/showdocument.aspx?documentid=30619
- REF INTRO-9. Faculty Meeting Presentation on Accreditation, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30848
- REF INTRO-10. Classified Retreat Agenda 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30929
- REF INTRO-11. Classified Retreat Agenda 2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30930
- REF INTRO-12. Accreditation Training Sessions, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30846
- REF INTRO-13. GCC Accreditation Web Page, http://www.glendale.edu/accreditation
- REF INTRO-14. GCC SharePoint Accreditation Section, https://sp.glendale.edu/accreditation/Pages/default.aspx
- REF INTRO-15. Academic Senate Minutes, May 16, 2013 (setting institution-set standards), http://www.glendale.edu/modules/showdocument.aspx?documentid=18575
- REF INTRO-16. Institution-Set Standards for CTE Areas, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30844
- REF INTRO-17. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF INTRO-18. New Program Form, http://www.glendale.edu/index.aspx?page=6137&parent=12033
- REF INTRO-19. BP 6140.2: Minimum Credit Hours for Graduating From Two Year Course, http://gcc.glendale.edu/policies&regulations/BPweb/BP6140.2.htm
- REF INTRO-20. Curriculum Handbook, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724
- REF INTRO-21. Distance Education Course Approval Form, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30850

- REF INTRO-22. BP 5530: Student Grievances, http://www.glendale.edu/modules/showdocument.aspx?documentid=2639
- REF INTRO-23. AR 5530: Student Grievances, Student Grade Appeals, Campus Judicial Board, http://www.glendale.edu/modules/showdocument.aspx?documentid=26917
- REF INTRO-24. GCC Web Page on Student Grievances, http://www.glendale.edu/index.aspx?page=4739
- REF INTRO-25. BP 3420: Equal Employment Opportunity Non-Compliance Complaints, http://www.glendale.edu/modules/showdocument.aspx?documentid=25882
- REF INTRO-26. BP 5145: Section 504 Regulations of the Rehabilitation Act of 1973 Compliance Policy, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4190
- REF INTRO-27: BP 7103: Title IX Complaint Procedure, http://www.glendale.edu/modules/showdocument.aspx?documentid=26747
- REF INTRO-28. Schedule of Classes Web Page, http://www.glendale.edu/index.aspx?page=7351
- REF INTRO-29. Publications Archive Web Page, http://www.glendale.edu/index.aspx?page=7350
- REF INTRO-30. Student Outreach Services Website, http://www.glendale.edu/index.aspx?page=156
- REF INTRO-31. International Students Program Website, http://www.glendale.edu/index.aspx?page=137
- REF INTRO-32. Substantive Change Proposal for IHACI Program, http://www.glendale.edu/modules/showdocument.aspx?documentid=31041
- REF INTRO-33. Letter Approving Substantive Change for IHACI Program, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30842
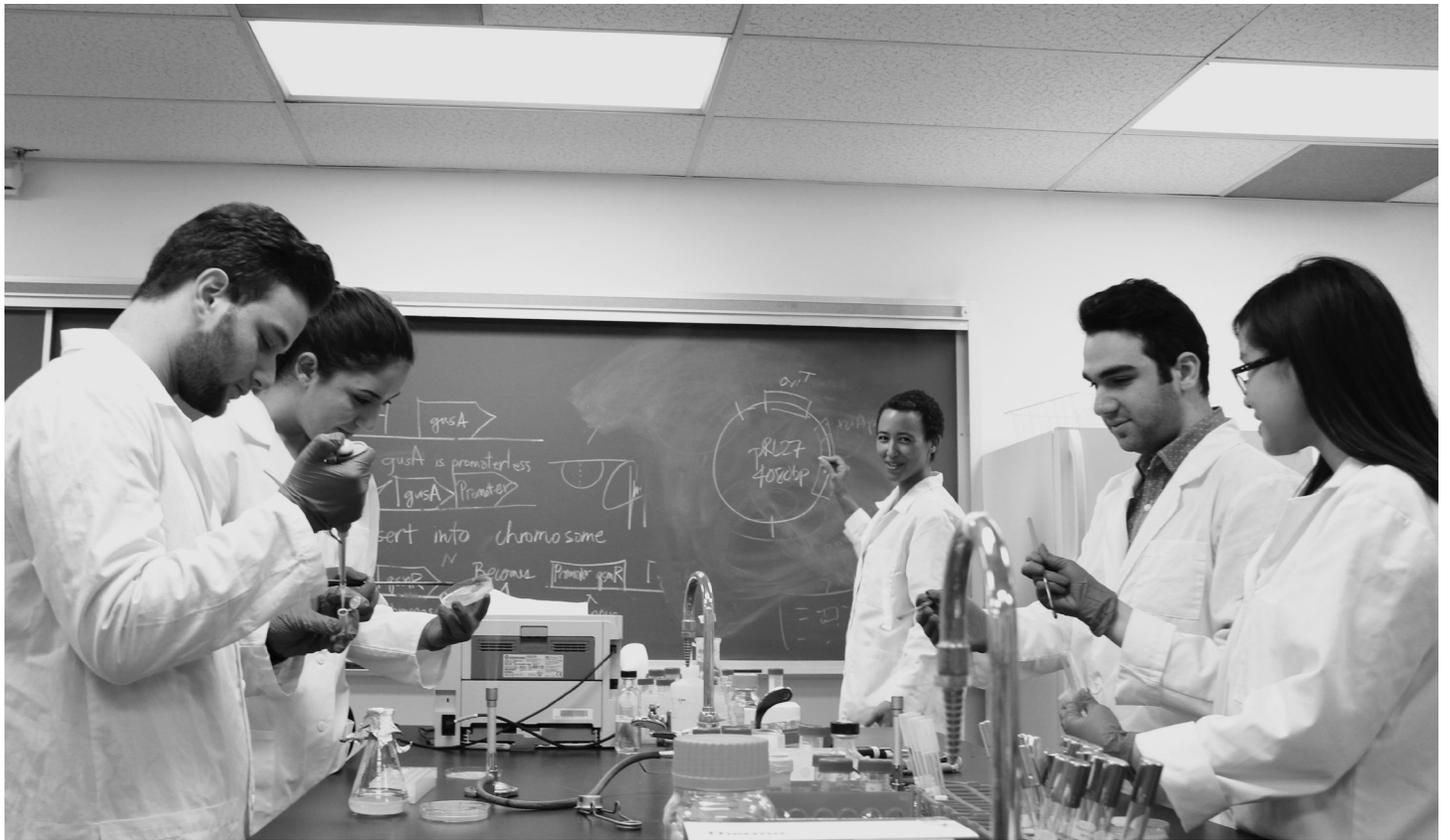
# Standard I:
# Mission, Academic Quality and Institutional Effectiveness, and Integrity

# Standard I: Mission, Academic Quality & Institutional Effectiveness, and Integrity

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

## Standard I.A. Mission

**I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.**

**Evidence of Meeting the Standard**

The Glendale Community College District Board of Trustees adopted the most recent revision of the College mission statement on March 15, 2016 [REF I.A.1-1]:

> "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 describes the College's broad educational purposes. The first sentence of the mission statement emphasizes the primary purpose: to provide opportunities and support for a diverse population of students to achieve their educational and career goals. As the last sentence of the first paragraph states, the College also fulfills a more far-reaching educational purpose: to enhance and sustain the cultural, intellectual, and economic vitality of the community.

The mission identifies the College's intended student population as "a diverse population of students" from "the evolving urban environment of Glendale and the Greater Los Angeles area." The reference to "the Greater Los Angeles area" was added in the January 2015 revision of the mission statement, in recognition of the fact that the College draws a large number of students from Los Angeles and its surrounding cities. Although the official boundaries [REF I.A.1-2] of the Glendale Community College District (GCCD) include only the city of Glendale and a small, unincorporated section of Los Angeles County northeast of the city boundaries, approximately 55 percent of all credit students and 26 percent of all noncredit students reside outside the formal borders of the District [REF I.A.1-3]. Thus, the mission statement embraces the "evolving urban environment" that is home to the students of the College. Additionally, a revision of the mission statement in January 2015 added a reference to distance education in the final bullet point, which further clarifies the intended student population by including those who may not be physically a part of the community college and whose needs must be met in a virtual environment.

The mission statement defines the types of degrees, credentials, and preparation offered by the College to support students' specific educational and career goals. This is expressed as a commitment to providing "transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction" to meet the educational needs of the College's diverse students.

The mission statement asserts that the College is "committed to student learning and success" through its educational offerings, and it highlights three ways in which the College demonstrates its commitment to student success. First, it promotes the core competencies that comprise the College's institutional student learning outcomes (ILOs): communication, critical thinking, information competency, quantitative reasoning, global awareness, and personal responsibility. Second, it advocates for collaboration among disciplines and openness to the diversity of the human experience. Third, it calls for student services, learning support, and state-of-the-art technology to help students learn and achieve their educational goals as quickly and efficiently as possible. The mission not only asserts the College's commitment to student learning and achievement, but also describes the ways it demonstrates that commitment.

As required by Eligibility Requirement 6 (Mission), the College's educational mission is clearly defined and appropriate to a degree-granting institution of higher education and the constituency it serves. Also as required by ER 6, the mission defines the College's commitment to student learning and achievement.

**Analysis and Evaluation**

The College meets this Standard. The mission identifies the College's broad educational purposes to serve a diverse population of students as they pursue their educational and career goals and to enrich the community culturally, intellectually, and economically. It describes the College's intended student population as members of the communities of Glendale and the Greater Los Angeles area. It outlines the types of degrees, credentials, and training and instructional experiences the College offers to serve a wide range of student interests and needs. Finally, it asserts the institution's commitment to student learning and student achievement through promotion of the College's ILOs, through advocacy for collaboration and openness to diversity, and through the provision of student services, learning support, and the latest educational technologies.

**Evidence**

- REF I.A.1-1. BP 1200: District Mission and Vision Statements, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF I.A.1.2 Map of Glendale District http://glendale.edu/modules/showdocument.aspx?documentid=27172
- REF I.A.1-3. Community Profile 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25305

**Standard I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of the students.**

**Evidence of Meeting the Standard**

The annual Institutional Effectiveness Report [REF I.A.2-1] is structured around the components of the mission statement and presents data addressing each component. The report is published on the College website and data from the report are presented to the Master Planning Committee (also known as Team A) to inform its development of annual goals [REF I.A.2-2, REF I.A.2-3, REF I.A.2-4], and to the Board of Trustees [REF I.A.2-5, REF I.A.2-6].

Because the College's ILOs are included in the mission statement as the first bullet point, the assessment of learning outcomes is another way the College uses data to determine how effectively it accomplishes its mission. ILOs are assessed through data that is based on course-level Student Learning Outcome (SLO) assessments. In 2015, the Institutional Planning Coordination Committee (IPCC) reviewed a quantitative assessment of ILOs [REF I.A.2-7], summarized in Figure I.A-1 below. The assessment showed the degree to which SLO assessments from courses associated with each ILO at the level of mastery met expectations in each of the ILO categories. The IPCC decided to focus on one ILO per year in a pilot approach. The committee identified the critical thinking ILO as the one to receive

special attention because the percentage of SLO assessments meeting expectations for critical thinking was lower than the percentages for other ILOs. The IPCC set up a task force to focus on assessments related to critical thinking and make recommendations for improvement and further work; this task force began meeting in spring 2015 and produced a report for the Learning Outcomes Committee and IPCC [REF I.A.2-8].

**Figure I.A-1. Quantitative Assessment of ILO Attainment**

**Percent of Assessments Resulting in Met Expectations
(Mastery Courses Only)**

| ILO | % |
|---|---|
| ILO 3 Information Competency | 81.8% |
| ILO 7 Application of Knowledge | 80.1% |
| ILO 5 Global Awareness | 79.4% |
| ILO 1 Communication | 79.0% |
| ILO 6 Personal Responsibility | 78.6% |
| ILO 4 Quantitative Reasoning | 74.4% |
| ILO 2 Critical Thinking | 73.8% |

% Assessments Resulting in Met Expectations
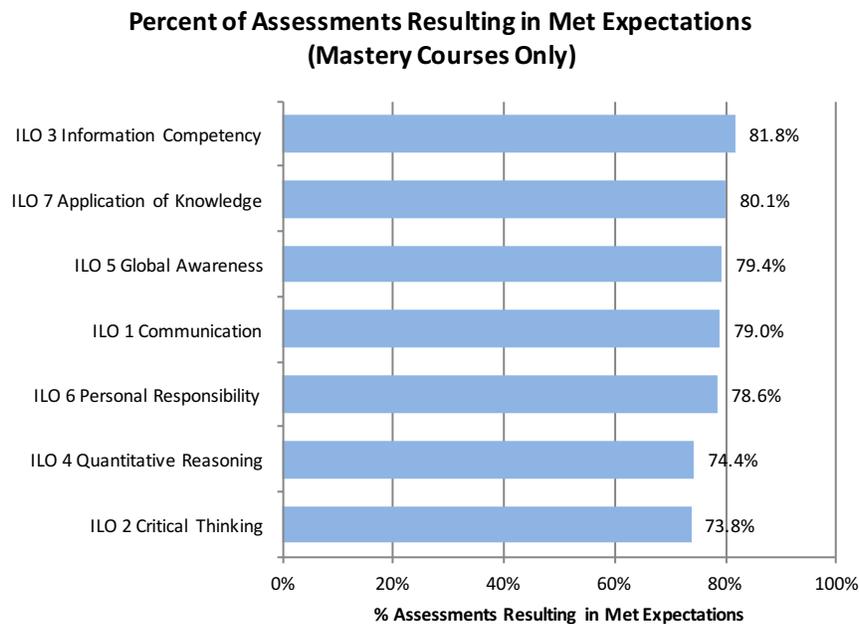
The mission directs institutional priorities and goals primarily through planning, program review, and curriculum development. The Master Planning Committee sets annual goals every year at a meeting in the spring semester. At the May 8, 2015 and April 29, 2016 meetings, institutional effectiveness data assessing how well the College meets its mission were presented to the committee. After the presentations, the committee recommended annual goals [REF I.A.2-9, REF I.A.2-10]  to be approved by the College Executive Committee (formerly known as the Campus Executive Committee) and to be used for prioritizing resource requests. For example, the mission states the College's commitment to diversity and the Institutional Effectiveness Report presented to the Master Planning Committee in fall 2015 [REF I.A.2-11] shows achievement gaps among different student groups. Consequently, one of the annual goals is to pursue grants that fulfill the mission. Therefore, to fulfill the mission's commitment to diversity, the Academic Senate restructured the Student Equity Committee and since has implemented a robust student equity initiative at the College [REF I.A.2-12]. Details about student equity plans are discussed under Standard I.B.6. Additional details about responses to achievement gaps addressed through grants are discussed under Standard II.A.2.

At the program level, the mission directs priorities through program review. The program review document [REF I.A.2-13] includes a section on program goals, which are explicitly tied to the mission and vision. Resource requests identified through program review are also explicitly tied to the mission and vision. Program review documents and resource requests are validated in part by their alignment with the mission and vision. (Program review is described in more detail in the response to Standard I.B.5.)

The Curriculum and Instruction Committee (C&I) evaluates course and program effectiveness in relation to the mission as a starting point for recommending actions on curricular matters. For example, on its new course form [REF I.A.2-14], C&I requires new course proposals to indicate whether and how assessment data findings have led to the development of the proposed course additions or changes to course prerequisites to be based on data, and new program proposals to provide labor market data to demonstrate program need.

An additional example of using data to direct institutional priorities in meeting student needs involves student equity planning, described in detail under Standard I.B.6.

**Analysis and Evaluation**

The College meets this Standard. The institution publishes indicators of success directly related to all aspects of its mission in several publications by the Office of Research, Planning, and Grants and in program review documents. Systems are in place to ensure that stakeholders are aware of the College's performance strengths and weaknesses in relation to its mission through the workings of governance committees, the Academic Senate, instructional and student services divisions and programs, and the Board of Trustees. The Master Planning Committee explicitly ties institutional priorities to the mission, and program review establishes an authentic connection between stated goals and actual practice.

In the fall 2015 faculty/staff survey [REF I.A.2-15], 91 percent of respondents with an opinion agreed that GCC's goals are related to its mission and vision, supporting the link between the mission and institutional priorities. Additionally, 87 percent of respondents with an opinion agreed that governance committees focus on the College's mission and vision when making recommendations.

In order to increase effectiveness, the College plans to continue its dialog about the ILO of critical thinking through the Learning Outcomes Committee and IPCC. This dialog will be expanded to cycle through the other ILOs as well.

**Evidence**

- REF I.A.2-1. Institutional Effectiveness Report, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.A.2-2. Master Planning Committee (Team A) Meeting Minutes, November 21, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26160
- REF I.A.2-3. Master Planning Committee (Team A) Meeting Minutes, November 13, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF I.A.2-4. Master Planning Committee (Team A) Meeting Minutes, April 29, 2016, http://glendale.edu/modules/showdocument.aspx?documentid=30621
- REF I.A.2-5. "Is GCC Meeting Its Mission and Goals" Presentation at Board of Trustees Retreat, June 29, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30568
- REF I.A.2-6. Board of Trustees Retreat Minutes, June 29, 2015, http://glendale.edu/modules/showdocument.aspx?documentid=27996
- REF I.A.2-7. Quantitative Assessment of ILOs, http://www.glendale.edu/modules/showdocument.aspx?documentid=26921
- REF I.A.2-8. Critical Thinking ILO Assessment Report Findings, http://www.glendale.edu/modules/showdocument.aspx?documentid=28928
- REF I.A.2-9. Annual Goals for 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27693
- REF I.A.2-10. Annual Goals for 2016-2017, http://www.glendale.edu/modules/showdocument.aspx?documentid=30489
- REF I.A.2-11. Master Planning Committee (Team A) Meeting Minutes, November 13, 2015 http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF I.A.2-12. Academic Senate Meeting Minutes, March 19, 2015 http://www.glendale.edu/modules/showdocument.aspx?documentid=27058
- REF I.A.2-13. Sample Program Review Document 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=29274
- REF I.A.2-14. New Course Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=28114
- REF I.A.2-15. Faculty/Staff Survey Results, http://www.glendale.edu/index.aspx?page=7167

**I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

**Evidence of Meeting the Standard**

Programs and services are aligned with the mission statement, which defines the College's commitment to providing transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. Instructional programs are structured within these categories. Student services are also

aligned with the mission statement, which includes a commitment to "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."

As part of the three-year program review cycle [REF I.A.3-1], all programs and services define their relationship to the mission statement. The first item in the program review document asks programs to identify each component of the mission statement and vision statement that the program addresses. Programs also define their program's mission statement and how it relates to the College mission in program review. (Program review is described in more detail in the response to Standard I.B.5.)

Proposed new instructional programs must be aligned with the College's mission through the program approval process. New courses and programs are required to meet five criteria in order to be approved, as defined on the new program form [REF I.A.3-2]; the first criterion is appropriateness to the mission. In order to be approved by C&I, a proposed new program must be aligned with the mission.

New services for students also must be aligned with the College mission. For example, new student service programs funded through Student Equity, such as a summer bridge and three new learning communities for disproportionately impacted students, aim to "serve a diverse population of students" and promote "collaboration among disciplines and openness to the diversity of the human experience" [REF I.A.3-3]. Additionally, in order to improve the ability of Academic Counseling to give students "support to achieve their educational and career goals," the Career Center initiated steps in 2013 to help undeclared students identify and pursue their academic and career goals with greater efficiency: first, by providing career development training for all counselors (not only career counselors); next, by developing, piloting, and implementing group advising sessions offered throughout each semester for undeclared students; and, most recently, by rolling out a three-part major and career workshop series for undecided/undeclared students [REF I.A.3-4].

The College's mission guides decision-making through the governance system. Administrative Regulation (AR) 2511, the Governance Document [REF I.A.3-5], states: "The task of governance is the continuing development of the institution and its mission" (p. 3). To assess how the mission directs decision-making through governance, a survey of governance committees was initiated in spring 2014 [REF I.A.3-6], expanded in 2015 [REF I.A.3-7], and will be conducted annually. One item of the survey asks committees to "explain the manner in which the committee's mission supports the overall mission of the College, as well as student learning." The Analysis and Evaluation section below presents results of these surveys.

The College's mission guides planning, and the mission statement is the basis of the Educational Master Plan [REF I.A.3-8]. There is a reciprocal aspect to the relationship between planning and mission in that the annual planning cycle includes an opportunity for reviewing and, if deemed necessary, revising the mission statement. The College's annual goals [REF I.A.3-9] are also founded on the mission, and at the program level, each program and service undergoing program review ties its program plans to components of the mission statement.

The College's mission also guides resource allocation. The College budget committee uses the annual goals, developed from the mission statement, to guide its work in prioritizing resource requests. Each resource request submitted through program review is tied to the College mission statement [REF I.A.3-10], program plans, and assessment results. Resource requests are validated based in part on their relationship with the mission. For example, a 2014-2015 request for Physics laboratory equipment [REF I.A.3-11] submitted through program review was tied to the component of the mission that specifies "state of the art technology…that enables [students] to reach their educational goals in an efficient and timely manner." This request was validated, prioritized, and funded for the 2015-2016 budget year [REF I.A.3-12].

The College's mission informs institutional goals for student achievement and student learning. The mission statement states: "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 has set standards and goals for student achievement measures, including the number of transfers, degrees awarded, and certificates awarded [REF I.A.3-13]; more information is available under Standard I.B.3. Regarding student learning, the mission statement also includes the College's ILOs. The College regularly measures its performance against the standards and through specific outcome measures tied to each component of the mission statement.

**Analysis and Evaluation**

The College meets this Standard. Program development processes establish the alignment of new programs with the mission. Program review ensures the continuous alignment of existing programs with the mission. A review of program responses to the program review item about relationship to the College mission [REF I.A.3-14] confirms that multiple programs address each component of the mission statement.

The centrality of the mission to decision-making is monitored through the annual survey of governance committees. Survey responses indicate that committee missions are strongly tied to the College mission.

Constituency groups perceive the mission as central to governance and decision-making; in the 2015 faculty/staff survey [REF I.A.3-15], 87 percent of respondents with an opinion agreed that College governance committees focus on the College's mission and vision statements when making recommendations. Further, 85 percent agreed that the mission and vision guide decision-making, planning, and resource allocation.

**Evidence**

- REF I.A.3-1. Online Program Review Web Portal 2015-2016, http://www.glendale.edu/index.aspx?page=7206
- REF I.A.3-2. New Program Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=26684
- REF I.A.3-3 Student Equity Plan, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=26654
- REF I.A.3-4 Career Center Home Page http://www.glendale.edu/index.aspx?page=1294
- REF I.A.3-5. AR 2511: Governance Document, http://www.glendale.edu/modules/showdocument.aspx?documentid=5773
- REF I.A.3-6. Governance Committee Survey 2014 Form, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29264
- REF I.A.3-7. Governance Committee Survey 2015 Form, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29265
- REF I.A.3-8. Educational Master Plan Web Page, http://www.glendale.edu/index.aspx?page=7481
- REF I.A.3-9. Annual Goals for 2016-2017, http://www.glendale.edu/modules/showdocument.aspx?documentid=30489
- REF I.A.3-10. Sample Resource Request Form 2015-2016, http://glendale.edu/modules/showdocument.aspx?documentid=29273
- REF I.A.3-11. Physics Lab Equipment Resource Request 2014-2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29275
- REF I.A.3-12. Instructional Equipment Requests Funded 2015-2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29283
- REF I.A.3-13. Institution-Set Standards, http://www.glendale.edu/index.aspx?page=7162
- REF I.A.3-14. Report on Programs Related to Mission 2015-2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29268
- REF I.A.3-15. College Views: Results of the 2015 Faculty/Staff Survey, http://www.glendale.edu/index.aspx?page=7167

**Standard I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission is periodically reviewed and updated as necessary.**

**Evidence of Meeting the Standard**

The Board of Trustees approved the most recent revision of the mission statement on March 15, 2016 [REF I.A.4-1]. The mission statement is published in each annual edition of the catalog [REF I.A.4-2, p. 9], printed in the schedule of classes for each term [REF I.A.4-3], and posted at multiple sites on all campuses. Additionally, the mission is available on the College website through a link on the "Getting to Know GCC" page [REF I.A.4-4]. The College has also created a brief animated video about the mission statement, the vision statement, and the revision process [REF I.A.4-5, the second video on the web page].

The Master Planning Committee (Team A) and its steering committee, the Planning Resource Committee (Team B), review the mission statement annually, as delineated in the Integrated Planning Handbook [REF I.A.4-6]. At a meeting each fall, Team A reviews the mission, and committee members also review the mission with the groups they represent. Suggestions for revisions are submitted to Team B, which discusses the suggestions and proposes revisions. Each spring, Team A discusses and votes on any proposed changes. Revisions approved by Team A are forwarded through the governance process to the standing committees— Academic Affairs, Administrative Affairs, and Student Affairs—and to the College Executive Committee. If accepted by the College Executive Committee, the revised mission statement is sent to the Board of Trustees for approval.

As required by Eligibility Requirement 6 (Mission), the College's mission is adopted and published by the governing board consistent with its legal authorization.

**Analysis and Evaluation**

The College meets this Standard. The annual review cycle defined in the Integrated Planning Handbook ensures that the mission is periodically reviewed, updated when revisions are deemed necessary, and approved by the Board of Trustees as BP 1200. The College publishes the mission widely. Familiarity with the mission is supported by the results of the 2015 faculty/staff survey [REF I.A.4-7], in which 95 percent of respondents with an opinion agreed that they were familiar with the mission statement, and 69 percent indicated they had participated in discussions of the mission statement. In the 2016 spring student survey [REF I.A.4-8], 47 percent of credit students and 74 percent of noncredit students indicated they have read the mission statement.

**Evidence**

- REF I.A.4-1. Agenda for March 15, 2016 Board of Trustees Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=30109
- REF I.A.4-2. Catalog 2015-2016 (mission statement, p. 9), http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.A.4-3. Schedule of Classes Spring 2016, http://www.glendale.edu/index.aspx?page=7351
- REF I.A.4-4. Getting to Know GCC Web Page, http://www.glendale.edu/index.aspx?page=90
- REF I.A.4-5. Videos on Integrated Planning Web Page, http://www.glendale.edu/index.aspx?page=6000
- REF I.A.4-6. Integrated Planning Handbook, p. 7 http://www.glendale.edu/index.aspx?page=4715
- REF I.A.4-7. College Views: Results of the 2015 Faculty/Staff Survey, http://www.glendale.edu/index.aspx?page=7167
- REF I.A.4-8. Spring 2016 Student Survey Results, http://www.glendale.edu/index.aspx?page=7134

**Standard I.A: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| The mission statement was revised in January 2015 to include references to the Greater Los Angeles area and distance education. | Clearer definition of intended student population | Completed | I.A.1, I.A.4 | 3.6.1, 3.5.3, 3.11 |
| The mission statement was revised in March 2016 to match revised ILOs approved by the Academic Senate. | Continued synchronization between ILOs and mission statement | Completed | I.A.4 | 3.1.1.f |
| A new survey of governance committees was initiated in spring 2014 | Better evaluation and documentation of how mission statement guides decision-making and planning | Initiated | I.A.3 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Continue dialog about critical thinking ILO based on task force recommendations | Greater awareness of critical thinking ILO and effective practices for improving critical thinking | Ongoing | I.A.2 | 3.1.1.f |
| Initiate dialog about additional ILOs through Learning Outcomes Committee and task force | Greater awareness of College ILOs and effective practices for improving outcomes | Fall 2016 | I.A.2 | 3.1.1.f |

**Standard I.B. Academic Quality & Institutional Effectiveness**

**Items 1-4: Academic Quality**

**I.B.1**. **The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

**Evidence of Meeting the Standard**

Decision-making processes at the College reflect a commitment to an ongoing, inclusive dialog about student success and institutional effectiveness. Formal dialog is conducted primarily through the governance system.

Since 2004, the College has had a faculty SLO coordinator responsible for facilitating sustained dialog about learning outcomes. Following the 2010 accreditation visit, the institution increased its support of dialog and information sharing to further the use of assessment results to improve student outcomes. In 2011-2012, the College created a faculty released-time position to develop and implement an online assessment-reporting database, the Learning Outcomes Database (LOD). The LOD structure has prompted revisions to learning outcomes for courses and programs as stakeholders have recognized gaps and missed connections. Reports from the LOD are available on the website for the Learning Outcomes Committee [REF I.B.1-1], a subcommittee of the Academic Senate made up of representatives from each academic division. On this website, interested parties can view the status of the College in relation to course-level SLOs, program learning outcomes (PLOs), and ILOs, and use assessment results as a basis for dialog and collaborative effort to bring about improvements.

Student learning outcomes are primary sources of data driving substantive discussions related to student learning and achievement. In recent years the dialog has intensified and expanded as the institution has built an integrated system of outcome assessment, program review, resource allocation, and planning. In 2013, the Academic Senate adopted a policy to clarify expectations regarding learning outcomes assessments and assessment cycles [REF I.B.1-2] The Learning Outcomes Committee has taken a leading role in educating the College community about learning assessments at the course, program, and institutional levels and has developed online tools to aid reporting, evaluation, and discussion [REF I.B.1-3] [REF I.B.1-4].  Supporting the dialog and activity generated through the Learning Outcomes Committee has been the work of C&I, which recommends actions on all curricular matters to ensure the integrity of the College's educational programs, based on thorough discussions of proposed changes to course offerings, programs, degrees, and certificates [REF I.B.1-5].

At the classroom level, instructors engage in dialog with students about course learning outcomes during their review of course syllabi, as required by the Academic Senate's "Class Overview" policy document [REF I.B.1-6]. Often included in these discussions are suggestions for effective learning, information about learning assessments, and, in some

instances, the provision of aggregate outcome data from past classes. For example, in fast-track algebra, an intensive 12-unit learning community in which students complete two semesters of developmental algebra in a single semester, instructors orient students using a slide presentation in which former fast-track algebra students offer success tips to current students. Instructors also present historical data about the relatively higher success rates of students who avoid taking too heavy a course load during the 12-unit fast-track course [REF I.B.1-7]. Conversations such as these give students the opportunity to understand the expected learning outcomes of their courses, and there is broad evidence that students are aware of the learning goals of courses, programs, and the institution. According to the spring 2016 student survey [REF I.A.4-7], 91 percent of credit students and 95 percent of noncredit students agree that the College focuses on student learning, and 86 percent of credit students and 94 percent of noncredit students agree that they know what learning outcomes their instructors expect of them.

Faculty engage in collegial discussion of SLOs at division and department meetings and retreats as part of their efforts to evaluate how well students are learning, to brainstorm about more effective ways of serving student needs, and to propose and implement improvements [REF I.B.1-8].  For example, conversations within the ESL Division among instructors of ESL 151 (Composition and Reading, one level below college-level English) revealed weaknesses in students' research skills that in-class instruction and library workshops were not fully addressing.  In response, English instructors asked librarians to develop a one-unit course that would serve as an introduction to basic research for students not yet ready for the library's two-unit Introduction to Information Competency, for which English 101 eligibility is recommended. As a result of dialog and collaboration within and between two divisions, a fast-track component was offered [REF I.B.1-9], Library 190 was approved [REF I.B.1-10] and is now offered to help developmental writing students improve their research skills for not only ESL 151, but also English 120.  More recently, through Student Equity Funds, another pairing of ESL 151 and Library 190 for the entire semester is underway as a pilot program [REF I.B.1-11].

Dialog about learning outcomes is also facilitated through the working bibliography developed and maintained online by the Learning Outcomes Committee [REF I.B.1-12]. This bibliography includes links to published research about learning outcomes assessments in both the instructional and student services areas.

Dialog about student achievement and learning outcomes is incorporated in the planning process. Annual presentations are made to the Master Planning Committee (Team A) on student achievement and on the use of learning assessments to improve programs [REF I.B.1-13]. Discussion about the presentations is incorporated into the agendas and minutes of these meetings [REF I.B.1-14].

The College also has sustained collegial, substantive dialog about student equity for many years. This dialog has resulted in the design and implementation of programs supported by federal grants for Hispanic-serving institutions in 1999, 2001, 2006, and 2011. Dialog about student equity has expanded in recent years due to the presentation of disaggregated

achievement data from the statewide Student Success Scorecard, which indicated persistent gaps for some student groups [REF I.B.1-15, REF I.B.1-16, REF I.B.1-17, REF I.B.1-18], and to the Student Equity categorical program administered through the California Community Colleges Chancellor's Office. The Student Equity program began providing funding in 2014 to enable colleges to take action designed to close achievement gaps in access and success among disproportionately impacted student groups. A key expectation of the Student Equity Program is that colleges will identify and improve services to at-risk students, and the institution's work to fulfill that expectation has spurred substantive dialog about the content of its Student Equity Plan [REF I.B.1-19]. Student equity funding allowed the College to hire a student equity coordinator (a 20 percent released-time faculty position) in 2014 and a student equity program manager in 2016. These positions are responsible for working together to analyze student equity data used to develop, evaluate, and annually update the College's Student Equity Plan. The work of these two positions, in collaboration with the Student Equity Committee, necessitates collegial conversation, planning, and concerted effort by faculty, staff, and administrators in both Student Services and Instructional Services to achieve the shared goals articulated in the Student Equity Plan.

Dialog about academic quality occurs in a variety of campus forums. The Academic Senate oversees institution-set standards and upholds academic quality across the institution. Academic departments and divisions meet monthly, and sometimes more frequently, for sustained discussion of issues relating to curriculum development and revision, the evaluation of student learning, assessment results, and division and College policies and procedures associated with student learning. Divisions have subcommittees that focus on specific issues, such as basic skills courses, student equity, specific course sequences, or sets of learning outcomes [REF I.B.1-20, see p. 5 of Math Division 2016 retreat minutes for report on curriculum groups]. Several divisions also hold annual faculty retreats at which they evaluate how successfully their students are learning [REF I.B.1-21, REF I.B.1-22]. These discussions result, for example, in revisions to course outlines, programs, course and program learning outcomes, and assessment techniques. Discussions within divisions often precipitate more formal dialog about specific pedagogical topics related to the improvement of student learning, such as best practices workshops designed by and for faculty within a division or department. Additionally, a wide variety of staff development workshops and discussion groups provide frequent opportunities for full-time and part-time instructors to fulfill their flex obligation [REF I.B.1-23] by engaging in dialog aimed at increasing academic quality.

A starting place for many of these discussions is information provided within the publications and web-based reports of the Office of Research, Planning, and Grants [REF I.B.1-24], including:
- Campus Profile which provides statistics tracking student access and success, as well as information about faculty and staff demographics and fiscal conditions;
- Campus Views, which tracks attitudes about planning and Accreditation Standards;
- Community Profile, which provides data about the College's service area;
- Student Views, which presents data about student demographics, needs and satisfaction; and,
- Institutional Effectiveness Report, which focuses on measures of effectiveness at the institutional level.

Additional reports address accountability data from the California Community Colleges Chancellor's Office and entering student placement data. These substantive reports are disseminated widely across the campus via the College's website and email broadcasts. Also supporting the dialog are program review documents, Learning Outcomes Committee documents, and reports from the Office of Research, Planning, and Grants provided in response to specific research requests.

The College's Curriculum Handbook [REF I.B.1-25] stresses the centrality of the institution's mission regarding curriculum review and curriculum development, and its collegial committee structure provides a framework for dialog focused on measuring the quality of academic courses and programs in light of students' achievement of learning outcomes.

Broad dialog about student learning and student outcomes occurs within C&I and is greatly enhanced by the committee's process for reviewing course and program learning outcomes [REF I.B.1-26]. Review and approval of new courses, new programs, and substantive changes are also the responsibilities of the Academic Affairs and College Executive Committees and the Board of Trustees. Further, in addition to providing a framework for dialog about academic quality, the College's committee structure also provides a channel for dialog in the form of feedback to improve the processes themselves. For example, the Learning Outcomes Committee and the Academic Senate recently examined and revised assessment and approval processes, and discussion at the October 2, 2013, Academic Affairs Committee meeting resulted in recommendations brought to the Learning Outcomes Committee and Academic Senate about assessment and reporting expectations [REF I.B.1-27].

The mission of the Institutional Planning Coordination Committee [REF I.B.1-28] is to model and monitor "continuous quality improvement to ensure institutional effectiveness." The committee engages in and promotes sustained, institution wide dialog based on substantive institutional data such as the Institutional Effectiveness Report [REF I.B.1-29]. It also evaluates institutional effectiveness and recommends improvements based on the products of dialog among a wide range of institutional stakeholders, such as program review documents created by all divisions and programs [REF I.B.1-30], the Educational Master Plan and other institutional plans [REF I.B.1-31] from the Master Planning Committee and subcommittee minutes [REF I.B.1-32], as well as from surveys of governance committees [REF I.B.1-33]. The collegial nature of this committee structure promotes the overall efficacy of the institution through shared responsibility and focus.

The College's cycle of learning outcome assessment and program review elicits ongoing dialog within divisions and programs about the continuous and sustained improvement of student learning and achievement. Stakeholders within each program must define a program mission and show its relationship to the College mission. For each course, programs must consider and report on assessment results, as well as on changes to be made due to assessments. Additionally, program review requires the development of substantive goals by each program, and an explicit linking of goals to anticipated improvements, the College's Educational Master Plan, Annual Goals, or ILOs. The establishment of such goals is a collegial process, and the basis by which student learning and achievement is continuously improved at the College.

**Analysis and Evaluation**

The College meets this Standard. Its organizational structure and established procedures and timelines encourage and sustain collegial conversation focused on continuous improvement of academic quality, student equity, and student success.

In the fall 2015 faculty/staff survey [REF I.B.1-34], 94 percent of respondents indicated that they had participated in discussions about student outcomes and 85 percent indicated that they had participated in discussions about student equity.

Dialog regarding learning outcome assessment differs by division and department. Some departments such as Biology, Math, English, and Art History have wholly integrated student learning outcomes into their curriculum planning and processes. For these departments, learning outcomes and assessments are widely discussed among faculty and administrators. Some divisions and departments have approached assessment as a compliance issue. However, due to the integration and focus of SLO evaluation at C&I, there has been a dramatic improvement in the quality of learning outcomes and the resulting assessments.

Increasing dialog across the College is a top priority for the learning outcomes coordinator and the Learning Outcomes Committee. Specific divisions have embedded student learning into their curriculum and others such as Kinesiology, Language Arts, and Physical Sciences (particularly the Chemistry department) are revising learning outcomes to enhance student learning through a more collaborative process. However, more cross communication between divisions, both instructional and student services, is imperative.

**Evidence**

- REF I.B.1-1. Learning Outcomes Committee Site, http://www.glendale.edu/index.aspx?page=3294
- REF I.B.1-2. Senate SLO Policy in Minutes of October 17, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=23012
- REF I.B.1-3. Tools for Assessment Reporting, http://www.glendale.edu/index.aspx?page=6028
- REF I.B.1-4  Learning Outcomes Agenda for March 24, 2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30433
- REF I.B.1-5. C&I Committee Web Page, http://www.glendale.edu/index.aspx?page=5213
- REF I.B.1-6. Senate Class Overview Policy, http://www.glendale.edu/modules/ShowDocument.aspx?documentid=5148
- REF I.B.1-7. Fast Track Algebra Web Page, http://www.glendale.edu/index.aspx?page=5098
- REF I.B.1-8. English Division Meeting Minutes for December 1, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30659
- REF I.B.1-9. Fast Track Website, http://glendale.edu/index.aspx?page=6542
- REF I.B.1-10.  Library 190 Course Description, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=19940

- REF I.B.1-11. Proposal ESL 151 and LIB 190, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30434
- REF I.B.1-12. Learning Outcomes Committee Working Bibliography, http://campusguides.glendale.edu/content.php?pid=696473&sid=5777709
- REF I.B-13. Report from Program Review on Changes Made Due to Assessments Presented at November 13, 2015 Master Planning Committee (Team A) Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=29073
- REF I.B.1-14. Team A Minutes, November 13, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF I.B.1-15. Board of Trustees Scorecard Presentation 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=18901
- REF I.B.1-16. Board of Trustees Scorecard Presentation 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25303
- REF I.B.1-17. Board of Trustees Scorecard Presentation 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29240
- REF I.B.1-18. Faculty Meeting Presentation October 21, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=29306
- REF I.B.1-19. Student Equity Plan 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=26654
- REF I.B.1-20. Math Curriculum Group Notes in Division Retreat 2016 Minutes, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30835
- REF I.B.1-21. English Division Retreat Agenda September 18, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=31184
- REF I.B.1-22. Physical Sciences Division Retreat Agenda, June 1, 2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30833
- REF I.B.1-23. Flex Policy Manual, http://www.glendale.edu/modules/showdocument.aspx?documentid=28284
- REF I.B.1-24. Research, Planning, and Grants Reports Website, http://www.glendale.edu/index.aspx?page=4464
- REF I.B.1-25. Curriculum Handbook, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724
- REF I.B.1-26. SLO Process and C&I Web Page, http://www.glendale.edu/index.aspx?page=6514
- REF I.B.1-27. Senate Recommendations on SLO Policy in Academic Affairs October 2, 2013 Minutes, http://www.glendale.edu/modules/showdocument.aspx?documentid=23563
- REF I.B.1-28. IPCC Web Page, http://www.glendale.edu/index.aspx?page=4487
- REF I.B.1-29. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.1-30. Program Review Website, http://www.glendale.edu/index.aspx?page=1824
- REF I.B.1-31. Master Planning Website, http://www.glendale.edu/index.aspx?page=1823
- REF I.B.1-32. Master Planning Committee Web Page, http://www.glendale.edu/index.aspx?page=4485
- REF I.B.1-33. Annual Survey of Governance Committees, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29265
- REF I.B.1-34. Results of Fall 2015 Faculty/Staff Survey, http://www.glendale.edu/index.aspx?page=7167

**I.B.2. The institution defines and assesses learning outcomes for all instructional programs and student and learning support services.**

**Evidence of Meeting the Standard**

Student learning outcomes and ongoing assessments are in place for courses, programs (including degrees and certificates), and support services. Course SLOs are defined in the class overview, as mandated by the Academic Senate [REF I.B.2-1], and are assessed on established cycles. Program learning outcomes are listed in the catalog [REF I.B.2-2, pages 54-80 of the 2015-2016 catalog], as required by Eligibility Requirement 11 (Student Learning and Achievement), and are also assessed on regular cycles via numerous methods such as capstone courses, common final examinations, and aggregated data from course assessment reports. Divisions regularly review SLOs and PLOs (as explained below), and SLOs and PLOs are approved by divisions, the Learning Outcomes Committee, the Curriculum and Instruction Committee, and the Academic Affairs Committee. SLOs are incorporated into the approval process for new courses, programs, and curriculum revisions.

Divisions and departments define SLOs and PLOs within their areas and monitor the implementation of their own assessment cycles, and the Office of Research, Planning, and Grants is responsible for monitoring the progress of assessments College wide. As of spring 2016, 93.4 percent of courses and 91.7 percent of programs had completed assessments and were on regular assessment cycles [REF I.B.2-3, p. 21 of April 19, 2016 Board agenda report on accreditation and assessments]. Additionally, all student services programs have established Service Area Outcomes (SAOs), and 100 percent of units and departments within Student Services had completed assessment cycles by 2014 [REF I.B.2-4].

An indicator of the College's commitment to outcome assessment cycles is their inclusion as part of the professional responsibilities of faculty. The faculty collective bargaining agreement, Article III: Guild Rights; Section 3. Responsibilities of Faculty Members; C. states, "Assessing student learning outcomes (SLOs) and reporting the results are part of the obligations of all instructors, including adjunct instructors" [REF I.B.2-5]. The faculty evaluation criteria have been revised to include student assessments as part of the evaluation process. That criterion states, "assesses student success and responds appropriately to information gathered" [REF I.B.2-6]. More details are discussed under Standard III.A.6.

The Academic Senate passed a resolution on October 17, 2013 [REF I.B.2-7], which specified that a student learning outcome assessment cycle (SLOAC) shall be completed at least once every three years for every course offered by the College and that a program learning outcome assessment cycle (PLOAC) shall be completed at least once every three years for every defined program of the College. Using guidelines from the Learning Outcomes Committee and C&I, divisions have individually set specific timelines for ongoing completion of their course and program assessments [REF I.B.2-8].

The College also underscores its commitment to outcome assessment cycles through its support of two faculty release-time positions.

- The SLO coordinator chairs the Learning Outcomes Committee and works with the Academic Senate to sustain and strengthen SLOACs throughout the College. The SLO coordinator promotes a campus culture that utilizes systematic evaluation of student learning for decision-making and continuous quality improvement at the course, program, and institutional levels.

- The SLO database coordinator works to improve continuously the ability of faculty and staff to document outcome assessments and also the capability of the College to monitor course, program, and institutional SLOACs.

In 2011-2012, the SLO database coordinator developed and implemented throughout the College a user-friendly, integrated, online database, called the Learning Outcomes Database (LOD). The LOD includes SLOs for each course, program learning outcomes for each program, and ILOs for the College, and also identifies the interrelationships among student, program, and institutional outcomes. Thus, when an instructor enters assessment data for a particular course into the database, the database records a completed assessment cycle and integrates course outcomes with program and institutional outcomes (for examples, log in as a guest to the learning outcomes database site at http://www.glendale.edu/index.aspx?page=5905). The relationship between PLOs and ILOs is also included in the program review document [REF I.B.2-9].

The data resulting from assessments throughout the campus provide multilevel perspectives on the institution's effectiveness at teaching and supporting its students and inform decision-making by Senate and governance committees and administrators. SLO and PLO results, as well as improvements implemented in response to them, are also integral to the program review process.

**Analysis and Evaluation**

The College meets this Standard. Systems and personnel are in place to ensure that learning outcomes are developed, reviewed and approved, assessed on regular cycles, and used to guide decisions affecting instruction and student services.

**Evidence**

- REF I.B.2-1. Senate Class Overview Policy, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5148
- REF I.B.2-2. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.B.2-3. Board of Trustees Agenda for April 19, 2016 including monthly report on accreditation and assessments, http://www.glendale.edu/modules/showdocument.aspx?documentid=30380

- REF I.B.2-4. 2014 SLO PAO Tracking Sheet, http://www.glendale.edu/modules/showdocument.aspx?documentid=25595
- REF I.B.2-5. Collective Bargaining Agreement, Glendale Community College District and Glendale College Guild Local 2276 of the American Federation of Teachers, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF I.B.2-6. Classroom Faculty Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8110
- REF I.B.2-7. Academic Senate Minutes October 17, 2013 (including resolution on student learning outcomes assessment cycles), http://www.glendale.edu/modules/showdocument.aspx?documentid=23012
- REF I.B.2-8. PLO Definition Documents Web Page, http://www.glendale.edu/index.aspx?page=6032
- REF I.B.2-9. Program Review Document (blank 2015-2016 document), http://www.glendale.edu/modules/showdocument.aspx?documentid=29274

**Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.**

**Evidence of Meeting the Standard**

As required by Standard I.B.3 and ER 11 (Student Learning and Achievement), the College defines institutional standards for achievement and assesses its performance against those standards. Additionally, the College sets program-specific achievement outcomes through program review: Career and technical education programs set standards for job placement rates and for licensure examination pass rates, in fields where such examinations are required.

The institution-set standards were recommended by the Academic Senate on May 16, 2013 [REF I.B.3-1], and approved by the Master Planning Committee (Team A) at its May 31, 2013, meeting [REF I.B.3-2]. The indicators were initially derived from the achievement data standards required in the ACCJC annual report beginning in 2013. The levels of the standards were set based on historical data. In setting the standards, the College followed the instructions included in the 2013 ACCJC Annual Report form, which state that a standard "is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement 'goal' which an institution may aspire to meet" [REF I.B.3-3]. Following this definition, the College set its standards as baselines below which the institution would not consider itself successful. The standards have been reviewed by the Master Planning Committee annually since 2013 [REF I.B.3-4, REF I.B.3-5, REF I.B.3-6].

The College has set the following institutional minimum standards for student achievement:

| Indicator | Definition | Institution-Set Standard |
|---|---|---|
| 1. Course Completion Rate | Percentage of credit enrollments at census resulting in a passing grade (A, B, C, or Pass) | 67% |
| 2. Retention Rate | Percentage of credit students enrolled at census during one fall semester who persist to the fall semester of the following year | 47% |
| 3. Degree Completion | Number of associate degrees awarded in an academic year | 350 |
| 4. Transfers | Number of students transferring from GCC to a UC or CSU institution in the academic year | 800 |
| 5. Certificate Completion | Number of credit certificates awarded in an academic year | 200 |

The standards are appropriate to the College's mission [REF I.B.3-7]. The mission includes the sentence "We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction." Indicators one and two refer to student learning and success, while indicators three, four, and five refer to transfer preparation, certificates, and associate degrees.

The College assesses how well it meets the institution-set standards annually. According to the most recent Report on Institution-Set Standards for Student Achievement [REF I.B.3-8], the College exceeded its standards for all five indicators.

Information about the institution-set standards is published in the online Campus Profile [REF I.B.3-9], an annually updated report including College wide data; in the annual Institutional Effectiveness Report [REF I.B.3-10]; and in the Report on Institution-Set Standards for Student Achievement [REF I.B.3-8]. These reports are available on the College website. Information about the institution-set standards was presented to the Board of Trustees on July 22, 2014 [REF I.B.3-11, REF I.B.3-12], at a faculty meeting on October 21, 2014 [REF I.B.3-13], and is a regular topic of discussion at Master Planning Committee meetings [REF I.B.3-2, REF I.B.3-4, REF I.B.3-5].

**Analysis and Evaluation**

The College meets this Standard. Its institution-set standards have been in place since 2013, with annual reports showing the College's performance in relation to the standards. The indicators are appropriate to the College mission. The College assesses its performance on the indicators annually, fosters dialog about them through the planning process and with the governing board, and publishes information about how well it meets its standards.

**Evidence**

- REF I.B.3-1. Academic Senate Meeting Minutes, May 16, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=18575
- REF I.B.3-2. Master Planning Committee Meeting Minutes, May 31, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=24469
- REF I.B.3-3. ACCJC Annual Report Getting Started Instructions Document, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29339
- REF I.B.3-4. Master Planning Committee (Team A) Minutes, May 9, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26161
- REF I.B.3-5, Master Planning Committee (Team A) Minutes, May 8, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29111
- REF I.B.3-6. Master Planning Committee (Team A) Minutes, April 29, 2016, http://glendale.edu/modules/showdocument.aspx?documentid=30621
- REF I.B.3-7. BP 1200: District Mission and Vision Statements, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF I.B.3-8. Report on Institution-Set Standards for Student Achievement, 2014-2015, http://glendale.edu/index.aspx?page=7689
- REF I.B.3-9. Online Campus Profile, http://www.glendale.edu/index.aspx?page=7092
- REF I.B.3-10. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.3-11. Glendale Community College Board of Trustees Meeting Minutes, July 22, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25237
- REF I.B.3-12. "Student Success Scorecard and Institution-Set Standards 2014" Presentation to Board of Trustees, July 22, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25301
- REF I.B.3-13. "Student Success Scorecard and Institution-Set Standards 2014" Presentation to Faculty Meeting, October 21, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=29306

**I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

**Evidence of Meeting the Standard**

Several years of rigorous effort within the College have resulted in an integrated system of data-driven institutional processes that link institutional planning, program review, resource allocation, and accreditation to ensure the ongoing advancement of student learning and achievement.

As discussed under Standard I.B.2 above, the College defines and assesses learning outcomes for all instructional programs and student and learning support services. Assessment data are used to clarify what is or is not working well within a program, to prioritize needs, and to plan corrective actions for identified weaknesses. As part of the program review process each fall, programs report their outcome data, specify changes implemented or plans made in response to assessments, and make requests for the resources they need to implement proposed improvements. A requirement for program plans and associated resource requests is that they be explicitly tied to outcome assessment data or to the Educational Master Plan. The Program Review Committee's validation process determines whether such linkages exist, and only resource requests that are sufficiently tied to assessment data or College plans are allowed to continue through the resource allocation process.

The College's integrated system is defined in the Integrated Planning Handbook [REF I.B.4-1]. Coordinating the interconnected processes is a standing governance committee, the Institutional Planning Coordination Committee (IPCC) [REF I.B.4-2], whose mission is as follows:

> The IPCC models and monitors continuous quality improvement to ensure institutional effectiveness. The committee oversees college planning and program review; assesses the effectiveness of planning; makes recommendations for sustained continuous quality improvement; develops strategies to promote collegewide dialog, discussion, and participation in the integrated planning process; and identifies trends and common needs that reveal institutional and student needs. These objectives are achieved by the strategic use of institutional data (including program review), Accreditation Standards, federal and state regulations, and community input as guiding principles for assessing institutional effectiveness.

Broad participation and careful coordination are employed to ensure that the institution sustains its focus on student learning and achievement and uses assessment data as the basis for decisions and plans.

Institutional processes are organized to support student learning and achievement. A faculty member serving in the 40 percent released-time role of SLO coordinator promotes persistence in completing student learning outcomes and assessment cycles (SLOACs); fosters a culture that utilizes systematic evaluation of student learning for decision-making at the course, program, and institutional levels; and strives to institutionalize a sustainable

system of continuous quality improvement based on the ongoing use of outcome data. Also working in a 40 percent released-time position is the SLO database coordinator, whose assignment is to develop, maintain, and continuously improve the Learning Outcomes Database (LOD). The LOD records completed assessments cycles and integrates course outcomes to program and institutional outcomes, thereby enabling the College to document and monitor learning outcome cycles and use assessment data to guide decision-making.

The College's activities in support of student learning and achievement are linked to the expenditure of resources. Thus, established organizational processes stipulate learning outcomes assessment data as the inputs to program review, and program plans and resource requests as its outputs. There are two types of resource requests, and both are evaluated and prioritized largely based on the consideration of assessment data reported in program review and of their linkage to student outcomes. First, personnel requests are weighed by hiring allocation committees—the Instructional Hiring Allocation Committee (IHAC) for full-time instructional faculty, the Student Services Hiring Allocation Committee (SSHAC) for full-time student services faculty, the Classified Hiring Allocation Committee (CHAC) for classified employees, and Cabinet for administrators, managers, and confidential staff. Included among the criteria for evaluating CHAC requests, for example, are the quality of data used to support the request, documented support for the position in program review and/or other College planning documents, the impact of the position on providing instruction and/or services to students, the degree to which the requested position is needed to further the College mission and goals, and the impact of position on meeting Accreditation Standards [REF I.B.4-3]. Similarly, in prioritizing requests to hire instructional faculty, IHAC assesses not only quantitative measures such as those relating to an area's student demand and faculty load, but also qualitative factors such as how the proposed position meets specific instructional skill needs and aligns with the College's mission statement and Master Plan. [REF I.B.4-4]. SSHAC also asks how a proposed position would enhance student success and what the anticipated negative impacts on students would be if the position were not filled.

The second form of resource request originating from program review is the nonpersonnel request, which is for expenditures such as supplies, equipment, facilities, or software. Nonpersonnel requests are evaluated and prioritized by governance committees: Academic Affairs for requests in instructional areas, Student Affairs for requests in student services areas, Administrative Affairs for requests in administrative areas, and the campus wide Computer Coordinating Committee (a subcommittee of the College Executive Committee) for technology requests. On April 2, 2014, the IPCC established guidelines for prioritizing resource requests as part of the College's integrated planning system. In addition to factors such as health, safety, and legal requirements, IPCC-specified criteria include the extent to which the request addresses Annual Goals; the strength of its relationship to the Educational Master Plan; and how well it addresses SLOs, PLOs, or ILOs [REF I.B.4-5]. Processes such as these emphasize the College's substantial commitment to data-driven decision-making that supports student learning and student achievement.

**Analysis and Evaluation**

The College meets this Standard. It has established a system in which planning, evaluation, and resource allocation are based on evidence from assessment data and justified in relation to the institution's mission to advance student learning and success.

**Evidence**

- REF I.B.4-1. Integrated Planning Handbook 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=30073
- REF I.B.4-2. IPCC Web Page, http://www.glendale.edu/index.aspx?page=4487
- REF I.B.4-3. CHAC Process, http://www.glendale.edu/modules/showdocument.aspx?documentid=17506
- REF I.B.4-4. IHAC Process, http://www.glendale.edu/modules/showdocument.aspx?documentid=24126
- REF I.B.4-5. Memo from IPCC with Prioritization Suggestions, http://www.glendale.edu/modules/showdocument.aspx?documentid=25368

## Items 5-9: Institutional Effectiveness

**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

**Evidence of Meeting the Standard**

Programs evaluate the extent to which they contribute to the accomplishment of the College Mission through program review. The program review process is described in the Integrated Planning Manual [REF I.B.5-1]. All instructional, student services, and administrative programs undergo program review on a three-year cycle; each year, one-third of all programs conduct a full program review while the other two-thirds conduct review updates. The program review document is accessed through an online database available at http://www.glendale.edu/programreview (guest access is available without a password). Programs respond to seven detailed areas: relation to mission and vision statements, trend analysis, student learning and curriculum, program evaluation and needs, program plan, report on funded resource requests, and new resource requests. The Program Review Committee coordinates the validation of program review documents and resource requests; one validation criterion is the relationship of the program or resource request to the College's mission and vision.

The College also assesses accomplishment of the mission through the evaluation of goals and objectives. As discussed under Standard I.A.2, the College's annual Institutional Effectiveness Report [REF I.B.5-2] presents data assessing how well it accomplishes its

mission. Data from the report are presented to the Master Planning Committee each year to inform planning and to help set Annual Goals, which are the highest priority planning items the College sets every year [REF I.B.5-3]. Measures of the accomplishment of the mission from the Institutional Effectiveness Report are also used when the College sets and reviews its institution-set standards [REF I.B.5-4] and institutional effectiveness goals [REF I.B.5-5]. The Educational Master Plan [REF I.B.5-6] is updated periodically to include current progress on the attainment of EMP goals and objectives; the latest update occurred in winter 2016 and was approved by the Master Planning Committee at its April 29, 2016 meeting [REF I.B.5-7].

The College assesses accomplishment of its mission by evaluating learning outcomes at the course, program, and institutional level. Because the ILOs are part of the mission statement, the measures of accomplishment of the mission include measures of student learning. For example, beginning in 2014-2015, the Institutional Planning Coordination Committee clarified that although each program need not fulfill every ILO, each must address at least one, and also that each course must meet all of its SLOs and at least one of its program's established SLOs.

The College assesses accomplishment of its mission through the regular review of student achievement measures. The link to the Student Success Scorecard—featured prominently on the College's website—provides information both to prospective students and to members of the campus community about how well the College's outcomes match its mission. Additionally, the IPCC routinely reviews student achievement measures found in the Institutional Effectiveness Report to evaluate the institution's effectiveness in meeting its mission [e.g., REF I.B.5-8].

Data are disaggregated and analyzed by program type and mode of delivery through program review. Regarding program type, the focus for CTE programs and non-CTE programs is somewhat different. For example, CTE programs are asked to review program-level standards for job placement rates and licensure examination pass rates. Through the analysis and presentation of student achievement data, different outcome measures focus on programs designed to prepare students for transfer and those designed to improve basic skills (e.g., transfer rates for the former and remedial progress rates for the latter). Also in program review, trend data for instructional programs are presented for traditional, hybrid, and online modes of delivery, and program review questions ask about the need for distance education modalities. Success information by delivery mode is also available through the online Campus Profile [REF I.B.5-9].

**Analysis and Evaluation**

The College meets this Standard. The College assesses accomplishments of its mission through ILOs, Program Review, and SLOs, and communicates the assessments through various reports that include qualitative and quantitative data disaggregated for analysis by program type and method of delivery.

**Evidence**

- REF I.B.5-1. Integrated Planning Handbook 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=30073
- REF I.B.5-2. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.5-3. Annual Goals 2016-2017, http://www.glendale.edu/modules/showdocument.aspx?documentid=30489
- REF I.B.5-4. Institution-Set Standards Web Page, http://www.glendale.edu/index.aspx?page=6966
- REF I.B.5-5. Institutional Effectiveness Goals Web Page, http://www.glendale.edu/index.aspx?page=7485
- REF I.B.5-6. Educational Master Plan 2016 Update, http://www.glendale.edu/modules/showdocument.aspx?documentid=30491
- REF I.B.5-7. Master Planning Committee (Team A) Minutes April 29, 2016, http://glendale.edu/modules/showdocument.aspx?documentid=30621
- REF I.B.5-8. IPCC Agenda for November 16, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=28735
- REF I.B.5-9. Online Campus Profile, http://www.glendale.edu/campusprofile

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

**Evidence of Meeting the Standard**

Disaggregated data about student outcomes are an integral part of the College's decision-making processes. The four main mechanisms for reporting, analyzing, and fostering dialog about disaggregated achievement data are the Student Equity Plan, the Campus Profile, the Institutional Effectiveness Report, and the statewide Student Success Scorecard.

- The College's most recent Student Equity Plan was initiated in 2014 and updated in 2015 [REF I.B.6-1]. The plan document includes access and success data disaggregated by ethnicity, gender, age group, disability status, veteran status, and foster youth status. These disaggregated data were used as the basis for developing the plan, which identifies student groups showing achievement gaps and includes strategies for addressing those gaps.

- The Campus Profile [REF I.B.6-2] includes success data disaggregated by ethnicity, citizenship, gender/age, disability status, and other characteristics. The Campus Profile is available online [REF I.B.6-3]. Data from the Campus Profile are presented to the Master Planning Committee (Team A) annually in order to inform planning [REF I.B.6-4].

- Disaggregated data addressing College wide indicators are published in the annual Institutional Effectiveness Report [REF I.B.6-5], which is also presented annually to the Master Planning Committee to inform planning. ILOs are included in the Institutional Effectiveness Report.

- The Student Success Scorecard, a statewide initiative developed by the California Community Colleges Chancellor's Office, includes indicators of student progress and achievement. College-level data submitted through the statewide Management Information System (MIS) are used to generate reports for each community college in California; reports include data disaggregated by ethnicity, gender, and age group. Disaggregated Scorecard data are presented annually to the Board of Trustees to inform policy decisions; the most recent presentation was conducted on December 9, 2015 [REF I.B.6-6, REF I.B.6-7].

One characteristic of the College's service area is its large proportion of residents of Armenian descent. Although there is no requirement to disaggregate data about the College's Armenian student population, because this population, with its attendant linguistic and cultural needs, makes up approximately 30 percent of the College's credit student population and 40 percent of the College's noncredit student population, the institution has chosen to additionally disaggregate this group to ensure efficacy in meeting the learning objectives and outcomes of this section of our student population. Students of Armenian descent are included as part of the White or Caucasian category for state and federal reporting.

Based on disaggregated outcomes data, the College has identified performance gaps. The primary gaps identified in the current Student Equity Plan are:

- Achievement gaps for African-American students in course completion rates, progress in the English sequence, progress in the mathematics sequence, persistence, completion of 30 or more units, and completion of a degree or certificate
- Achievement gaps for Latino students in course completion rates, progress in the ESL sequence, progress in the English sequence, progress in the mathematics sequence, persistence, completion of 30 or more units, and completion of a degree or certificate
- Achievement gaps for Armenian students in progress in the ESL sequence
- Achievement gaps for Asian students in completion of a degree or certificate
- Achievement gaps for students with disabilities in progress in the ESL sequence and progress in the English sequence
- Achievement gaps for Filipino students in progress in the mathematics sequence
- Achievement gaps for foster youth in course completion rates
- Achievement gaps for male students in progress in the mathematics sequence and completion of a degree or certificate
- Achievement gaps for older students in progress in the ESL sequence and progress in the English sequence
- Gaps for veteran students in access
- Achievement gaps for white students in completion of a degree or certificate
- Achievement gaps for younger students in progress in the mathematics sequence and completion of a degree or certificate

The College has a long history of implementing strategies designed to mitigate performance gaps. For example, the College has received many federal grants for Hispanic Serving Institutions since 1999, including three current grants: one focusing on basic skills and ESL to create links among disciplines and student service areas called Gateway [REF I.B.6-8], one focusing on transfer-level STEM courses at the College called GAUSS [REF I.B.6-9], and one focusing on transfer to California State University, Northridge in engineering and computer science called AIM [REF I.B.6-10]. All three grants allocate fiscal resources and human resources to projects designed to improve success from basic skills through baccalaureate-level education in the sciences. For example, the GAUSS and AIM grants worked collaboratively to host a Latinas in STEM conference at the College on May 3, 2014.

The current Student Equity Plan is explicitly focused on mitigating the achievement gaps noted above through the allocation and reallocation of resources. The state of California allocated $70 million to student equity issues beginning in 2014-2015; the College's allocation was $869,000 in 2014-2015 and $1,607,947 in 2015-2016. These funds are being used in addition to funds from the College's operating budget to implement the activities in the Student Equity Plan, which include reallocation of human resources in the form of released time for faculty and salary allocation for staff members. Examples of Student Equity Plan initiatives [REF I.B.6-11] that have already been implemented include learning communities for specific groups (Black Scholars [REF I.B.6-12], La Comunidad [REF I.B.6-13], Transfer Academy, and Guardian Scholars), Summer Bridge, new programs in the Learning Center and Math Discovery Center, and an expansion of Supplemental Instruction and embedded tutoring.

Activities and initiatives focusing on mitigating achievement gaps, whether funded by grants or the College's operating budget, are always evaluated for their effectiveness. The Gateway, GAUSS, and AIM programs submit annual reports to the Department of Education detailing progress toward meeting defined goals. An example of an improved outcome measure achieved through a grant-funded program comes from the GAUSS grant's support for the development and pilot testing of a new math course, Intermediate Algebra for Statistics, which offers students an alternative to Intermediate Algebra as a preparatory course for Statistics. In this instance, early results showed an average course success rate 4.6 percentage points higher than the average success rate for Intermediate Algebra during the past five years. In another example, the Gateway grant took action in response to evidence that for many first-time college students, advancement toward transfer is delayed because students postpone assessment testing in math and/or English, prepare poorly for the tests when they do take them, and, as a result, find themselves on a long and discouraging path through the developmental curriculum. In collaboration with the College's noncredit math program, the Gateway grant is now developing and pilot testing pre-assessment review sessions in math and English.

The strategies in the Student Equity Plan were first implemented in 2014-2015. Preliminary evaluation information is available, with some activities evaluated and compared with baseline data.

A method for disaggregating learning outcomes was designed and tested in winter 2016, with pilot testing beginning in spring 2016.

**Analysis and Evaluation**

The College meets this Standard. Disaggregated data are regularly analyzed and presented internally and externally. While performance gaps continue to exist for different student groups, the College has focused its efforts on mitigating these gaps for many years. The 2015-2016 Student Equity Plan was approved by the Board of Trustees on December 15, 2015, and the College has renewed its focus on mitigating gaps among student groups, using disaggregated data to identify the biggest achievement gaps and taking concrete steps to allocate resources to initiatives designed to reduce those gaps.

**Evidence**

- REF I.B.6-1. Student Equity Plan, http://www.glendale.edu/modules/showdocument.aspx?documentid=29261
- REF I.B.6-2. Campus Profile 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29351
- REF I.B.6-3. Campus Profile Online, http://www.glendale.edu/index.aspx?page=7092
- REF I.B.6-4. Master Planning Committee Minutes Showing Discussion of Outcome Measures and Equity Issues, http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF I.B.6-5. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.6-6. Scorecard Presentation to Board of Trustees December 9, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29240
- REF I.B.6-7. Board of Trustees Minutes, December 9, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29515
- REF I.B.6-8. Gateway Grant Web Page, http://campusguides.glendale.edu/content.php?pid=412025&sid=3367420
- REF I.B.6-9. GAUSS Grant Web Page, http://campusguides.glendale.edu/content.php?pid=379683&sid=3367395
- REF I.B.6-10. AIM Grant Web Page, http://www.glendale.edu/index.aspx?page=5200
- REF I.B.6-11. Student Equity Initiatives Web Page, http://www.glendale.edu/index.aspx?page=7324
- REF I.B.6-12. Black Scholars Web Page, http://www.glendale.edu/index.aspx?page=7190
- REF I.B.6-13. La Comunidad Web Page, http://www.glendale.edu/index.aspx?page=7374

**I.B.7.  The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

**Evidence of Meeting the Standard**

Policies and practices are formally delineated in board policies and administrative regulations. Board policies are statements of intent by the Board of Trustees on specific issues within the board's subject matter jurisdiction. Administrative regulations are implementation documents that carry out the intent of the board policies.

Both board policies and administrative regulations are reviewed on a three-year cycle, as defined in BP 2410: Board Policies and Administrative Regulations [REF I.B.7-1]. The table below summarizes the three-year cycle for different topics, including instructional programs, student and learning support services, resource management, and governance processes. (The first digit of each board policy's numeric identifier is its chapter number, so that policies regarding fiscal matters, for example, all begin with "6.") The standing committees identified in the table below are the first to review board policies pertinent to their areas of responsibility, and the Academic Senate evaluates policies relating to issues under its purview. The College Executive Committee conducts the final review of all policies submitting them to the governing board for approval.

**Table I.B-1. Review Cycle for Board Policies and Administrative Regulations**

| Chapter | Topic | Board Review (Current Cycle) | Area of Standard I.B.7 | Initial Reviewing Committee |
|---|---|---|---|---|
| 1 | District | 2014-2015 | | College Executive |
| 2 | Board of Trustees | 2014-2015 | Governance processes | College Executive |
| 3 | General Institution | 2014-2015 | | Administrative Affairs |
| 4 | Academic Affairs | 2015-2016 | Instructional programs; learning support services | Academic Affairs |
| 5 | Student Services | 2015-2016 | Learning support services | Student Affairs |
| 6 | Business and Fiscal Affairs | 2016-2017 | Resource management | Administrative Affairs |
| 7 | Human Resources | 2016-2017 | Resource management | Administrative Affairs |

If necessary due to legislative changes or other occurrences, policies may be reviewed and revised more frequently than every three years. The review of board policies is informed by the College's subscription to the Community College League of California's Board Policy and Administrative Procedure Service. This service includes policy and procedure templates, biannual updates to ensure that Colleges' policies and procedures are current, workshops, and policy development assistance.

The review of board policies and administrative regulations includes evaluation of their effectiveness in supporting academic quality and accomplishing the College mission. BP 2410 says that "The Board of Trustees annually assesses board policies for their effectiveness in fulfilling the College mission; ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them; meeting state and federal laws and regulations; and maintaining institutional effectiveness and efficiency." An example of the review process is the format used during the Board of Trustees retreat on December 2, 2014 [REF I.B.7-2]. For each policy reviewed, Board members considered not only whether policies were legally required, legally advised, or suggested as good practice, but also the following questions:

1. Is the policy necessary and as written effective in supporting fulfillment of the College's mission?
2. Is the particular policy consistent with other GCCD Board Policies?
3. Is the policy clear in its intent?
4. Does the policy adhere to state and federal laws and regulations?
5. Does the policy support effective and efficient operation of the College?
6. If appropriate to the particular policy, does it help ensure quality, integrity, and improvement of student learning and the resources necessary?

Administrative regulations are generally updated on the same cycle as board policies. When board policies are reviewed, the associated administrative regulations are reviewed as well. As proposed changes move through the governance system, efforts are made to move board policies and their associated administrative regulations together. One example of this process in the instructional programs area is the set of board policies and administrative regulations approved through the Academic Affairs Committee on December 3, 2014 [REF I.B.7-3]. The following pairs of board policies and administrative regulations went through the approval process together:

- Board Policy 4027 and Administrative Regulation 4027 (Philosophy and Criteria for Continuing Education)
- Board Policy 4400 and Administrative Regulation 4400 (Community Services Program)
- Board Policy 5501 and Administrative Regulation 5501 (Policy on Academic Honesty)

Instructional practices are reviewed through monthly meetings of the division chairs, the Academic Senate, and the Academic Affairs Committee, and twice-monthly meetings of the Curriculum and Instruction committees. One example of improving practices is the Academic Senate's statement of principle for adjunct faculty participation [REF I.B.7-4], intended

to improve the participation of adjunct faculty members in College governance and other activities, and to support academic quality. See Standard III.A.8 for details about support for adjunct faculty members. Another example of the review and improvement of practices related to academic quality and accomplishment of the mission is the addition of Taxonomy of Programs (TOP) codes and Student Accountability Model (SAM) codes to program review as a result of discussions in the C&I Committee.

Student services practices are reviewed through weekly meetings of the student services managers and monthly meetings of the Student Affairs Committee. Recent examples of reviewing practices through the governance process include discussion of removing the option of an undecided major from the College application [REF I.B.7-5] and discussion of optimizing deadlines to help students receiving financial aid [REF I.B.7-6].

Resource management practices are evaluated through the annual assessment of integrated planning. The results of the evaluation of integrated planning are published annually [REF I.B.7-7]. Resource management practices are also evaluated through College audits, discussed under Standard III.D.

Governance practices are also reviewed on an ongoing basis by the Governance Review Committee, a governance committee whose mission is to review the governance system through AR 2511: Governance Document [REF I.B.7-8]. The Governance Review Committee uses the results of the annual faculty/staff survey [REF I.B.7-9], which includes questions on leadership and governance, to address identified challenges. The faculty/staff survey also evaluates employee perceptions of other College practices and processes, including human resources, technology resources, and planning. Survey results are shared annually with the Master Planning Committee in order to inform planning and goal setting. The governance system, and in particular its effectiveness in supporting the College mission, is also evaluated through the annual survey of committees, described under Standard I.A.3. Through these mechanisms, in addition to the regular review of board policies and administrative regulations, governance procedures are evaluated and revised when necessary.

**Analysis and Evaluation**

The College meets this Standard. Board policies and administrative regulations are reviewed on a three-year cycle. Instructional programs, student services and learning support services, resource management, and governance processes are all included in this regular review. Components of the regular review include evaluation of the policies' and practices' effectiveness in supporting academic quality and accomplishing the College's mission.

**Evidence**

- REF I.B.7-1. BP 2410 Board Policies and Administrative Regulations, http://www.glendale.edu/modules/showdocument.aspx?documentid=25404
- REF I.B.7-2. Board of Trustees December 2, 2014, Minutes, http://www.glendale.edu/modules/showdocument.aspx?documentid=26305
- REF I.B.7-3. Academic Affairs Committee December 3, 2014, Minutes, http://glendale.edu/Modules/ShowDocument.aspx?documentid=27097
- REF I.B.7-4. Campus Executive Committee November 10, 2015 Minutes including Statement on Adjunct Faculty Participation, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29248
- REF I.B.7-5. Student Affairs Committee October 21, 2015, Minutes, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=28987
- REF I.B.7-6. Student Affairs Committee March 18, 2015, Minutes, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=27162
- REF I.B.7-7. Evaluation of Planning and Institutional Effectiveness Web Page, http://www.glendale.edu/index.aspx?page=6259
- REF I.B.7-8. AR 2511: Governance Document, http://www.glendale.edu/modules/showdocument.aspx?documentid=5773
- REF I.B.7-9. Results of Fall 2015 Faculty/Staff Survey, http://www.glendale.edu/index.aspx?page=7167

**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

**Evidence of Meeting the Standard**

The results of assessment and evaluation activities are communicated broadly throughout the College. Three major channels of communication include the program review process, reports on learning outcomes assessments, and institutional effectiveness reporting.

The first main channel for communicating assessment results is through program review, the College's primary program-level evaluation activity. All programs participate in program review. One-third of programs conduct a full, comprehensive program review every year, while the other two-thirds of programs conduct a program review update (the College moved from an annual program review cycle to a three-year cycle beginning in 2014-2015). Program review data include student achievement data for instructional programs, reports of learning outcomes assessment at the course and program levels, and reports on the relationships between ILOs and learning outcomes at the course and program level. Programs also include self evaluations identifying strengths and weaknesses, as well as program plans and resource requests addressing identified weaknesses. Resource requests are prioritized through the governance system. All program review documents are made available to constituency groups and the public on the College website [REF I.B.8-1] and the online integrated

planning system [REF I.B.8-2, public access available through guest login]. Additionally, the results of program review are presented to planning committees. Specifically, a summary of assessment results leading to program improvements is presented annually to the Master Planning Committee [REF I.B.8-3].

The second primary channel for communicating assessment results is through the learning outcomes assessment processes. Learning outcomes are assessed regularly at the course, program, and institutional levels. At the course and program levels, each program has defined its own schedule for assessments, following the guideline of each outcome being assessed at least once every three years established by the Learning Outcomes Committee and the Academic Senate. Assessment results for all courses and programs are available online through the Learning Outcomes Database [REF I.B.8-4], which may be accessed with "guest" security privileges by anyone. Academic divisions use division meetings and retreats to discuss the results of course- and program-level assessments and to propose improvements. For example, the Math Division, based on an examination of success rates in developmental courses, developed fast-track algebra [REF I.B.8-5].  The fast-track option immerses students in an intensive learning community that allows them to complete two semesters of developmental math in one semester, and the result has been higher success rates in fast-track than in traditional courses. Access to assessment outcomes also led the ESL Division to revise five low-level grammar and writing courses when analysis of student outcomes suggested that the amount and pacing of content presentation was impeding student learning. Similarly, assessments for Biology 112 (Microbiology) revealed that 22 percent of students were unable to meet the lab requirement of correctly identifying an unknown organism. In response, the Biology Division in 2013 added to its study room additional reference books and instructional videos on staining procedures.

Additionally, student services programs also discuss assessment results and propose improvements. For example, in response to the finding that the percentage of students who met all academic eligibility requirements had declined between 2011-2012 and 2012-2013, Student Affairs initiated several improvements to the academic counseling/advising services in intercollegiate athletics, including increasing the weekly athletic counseling load and training two adjunct counselors to work with student athletes during peak periods or when the athletic counselor is not available [REF I.B.8-6].

At the institutional level, ILOs are assessed both directly and indirectly. Indirect assessment of ILOs is done through two student surveys, the first a general survey sampling all enrolled students [REF I.B.8-7], and the second an annual survey of graduating students [REF I.B.8-8, REF I.B.8-9]. The results of the indirect ILO assessment surveys are reported in the Institutional Effectiveness Report [REF I.B.8-10] and the online Campus Profile [REF I.B.8-11].

A third channel for communicating assessment information is through institutional effectiveness reporting. Summaries of data assessing institutional effectiveness are presented in written form and through regular presentations to College constituency groups. Reports are made available on the Research, Planning, and Grants office's web pages [REF I.B.8-12]. The table below lists the reports that are made available on the web. The availability of

these reports is announced through campus wide emails from the Research, Planning, and Grants office. Additionally, the Campus Profile is also printed and distributed to all full-time faculty members and administrators; copies are also sent to external agencies for specific purposes. For example, hard copies of the Campus Profile are provided to the superintendent/ president's office for use in meetings with community members and external stakeholders.

**Table I.B-2. Institutional Effectiveness Reporting**

| Report | Description | Evidence |
|---|---|---|
| Institutional Effectiveness Report | Annual report evaluating achievement and learning assessment measures related to College mission, plan goals, and institution-set standards | REF. I.B.8-10 |
| Campus Profile | Annual report showing data on demographics and access, student achievement, faculty and staff demographics, and fiscal information | REF. I.B.8-13 |
| Student Views | Annual report summarizing results of the spring student survey, including student satisfaction with services and other evaluation data from the survey | REF. I.B.8-14 (part of online Campus Profile) |
| College Views (previously known as Campus Views) | Annual report summarizing the results of the fall faculty/staff survey, including assessment of employee perceptions about governance, institutional effectiveness, technology, and resources | REF. I.B.8-15 (part of online Campus Profile) |

Institutional effectiveness data are also presented to constituent groups at regular meetings. The statewide Student Success Scorecard measures are presented every year to the Board of Trustees, as required by California statute [REF I.B.8-16, see heading "GCC Accountability Presentations"]. Board meetings that include Scorecard presentations have resulted in discussions about College strengths, such as the College's overall performance on the indicators, as well as weaknesses, such as achievement gaps among different student groups [REF I.B.8-17]. These Board presentations have been covered in the local newspaper, the Glendale News-Press, resulting in communication of effectiveness measures to the local community [REF I.B.8-18]. The College has set up a Gateways TV show on a local cable channel that broadcasts Board meetings [REF I.B.8-19], and a related YouTube channel [REF I.B.8-20] highlighting College programs and activities. Scorecard measures have also been presented to different constituency groups, including at faculty meetings and manager meetings [REF I.B.8-21]. Additionally, institutional effectiveness data are presented annually to the Master Planning Committee [REF I.B.8-22] to inform planning and annual goal setting.

In addition to communication with internal College constituencies, assessment results are also communicated to external constituencies through marketing and outreach materials. The High School Connections publication and Graduating Seniors "Explore Your Options"

publication [REF I.B.8-23] are used to communicate results of assessments to prospective high school students. Additionally, assessment results are communicated by Student Outreach Services staff to prospective students, parents, and the community through presentations at high school classes, parent nights, college fairs, high school visits, PTA meetings, community events, council meetings, and campus tours.

The communication of the results of evaluation and assessment activities helps the College set institutional goals and priorities based on identified strengths and weaknesses. Long-term goals are set through the master planning process with the establishment of the goals in the Educational Master Plan [REF I.B.8-24]. Short-term priorities are set through the College's annual goals, which are defined every year by the Master Planning Committee and approved by the College Executive Committee. Both long-term goals and short-term priorities are informed by data on outcomes and institutional effectiveness. For example, Annual Goal 1 for 2015-2016 [REF I.B.8-25], "Streamline the transition from noncredit to credit," is a College priority that was established based on data showing relatively low percentages of students moving from noncredit to credit.

**Analysis and Evaluation**

The College meets this Standard. Assessment and evaluation results, including student achievement data and student learning data, are broadly communicated to internal and external stakeholders through multiple channels.

The communication of assessment and evaluation results also helps the College set its long-term and short-term priorities, primarily through the integrated planning process and the setting of annual goals.

There is evidence that College constituency groups have a shared understanding of the institution's strengths and weaknesses. An item was included for the first time in the fall 2014 faculty/staff survey asking whether respondents agreed that "The constituency groups have a shared understanding of the College's strengths and weaknesses." Among respondents with an opinion, 70 percent agreed or strongly agreed with this statement in 2014 and 79 percent agreed in 2015 [REF I.B.8-15]. Among all respondents in 2015, 28 percent said "I don't know" to this survey item.

**Evidence**

- REF I.B.8-1. Program Review Website, http://www.glendale.edu/index.aspx?page=1824
- REF I.B.8-2. Online Integrated Planning System Web Portal, http://www.glendale.edu/index.aspx?page=7206
- REF I.B.8-3. Master Planning Committee (Team A) November 13, 2015, Presentation, http://www.glendale.edu/modules/showdocument.aspx?documentid=29073
- REF I.B.8-4. Learning Outcomes Database Web Portal, http://www.glendale.edu/index.aspx?page=5905
- REF I.B.8-5. Fast Track Algebra Web Page, http://www.glendale.edu/index.aspx?page=5098

- REF I.B.8-6. Student Services Outcomes Tracking Sheet 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25595
- REF I.B.8-7. Spring Student Survey 2015, http://glendale.edu/modules/showdocument.aspx?documentid=29567
- REF I.B.8-8. Annual ILO Survey of Graduates – Associate Degree Completers, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29552
- REF I.B.8-9. Annual ILO Survey of Graduates – Certificate Completers, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29553
- REF I.B.8-10. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.8-11. Online Campus Profile (Learning Outcomes Page), http://www.glendale.edu/index.aspx?page=7174
- REF I.B.8-12. Research, Planning, and Grants Web Page with Reports and Publications, http://www.glendale.edu/index.aspx?page=4464
- REF I.B.8-13. Campus Profile 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29351
- REF I.B.8-14. Student Survey Results Section of Online Campus Profile, http://www.glendale.edu/index.aspx?page=7134
- REF I.B.8-15. Faculty/Staff Survey Results Section of Online Campus Profile, http://www.glendale.edu/index.aspx?page=7167
- REF I.B.8-16. Accountability Web Page Including Presentations, http://www.glendale.edu/index.aspx?page=4780
- REF I.B.8-17. Board of Trustees December 9, 2015 Minutes, http://www.glendale.edu/modules/showdocument.aspx?documentid=29515
- REF I.B.8-18. Glendale News-Press Article from December 11, 2015, http://www.latimes.com/socal/glendale-news-press/news/tn-gnp-glendale-community-college-ranks-highest-in-county-in-percentage-of-transfers-20151211-story.html
- REF I.B.8-19. Gateways Cable Channel, http://www.glendale.edu/index.aspx?page=109
- REF I.B.8-20. Glendale Community College YouTube Channel, https://www.youtube.com/channel/UCqdF8T-tfU2bgvvpVUgNqKw
- REF I.B.8-21. Scorecard Presentation at October 21, 2014, Faculty Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=29306
- REF I.B.8-22. Institutional Effectiveness Presentation at April 29, 2016 Master Planning Committee (Team A) Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=30496
- REF I.B.8-23. GCC Publications for High Schools http://www.glendale.edu/index.aspx?page=7350
- REF I.B.8-24. Educational Master Plan, http://www.glendale.edu/index.aspx?page=7481
- REF I.B.8-25. Annual Goals for 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27693

**I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.**

**Evidence of Meeting the Standard**

Planning and evaluation at the College are continuous, broad-based, and systematic. Planning includes the processes by which the College's comprehensive plan and its components are developed, implemented, and assessed. Evaluation is primarily done through program review, the process by which programs and services are evaluated. Both planning and program review are part of the College's integrated planning system.

Planning is a continuous process that is led by the dean of research, planning, and grants, the Master Planning Committee (Team A), and the Planning Resource Committee (Team B), which meet regularly [REF I.B.9-1]. Team A, a governance committee with 46 members representing all constituency groups, meets once or twice per semester. Team B, a smaller steering committee for the larger group with 11 members, meets monthly. Team A and Team B manage the content of the College's plans, while the planning process itself is organized by the Institutional Planning Coordination Committee (IPCC), a governance committee with 20 members that meets monthly [REF I.B.9-2].

Planning is broad-based as well as continuous. All constituencies are represented on the three planning committees. Team A is the College's largest governance committee, with membership including all faculty division chairs; instructional administrators; the presidents of the Academic Senate, faculty union, and classified staff union; and representatives of faculty, managers, staff members, and students. Team B, which serves as the steering committee for Team A, does not include students, but does include representatives of faculty, administrators/managers, and staff. The IPCC includes representatives of faculty, administrators/managers, staff, and students and is one of the College's five standing committees.

Planning is systematic as well. Planning processes are described in the Integrated Planning Handbook [REF I.B.9-3], which details the processes for reviewing and revising the College mission statement as well as processes for integrated planning, program review, and resource allocation. The Integrated Planning Handbook includes timelines for the processes, which are followed annually, and it also details the College's processes for evaluating and modifying the integrated planning systems on an annual basis. Because the processes are evaluated and revised on an annual cycle, the Integrated Planning Handbook is updated regularly to reflect these improvements.

Program review, like planning, is continuous. The program review process is led by the program manager of accreditation and program review; the dean of research, planning, and grants; and the Program Review Committee, which meets regularly. Program review is

conducted by instructional, student services, and administrative programs every year, with one-third of programs conducting a comprehensive self-evaluation each year and the other two-thirds of programs conducting a program update. This cycle reflects an update to the annual program review cycle established in 2010-2011; the three-year cycle began in 2015-2016.

Program review is also broad-based. The Program Review Committee includes faculty members, administrators, classified staff, and students as voting members [REF I.B.9-4].

Program review is systematic as well. The program review cycle is defined in the Integrated Planning Handbook. Since 2013-2014, program review has been conducted using an online database system, a revision to the previous process, which involved emailing static documents.

Program reviews are the primary mechanism for programs to report and summarize Student Learning Outcomes Assessment Cycle (SLOAC) results. In addition to reporting SLOAC results, program review requires programs to establish program plans, and these plans generate resource requests, which feed into the resource allocation process. Two types of resource requests are handled differently. Personnel requests are validated and prioritized by Hiring Allocation Committees (HACs) – the Instructional Hiring Allocation Committee (IHAC) for full-time, tenure-track instructional faculty positions; the Student Services Hiring Allocation Committee (SSHAC) for full-time, tenure-track student services faculty positions; and the Classified Hiring Allocation Committee (CHAC) for classified staff positions. Nonpersonnel requests are validated by validation teams set up by the Program Review Committee and prioritized by the appropriate governance committee: Academic Affairs for instructional requests, Student Affairs for student services requests, Administrative Affairs for administrative requests, and the Campuswide Computer Coordinating Committee (4Cs) for technology requests. Prioritized lists go to the Budget Committee for the final prioritization and recommendation for funding; this final step in resource allocation is informed by the annual goals set each year through the planning process. The appropriate committees then evaluate each component of integrated planning on an annual basis. Based on the results of this evaluation, changes are made to improve integrated planning.

Planning, program review, and resource allocation form a comprehensive integrated planning system. As the Integrated Planning Handbook describes, the College redesigned its processes starting in 2010, based primarily on Recommendation 1 from the 2010 accreditation evaluation report. Before 2010, program review was conducted on a six-year cycle and was only marginally related to the annual resource allocation process. Beginning in fall 2010, program review moved to an annual cycle to match resource allocation and annual planning (also note that program review moved to a cycle including a comprehensive review every three years and an update every year beginning in 2015-2016). The diagram below illustrates the cycle of the integrated planning system.

**Figure I.B-3. Integrated Planning System**
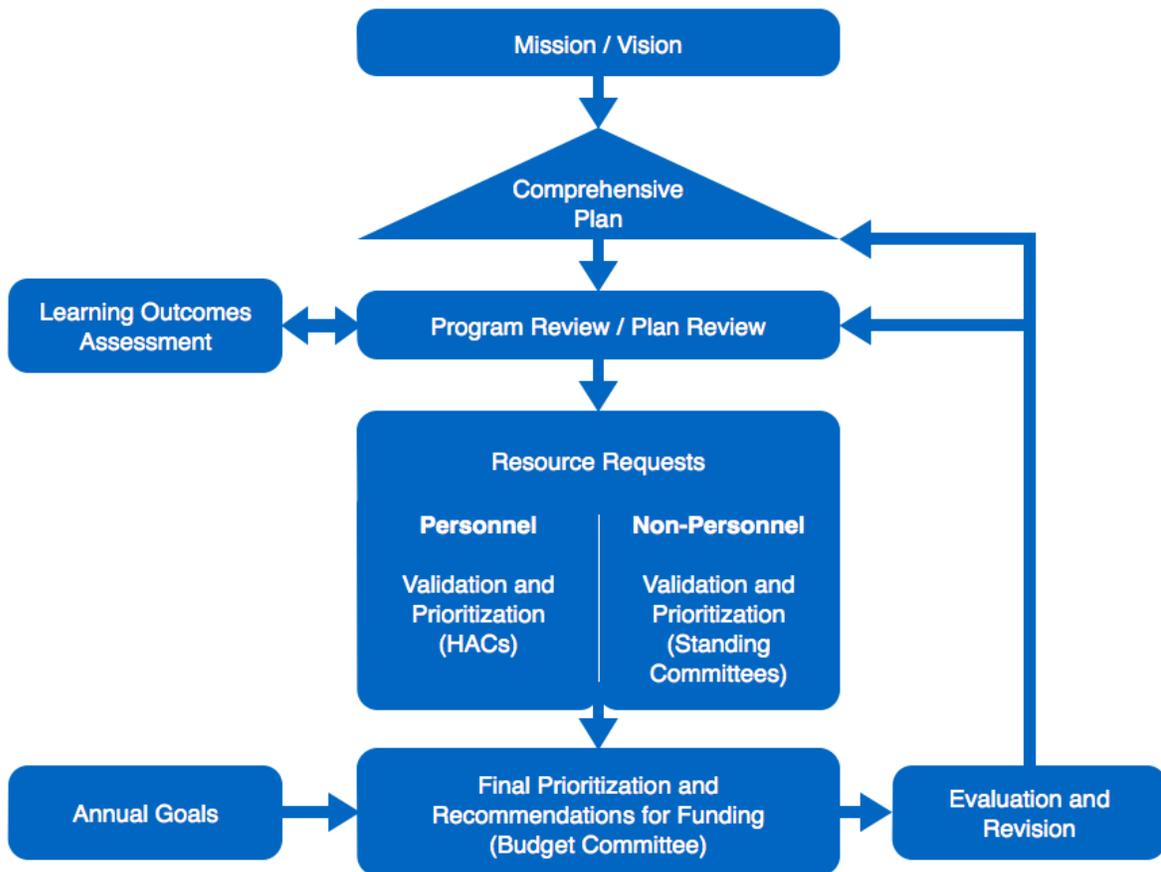


The diagram in Figure I.B-3 illustrates how planning, program review, and resource allocation are integrated in a comprehensive system. The mission statement is at the top of the diagram, and both the planning process and program review documents explicitly refer to the mission statement. The comprehensive plan, with major revisions on a six-year cycle, defines the institution's long-range goals.

The College assesses the extent to which its processes lead to accomplishment of the mission, improvement of institutional effectiveness, and improvement of academic quality. The annual Institutional Effectiveness Report [REF I.B.9-5] documents measures related to each component of the mission statement, as well as other measures of student learning and achievement, including the statewide Student Success Scorecard. The College has also developed institution-set standards, as required by the Commission and the federal Department of Education; these standards and trend data related to them are also included in the Institutional Effectiveness Report.

The integrated planning system addresses short-range and long-range needs for educational programs and services. At the program level, short-term planning for educational programs and student services is done through program review. The process requires instructional,

student services, and administrative programs to define their short-term needs by making resource requests, and to define longer-term goals through the development of three-year program plans. The resource requests, based on program plans and tied to College wide goals and learning outcomes, are prioritized through the College's governance system; prioritization uses the College's planning goals and annual goals to make recommendations about funding.

Above the program level, short-range and long-range College wide goals are also defined through the integrated planning process. Short-range goals are defined in the College's annual goals, which are set each year by Team A and approved by the College Executive Committee. Annual goals are used by the Budget Committee in its final prioritization of resource requests; the extent of the relationship between a resource request and the annual goals is one criterion used by the committee to make its prioritized list. Long-range College wide goals are developed in the comprehensive planning process, with major revisions to the comprehensive plan and the long-range goals completed on a six-year cycle, as defined in the Integrated Planning Handbook. The next major revision of the comprehensive plan will be undertaken in 2016-2017.

Specific short-range and long-range needs for human resources, physical resources, technology resources, and financial resources are all included in the overall integrated planning system. The Human Resources office completes a program review including its short-range needs and resource requests. It also develops the Human Resources Plan, the Staff Development Plan, and the Equal Employment Opportunity Plan with long-range needs and strategies, as components of the comprehensive plan.

The Facilities department completes a program review defining its short-range needs, and also works on the Facilities Master Plan, which defines long-range needs. Long-range physical resources planning is also addressed through the development of the College's Facilities Master Plan. The most recent update of the Facilities Master Plan occurred in 2015 [REF I.B.9-6].

The Information Technology department completes a program review defining its short-range needs, and also develops the Technology Master Plan as a component of the comprehensive plan.

The Fiscal Services department completes a program review defining its short-range needs. It also is involved in developing the annual budget. The annual budgeting process includes information about longer-range needs and resources through five-year budget forecasts [REF I.B.9-7] [REF I.B.9-8].

As required by Eligibility Requirement 19 (Institutional Planning and Evaluation), the College plans for improvement and assesses progress toward achieving its goals. The College also has an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation that was established in 2010 and has been evaluated and improved annually since then.

**Analysis and Evaluation**

The College meets this Standard. Evaluation and planning are continuous, with the planning committees meeting on a regular basis through the year; broad-based, with participation from all College constituency groups; and systematic, following well defined procedures and timelines as delineated in the Integrated Planning Handbook. The move to an online program review database has made the process more systematic: The College is now able to track the progress of program review document authors as they write their reports, as well as to run standard reports compiling program responses, a task which previously required copying and pasting from dozens of individual word processing documents.

The College has identified some opportunities to continue to strengthen the integration of its planning processes. With some plans requiring approval by external agencies such as the Chancellor's Office of the California Community Colleges, all planning processes do not follow the same approval process or timeline. This has led to some inconsistencies in tracking plan approval and plan implementation. The College has identified issues and developed strategies to address these inconsistencies and to further strengthen plan integration, as described in Action Project 1 in the Quality Focus Essay.

Survey results show that constituency groups are aware of the processes making up the integrated planning system. In the fall 2015 faculty/staff survey [REF I.B.9-9], 92 percent of respondents with an opinion indicated their awareness of the program review process, and 83 percent indicated that they have participated in program review. Additionally, 85 percent of respondents with an opinion agreed that program review results are used to improve instructional programs, while 69 percent indicated that they understand how program review connects to budgeting.

Regarding planning and the mission statement, 85 percent of respondents with an opinion in the fall 2015 survey agreed that the College's mission guides decision-making, planning, and resource allocation, and 91 percent agreed that the College's goals are related to its mission.

Constituency groups are also aware of the SLOs assessment cycle. In the fall 2015 survey, 100 percent of full-time faculty members with an opinion (and 91 percent of adjunct faculty) indicated that they had been involved in discussions about student outcomes, while 95 percent of respondents with an opinion agreed that the faculty have the critical role in designing, developing, and implementing SLOs and assessment. Additionally, 85 percent of full-time faculty with an opinion (and 86 percent of adjunct faculty) indicated that they had made changes in a course, program, service, or process based on information gained during the SLOs assessment cycle.

Data outlined in the Institutional Effectiveness Report indicate that the College is accomplishing its mission and show that the College's institutional effectiveness and academic quality are positive compared to peer institutions in the same geographic region and across the state. Comparison measures are summarized in the report based on Student Success Scorecard data presented to the Board of Trustees and at faculty meetings and

managers meetings [REF I.B.9-10, see heading "GCC Accountability Presentations"].
Examples from the 2015 Scorecard data include the following:

- GCC ranked second in its region of 14 community colleges, and tenth in California, for the persistence rate indicator (for students prepared for college-level work, GCC ranked first in its region and fifth in the state)
- GCC ranked first in its region and second in California for the indicator measuring percentage of students completing 30 or more units (for students prepared for college-level work, GCC ranked first in its region and first in the state)
- GCC ranked first in its region and fourteenth in California for the completion rate indicator (for students prepared for college-level work, GCC ranked first in its region and ninth in the state)

While the College did not rank at the top on all indicators, these three indicators of progress and completion illustrate the College's effectiveness and quality. The Scorecard report also indicated some areas for potential improvement, especially gaps in outcomes between Hispanic students and African-American students compared with other student groups. These areas for improvement are a central part of the College's Student Equity Plan and are discussed in further detail in the response to Standard I.B.6.

The College's planning processes address short-range and long-range planning in educational programs, student services, human resources, physical resources, technology resources, and financial resources. All of these areas conduct program review and make resource requests, which is where short-range and long-range needs are defined. Long-range needs are also defined in the various components of the College's comprehensive plan.

In order to improve effectiveness, the College plans to improve the integration of plans and goals. Details are shown in Action Project 1 of the Quality Focus Essay.

**Evidence**

- REF I.B.9-1. Master Planning Committee Web Page, http://www.glendale.edu/index.aspx?page=4485
- REF I.B.9-2. Institutional Planning Coordination Committee Web Page, http://www.glendale.edu/index.aspx?page=4487
- REF I.B.9-3. Integrated Planning Handbook 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=30073
- REF I.B.9-4. Blue List Showing Committees' Purpose and Membership, http://www.glendale.edu/index.aspx?page=1514
- REF I.B.9-5. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.B.9-6 Facilities Master Plan 2015, http://www-01.glendale.edu/adminservices/2015FacilitiesMasterPlanAmended.pdf
- REF I.B.9-7 Estimated Revenue 2016-17, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30435

- REF I.B.9-8 Exempt Cost Comparison 15-16 vs. 16-17, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30436
- REF I.B.9-9. Faculty/Staff Survey 2015 Results, http://www.glendale.edu/index.aspx?page=7167
- REF I.B.9-10. Accountability Web Page Including Presentations, http://www.glendale.edu/index.aspx?page=4780

**Standard I.B: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| The College engaged in dialog about institution-set standards at the institutional level | Regular evaluation of how well the institution meets or exceeds its standards | Initiated, ongoing | I.B.3 | 3.7 |
| The College engaged in dialog about institution-set standards at the program level | Regular evaluation of how well programs meet or exceed their standards | Initiated, ongoing | I.B.3 | 3.7 |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| The College will foster improved communication across divisions about learning outcomes | Improved use of learning outcomes assessments across all divisions for course and program improvement | Spring 2017, ongoing | I.B.1 | 3.7.1.e, 3.9.2 |
| The College will expand its efforts to allocate resources to mitigate gaps in student achievement and student learning identified in the Student Equity Plan | Reduced achievement gaps among student groups | Spring 2016, ongoing | I.B.6 | 1.3.1, 3.1.1.f, 3.17 |
| The College will integrate its existing plans more closely (see QFE Action Project 1) | Improved links between planning and resource allocation; improved understanding of planning processes | Fall 2016, ongoing | I.B.9 | 3.1, 3.6, 3.17 |

**Standard I.C. Institutional Integrity**

**IC.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and to the public about its accreditation status with all accreditors.**

**Evidence of Meeting the Standard**

Information about the mission statement, learning outcomes, educational programs, student support services, and the accreditation status of the College is clear and accurate.

Information regarding the College's mission statement is provided to employees, students, community members, and organizations affiliated with the College. The mission statement is posted on GCC's website [REF I.C.1-1], published in the catalog each year [REF I.C.1-2, p. 9 of the 2015-2016 catalog], and published in the class schedule each term [REF I.C.1-3, back cover of the Spring 2016 Schedule]. The College's cyclical process for updating and publishing the mission statement ensures its accuracy and integrity, while its accessibility and wording promote clarity. Approved changes are implemented in all places where the mission statement is published upon confirmation of revisions to BP 1200 [REF I.C.1-4].

The institution assures the clarity, accuracy, and integrity of information related to learning outcomes in several ways. Learning outcomes generate from dialog within faculty groups, often at division or department meetings or retreats, and are approved by division faculty. Changes to learning outcomes require approval by the Curriculum and Instruction Committee, as stated in the Curriculum Handbook [REF I.C.1-5]. New courses or programs include a statement of their learning outcomes and also require approval by the Curriculum and Instruction Committee (C&I), a standing committee of the Academic Senate. In addition to C&I approval, all substantial changes to courses, all new courses, revisions to programs, and all new programs also require approval by the Academic Affairs Committee, review by the College Executive Committee, and approval by the Board of Trustees. These approval processes help to ensure the clarity, accuracy, and integrity of information regarding learning outcomes at the College.

All approved learning outcomes and assessment data for courses and programs are documented in the Learning Outcomes Database [REF I.C.1-6], which faculty, students, and other interested parties can access through the guest login feature of the database. Additionally, the learning outcomes of all courses are included on course outlines of record, which are maintained on the C&I website [REF I.C.1-7]. All program learning outcomes are published in the catalog [REF I.C.1-2, pp. 54-80 of the 2015-2016 catalog], and ILOs are published both in the College catalog [REF I.C.1-2, p. 9 of the 2015-2016 catalog] and on the College website [REF I.C.1-8].

Information regarding the educational programs and student support programs of the College is widely available to students, prospective students, personnel, and other community members and organizations in the College's print and online publications, including the catalog, website, and class schedule. C&I's program proposal form requires clear and accurate information regarding new educational programs, including goals and objectives [REF I.C.1-9]. For example, new educational programs are required in their catalog statements to indicate the specific competencies students will acquire and potential occupations and baccalaureate degrees the program will prepare them for. This ensures that programs honestly represent the pathways to success that program completion will present to students.

The process by which existing educational programs are revised or new ones approved also assures that accurate information about them is presented to all stakeholders and potential stakeholders. Between the time proposals to create or modify educational programs are initiated and the time the new or revised programs are sent to the Board of Trustees for approval, details about the proposals are presented and discussed at meetings of a variety of campus committees, such as C&I, Academic Affairs, the Student Success and Support Program Committee, and Student Affairs, and also at meetings of the Academic Senate and ASGCC. The approval of new academic programs and substantial changes to current educational programs are reviewed by the College Executive Committee and are approved by the Board of Trustees at meetings open to the public. All new and all substantially revised career technical educational programs also require discussion and approval by regional consortia, which may include members of community organizations. The breadth of scrutiny and dialog assures that information regarding programs is clear and accurate.

The integrity of information regarding programs and services is sustained by the public dissemination and review by multiple stakeholders of minutes, agendas, and agenda items. Committee chairs and key administrative support personnel ensure the integrity of information by carefully tracking changes to and disseminating information about new or modified educational programs and student support services. Likewise, when changes to programs and services necessitate modifications to Administrative Regulations and Board Polices or the development of new ones, actions taken throughout the process are recorded and posted for review by others, both to inform interested parties and to invite clarification or correction, so as to ensure that information provided is clear, accurate, and straightforward.

AR 3725: College Website [REF I.C.1-10] defines the College's website policy and requires programs and departments to maintain their websites "by periodically inspecting the sites and pages to ensure that the information is up-to-date, accurate, and compliant with ADA recommendations and GCC's Website Policy."

Students, personnel, and the public are informed about the College's accreditation status with all accreditors by information published on the College's accreditation web page [REF I.C.1-11]. The College's accreditation status is also included in the College's print and online catalog [REF I.C.1-2, p. 11 of the 2015-2016 catalog]. BP 3200: Accreditation [REF I.C.1-12] clearly explains that:

The Superintendent/President shall keep the Board informed about the regional accrediting commission's eligibility requirements, accreditation standards and procedures, policies, and the college's accredited status. The Superintendent/President shall also assist the Board in evaluating the governing board roles and functions in the accreditation process.

Additionally, programs subject to field-specific accreditation by accrediting bodies other than the Commission publish information about their status in relation to those agencies. For example, the Specialist in Alcohol/Drug Studies Program reports that it is accredited by the California Association for Alcohol and Drug Educators in the College's catalog [REF I.C.1-2, p. 66 of the 2015-2016 catalog] and on the program's website [REF I.C.1-13]. The Verdugo Fire Academy similarly makes public its accreditation status under the State Board of Fire Services and California State Fire Marshal [REF I.C.1-2, p. 73 of the 2015-2016 catalog; REF I.C.1-14].

**Analysis and Evaluation**

The College meets this Standard. It has established processes for periodic review of the College mission, SLOs, instructional programs, and student support services that ensure that published information is accurate, clear, and forthright. Further, as additions or revisions to the mission, learning outcomes, programs, or services are contemplated, established processes require review and/or approval by stakeholders such as governance committees, the Academic Senate, and the Board of Trustees, so that many participants have opportunities to provide input about the accuracy, clarity, and truthfulness of the information that will be communicated broadly within the campus community and beyond. Additionally, the College's accreditation status is publicly available, as is information regarding any separately accredited programs.

**Evidence**

- REF I.C.1-1. Mission Statement, http://www.glendale.edu/index.aspx?page=90
- REF I.C.1-2. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.C.1-3. Class Schedule, http://www-01.glendale.edu/flipbook/ClassSchedule/2016-spring/#p=70
- REF I.C.1-4. BP 1200: District Mission and Vision Statements, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF I.C.1-5. Curriculum Handbook, http://www.glendale.edu/index.aspx?page=5217&parent=12032
- REF I.C.1-6. Learning Outcomes Database page, http://www.glendale.edu/index.aspx?page=5905
- REF I.C.1-7. Course Outlines of Record Page of C&I Website, http://www.glendale.edu/index.aspx?page=5214
- REF I.C.1-8. ILO Web Page, http://www.glendale.edu/index.aspx?page=4034
- REF I.C.1-9. Program Proposal Form, http://www.glendale.edu/index.aspx?page=6137&parent=12033

- REF I.C.1-10. AR 3725: College Website, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9801
- REF I.C.1-11. Accreditation Page of College Website, http://www.glendale.edu/index.aspx?page=1721
- REF I.C.1-12. BP 3200 Accreditation, http://www.glendale.edu/modules/showdocument.aspx?documentid=30135
- REF I.C.1-13. Alcohol/Drug Studies Website, http://www.glendale.edu/index.aspx?page=3790
- REF I.C.1-14. Verdugo Fire Academy Website, http://www.glendale.edu/index.aspx?page=6622

**I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."**

**Evidence of Meeting the Standard**

The institution provides an online and printed catalog [REF I.C.2-1]. Printed copies are available for purchase through Admissions and Records or for reference in the library. The catalog serves as a binding contract, and the edition of the catalog to which a new student, continuing student, or returning student is subject is explained under the topic heading "Catalog Rights" [REF I.C.2-1, p. 33 of the 2015-2016 catalog]. Previous editions for each year since 2001 are also available on the website [REF I.C.2-2].

As shown in the table below, the catalog contains all of the information required under Eligibility Requirement 20, "Integrity in Communication with the Public." The table shows page numbers for the 2015-2016 catalog.

**Table I.C-1. Catalog Requirements**

| Catalog Requirements | Catalog Page Number(s) |
|---|---|
| **General Information** | |
| Official Name, Address(es), Telephone Number(s), and Website Address of the Institution | i 276 |
| Education Mission | 9 |
| Representation of Accredited Status with: The Commission | 11 |
| Programmatic Accreditors: | |
| California Association of Alcohol and Drug Educators | 66 |
| State Board of Fire Services and California State Fire Marshall | 73 |
| California Board of Registered Nursing | 77 |
| Course, Program, and Degree Offerings | 53-80 |

| | |
|---|---|
| Student Learning Outcomes for Programs and Degrees | 54-80 |
| Academic Calendar | 5-8 |
| Program Length | 54-80 |
| Academic Freedom Statement | 17 |
| Available Student Financial Aid | 24-26 |
| Available Learning Resources | |
|    Center for Students with Disabilities: Instructional Assistance Center | 22 |
|    Collaborative Learning / Supplemental Instruction | 23 |
|    English Laboratory | 23 |
|    Learning Center | 27 |
|    Library | 27 |
|    Math Discovery Center | 27 |
| Names and Degrees of Administrators and Faculty | 3-4 227-270 |
| Names of Governing Board Members | iii |
| **Requirements** | |
|    Admissions | 33 |
|    Student Fees and Other Financial Obligations | 34-35 |
|    Degree, Certificate, Graduation and Transfer | 15-16 51-84 |
| **Major Policies Affecting Students** | |
|    Academic Regulations, Including Academic Honesty | 17-20 39-50 |
|    Nondiscrimination and Equal Opportunity | 19 |
|    Acceptance of Transfer Credits | 15-16 |
|    Transcripts | 37 |
|    Grievance and Complaint Procedures | 46-47 |
|    Sexual Harassment | 19-20 |
|    Refund of Fees | 35 |

The catalog is updated and published every academic year. In order to ensure that information is precise, accurate, and current, a schedule of activities required for document review and production has been developed [REF I.C.2-3]. The schedule includes specific deadlines. Admissions and Records is the office that coordinates the review and production of the catalog.

After proposed catalog revisions are submitted, the Office of Admissions and Records incorporates approved changes into the document and distributes a draft of the new catalog to those responsible for contributing information to it. Stakeholders groups review their portions of the draft for accuracy and clarity and suggest final corrections or edits as needed. Admissions and Records then performs a final quality check before publishing the completed version in May.

**Analysis and Evaluation**

The College meets this Standard. It provides online and print versions of the catalog for prospective students, students, other campus constituent groups, and members of the public. The catalog contains all information required in Eligibility Requirement 20, and processes are in place to ensure that information included in each year's edition of the catalog is clear, complete, up-to-date, and accurate.

**Evidence**

- REF I.C.2-1. 2015-2016 Catalog, http://www.glendale.edu/modules/showdocument. aspx?documentid=27787
- REF I.C.2-2. GCC Catalogs by Academic Year, http://www.glendale.edu/index. aspx?page=2533
- REF I.C.2-3. Memo Scheduling Catalog Review, http://glendale.edu/Modules/ ShowDocument.aspx?documentid=29379

**I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.**

**Evidence of Meeting the Standard**

Student learning and achievement results are regularly communicated to appropriate constituencies including faculty, staff, and members of the public, including current and prospective students. This communication occurs at public meetings such as meetings of the Board of Trustees, at faculty and staff events such as Classified Institute Day and Faculty Institute Day, and at governance committee meetings, including meetings of the Academic Affairs Committee and Institutional Planning and Campus Coordination Committee. Information is also widely available in print publications and on the College's website.

Results of learning outcomes assessments at the course and program levels are available online to any interested party in the Learning Outcomes Database through its "guest account" login feature [REF I.C.3-1]. Results of learning outcomes assessments at the institutional level are reported in the annual Institutional Effectiveness Report [REF I.C.3-2]. The College has also developed a report analyzing assessments of the ILO of critical thinking and providing recommendations for improving critical thinking [REF I.C.3-3].

Student achievement data are made available to internal and external stakeholders. The Research, Planning, and Grants Office publishes the Campus Profile annually in online [REF I.C.3-4] and print [REF I.C.3-5] formats, as well as the Institutional Effectiveness Report [REF I.C.3-2]. These publications include key indicators of student achievement, including precollegiate and noncredit student enrollment trends and outcomes; collegiate and credit student course and program enrollment, retention, and success rates; transfer rates; degrees

and certificates awarded; student matriculation from noncredit to credit coursework; as well as data from the Student Success Scorecard from the Chancellor's Office of the California Community Colleges, and the College's institution-set standards. Data about student learning and achievement are presented at meetings of campus committees such as the Master Planning Committee [REF I.C.3-6, REF I.C.3-7], at faculty meetings [REF I.C.3-8], and at meetings of the Board of Trustees [REF I.C.3-9, REF I.C.3-10, REF I.C.3-11]. All College community members are informed of the publication of these reports through email [REF I.C.3-12].

The College includes information about outcomes in its materials targeted to current and prospective students and the public. The Glendale College Advantage [REF I.C.3-13] provides Scorecard data and other information. The College also provides Scorecard information to counselors, teachers, and administrators of area high schools, and at "Counselor Days" hosted by the College each February for local high school counselors. The student newspaper, El Vaquero, has also included articles about outcomes data [REF I.C.3-14].

As required by ER 19 (Institutional Planning and Evaluation), the College makes public how well it accomplishes its purposes through reports, the website, presentations, and marketing materials, as described in the evidence above.

**Analysis and Evaluation**

The College meets this Standard. The College uses documented assessment results and student achievement data to communicate information regarding its academic quality to both internal and external constituent groups. Scorecard data available on the College and Chancellor's Office websites are easily accessible to and interpretable by prospective students and the public, and they allow for unambiguous comparisons between the College and other colleges. For those desiring additional or more detailed information about student learning and achievement at the College, the institution publishes annual editions of the Campus Profile and Institutional Effectiveness Report.

The Learning Outcomes Database, which was originally designed primarily as a way for faculty to enter assessment results, had a secondary purpose of disseminating assessment results to appropriate audiences. Beginning in 2015, the database has been revised to make it easier for faculty, staff, administrators, and other interested parties to access reports summarizing assessments. The College plans to continue to improve the accessibility of assessment data, as delineated in Action Project 2 of the Quality Focus Essay.

**Evidence**

- REF I.C.3-1. Learning Outcomes Database Entry Page, http://www.glendale.edu/index.aspx?page=5905
- REF I.C.3-2. Institutional Effectiveness Report 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29353
- REF I.C.3-3. Critical Thinking ILO Assessment Report Findings, http://www.glendale.edu/modules/showdocument.aspx?documentid=28928

- REF I.C.3-4. Campus Profile Online, http://www.glendale.edu/campusprofile
- REF I.C.3-5. Campus Profile 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29351
- REF I.C.3-6. Master Planning Committee (Team A) Meeting Minutes, November 21, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26160
- REF I.A.3-7. Master Planning Committee (Team A) Meeting Minutes, November 13, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF I.C.3-8. Faculty Meeting Presentation October 21, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=29306
- REF I.C.3-9. Board of Trustees Scorecard Presentation 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=18901
- REF I.C.3-10. Board of Trustees Scorecard Presentation 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25303
- REF I.C.3-11. Board of Trustees Scorecard Presentation 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29240
- REF I.C.3-12. Email Announcing Campus Profile 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29377
- REF I.C.3-13. Glendale College Advantage, http://www.glendale.edu/modules/showdocument.aspx?documentid=26026
- REF I.C.3-14. "Success Rates Rise as Students Meet Goals," El Vaquero, October 8, 2014, http://elvaq.com/top-stories/2014/10/08/success-rates-rise-as-students-meet-goals/

**I.C.4.  The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

**Evidence of Meeting the Standard**

All certificates and degrees offered by the College are described in the catalog in terms of why they were designed, what they cover, course requirements and options, and expected learning outcomes [REF I.C.4-1, pp. 51-80 of the 2015-2016 catalog]. The College also publishes information about certificate and degree programs on its website [REF I.C.4-2, REF I.C.4-3, REF I.C.4-4]. The website information includes purpose, content, required and optional courses, and expected learning outcomes, matching the information in the catalog.

The College's program proposal form for new programs [REF I.C.4-5] requires specific fields defining the program's content, including required courses, restricted electives, and course sequencing. Proposed certificates and degrees are also required to include their goals and objectives in their catalog statement, including potential degrees into which students may transfer or job categories for which students will be eligible upon program completion. Proposed programs must also demonstrate a link to the College's mission and planning goals, and to the mission of California community colleges, ensuring that an approved program's purpose is clear to students in terms of their future prospects, and that it fits within the parameters of the College's planning process. An example of a recently approved program including this information is the Digital Content Specialist Certificate [REF I.C.4-6].

All degrees and certificates have expected program learning outcomes, which are published in the catalog. As part of a new program's review by C&I, its program learning outcomes are assessed by the College's learning outcomes coordinator or designee to ensure their appropriateness and measurability. This feedback is documented via a rubric and narrative [REF I.C.4-7] provided by the coordinator.

**Analysis and Evaluation**

The College meets this Standard. The catalog and website describe what each certificate or degree is designed for, what content it encompasses, which courses are required and what options exist within groupings of course requirements, and what knowledge and skills students can expect to have developed upon its completion.

**Evidence**

- REF I.C.4-1. Catalog, pp. 51-80, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.C.4-2. Certificates Web Page, http://www.glendale.edu/index.aspx?page=2031
- REF I.C.4-3. Degrees Web Page, http://www.glendale.edu/index.aspx?page=250
- REF I.C.4-4. Associate Degrees for Transfer Web Page, http://www.glendale.edu/index.aspx?page=5473
- REF I.C.4-5. C&I's New Program Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=26684
- REF I.C.4-6. Digital Content Specialist Certificate Approved by Board December 16, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26595
- REF I.C.4-7. Learning Outcome Review Criteria, http://glendale.edu/modules/showdocument.aspx?documentid=25545


**I.C.5.  The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

The College's mission, policies, and procedures are delineated in board policies and administrative regulations that are systematically reviewed and revised on a three-year cycle. The review cycle is documented in BP 2410: Board Policies and Administrative Regulations [REF I.C.5-1], which outlines processes for adopting, revising, adding to, or amending board policies and administrative regulations, and also for determining the entities responsible for review and/or approval. Correspondingly, AR 2410 [REF I.C.5-2] guides the development of new administrative regulations as necessary to assure that board policy is achieved. Supplementing internal review processes, the College also maintains a subscription to the Community College League of California's Board Policy and Administrative Procedure Service to ensure that board polices and administrative regulations remain current. Board

policies and administrative regulations are posted on the College website to assure a single official source for these documents [REF I.C.5-3].

Additional factors, such as changes to state laws and regulations, or external requirements associated with funding opportunities such as the Student Success and Support Program (SSSP), may precipitate a review and update of policies, procedures, and publications to assure the integrity of the College's representation of its mission, programs, and services. Suggestions from constituent groups such as the Associated Students of Glendale Community College, the Academic Senate, the Faculty Guild, or the CSEA, may be brought forward via the shared governance process to trigger a review of policies, procedures, and publications.

As discussed in I.C.3, the College's catalog is updated and published annually to ensure its integrity as the document that serves as the institution's primary compendium regarding campus programs, services, and policies. Changes to programs, services, scholastic information, and regulations are reviewed through governance committees, the Academic Senate, and the College Executive Committee, and when required, are approved by the Board of Trustees. Through the efforts of governance committees, the College ensures the integrity of the ways its mission, programs, and services are presented. Furthermore, as outlined in Standard I.A.4, the College also has a policy in place for updating its mission on a cyclical and as-needed basis, through a process that guarantees the integrity of the College's mission. Policy changes affecting students are communicated through the College website, by the Student Outreach Services (SOS) office, and through marketing publications [REF I.C.5-4, REF I.C.5-5].

**Analysis and Evaluation**

The College meets this Standard. The College assures the integrity of all representations of its mission, programs, and services through regular review cycles for its policies, regulations, procedures, and publications. Additionally, it has established processes through its shared governance committee structure to update policies, procedures, and publications on an as-needed basis in response to the actions of external or internal governing entities, so that the College's self-representation in regard to its mission, programs, and services remains accurate and up-to-date.

**Evidence**

- REF I.C.5-1. BP 2410 Board Policies and Administrative Regulations, http://glendale. edu/modules/showdocument.aspx?documentid=25404
- REF I.C.5-2. AR 2410 Process for Formulation of Administrative Regulations, http:// glendale.edu/modules/showdocument.aspx?documentid=25239
- REF I.C.5-3. Board Policies and Administrative Regulations Web Page, http://www. glendale.edu/index.aspx?page=308
- REF I.C.5-4. New Student Check List, http://www.glendale.edu/index.aspx?page=6284
- REF I.C.5-5. High School Connections Newsletter, http://www.glendale.edu/index. aspx?page=7354

**I.C.6.  The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

**Evidence of Meeting the Standard**

The College provides information to current and prospective students about the Cost of Attendance (COA) based on federal guidelines and estimates by the California Student Aid Commission. Included in the Cost of Attendance breakdown are school expenses such as tuition, fees, books, and supplies; living expenses such as room, board, and transportation; and miscellaneous expenses. The total COA for a nine-month academic term is published in the printed schedule of classes [REF I.C.6-1, p. 86 of the Spring 2016 Schedule of Classes], the catalog [REF I.C.6-2, p. 26 of the 2015-2016 catalog], and on the Financial Aid website [REF I.C.6-3]. Two sets of estimated expenses are provided, one for students living with their parents, and another for students living separately from their parents.

In addition to the fee estimate provided as part of the Cost of Attendance, the printed schedule of classes includes a more detailed listing of student fees under "Registration Information" [REF I.C.6-4, p. 9 of the Spring 2016 Schedule of Classes]. Also, the "Requirements and Regulations" section of the printed schedule of classes provides a detailed description of each fee [REF I.C.6-5, p. 71 of the Spring 2016 Schedule of Classes]. Fees are also explained online at the Admissions and Records website [REF I.C.6-6]. The breakdown includes the per-unit enrollment fee (for California residents), nonresident tuition per unit, health services fee, capital outlay fee, student services fee, student photo ID fee, and parking fee.

Additionally, materials fees are charged for some courses in accordance with state regulations. The policy and other information about materials fees are available in the printed class schedule [REF I.C.6-7, p. 12 of the Spring 2016 Schedule of Classes] and the catalog [REF I.C.6-2, p. 35 of the 2015-2016 catalog]. The policy as stated in the Schedule of Classes allows students, instead of paying the materials fee, to provide their own materials of equal quality, except when instructor-provided materials are required due to health or safety concerns.

Because textbook costs vary considerably, the cost of textbooks is listed as an estimate in the COA. The College bookstore, run by Follett, provides a range of formats (new, used, rental, digital, loose leaf, etc.) and price options for course materials. Information about textbooks for courses, including cost information, is available in the schedule of classes on the College website. The online schedule's class detail page [REF I.C.6-8] includes a link to view information about required and optional textbooks [REF I.C.6-9].

**Analysis and Evaluation**

The College meets this Standard. Students are informed about the total cost of education in the schedule of classes published each semester, in the catalog published each year, and on the campus website.

**Evidence**

- REF I.C.6-1. Example: Spring 2016 Schedule of Classes, p. 86, http://www-01.glendale.edu/flipbook/ClassSchedule/2016-spring/index.html#p=42
- REF I.C.6-2. Catalog 2015-2016, Cost of Attendance, p. 26, http://glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.C.6-3. Financial Aid Office Website, http://glendale.edu/index.aspx?page=1240
- REF I.C.6-4. Spring 2016 Schedule of Classes, p. 9, http://www-01.glendale.edu/flipbook/ClassSchedule/2016-spring/index.html#p=13
- REF I.C.6-5. Spring 2016 Schedule of Classes, p. 71, http://www-01.glendale.edu/flipbook/ClassSchedule/2016-spring/index.html#p=26
- REF I.C.6-6. Admissions and Records Website, http://www.glendale.edu/index.aspx?page=4726
- REF I.C.6-7. Spring 2016 Schedule of Classes, p. 12. http://www-01.glendale.edu/flipbook/ClassSchedule/2016-spring/index.html#p=16
- REF I.C.6-8. Example Class Detail Page, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29373
- REF I.C.6-9. Example Class Textbook Page, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29374

**I.C.7.  In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.**

**Evidence of Meeting the Standard**

BP 4030: Academic Freedom [REF I.C.7-1] asserts that the common good sought by institutions of higher education depends on the free search for truth and its exposition, and that academic freedom in all disciplines is fundamental for the protection of the rights of both faculty and students. It upholds individual faculty members' entitlement to full freedom in research, in publication of results, and in discussing their subject.

BP 4030 also explains that academic freedom carries with it responsibilities "correlative with rights."

> Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus. In addition, faculty members are responsible for but not limited to policies and procedures defined in board policy, administrative regulations, and the employment contract between the District and the Guild. Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the faculty-student relationship.

The academic freedom policy is published in the catalog [REF I.C.7-2, p. 17 of the 2015-2016 catalog].

The College's commitment to the free pursuit and dissemination of knowledge is also included in BP 3900, Speech: Time, Place and Manner [REF I.C.7-3], which explains the College's free speech policies for all campus constituent groups and campus visitors. The policy makes it clear that an atmosphere of free pursuit and dissemination of knowledge is an important value to the College. The associated AR 3900, Speech: Time, Place, and Manner [REF I.C.7-4] clarifies the ways freedom of expression is regulated in terms of time, place, and manner in nonpublic forum areas of the College.

Academic freedom is also included in the collective bargaining agreement between the Glendale Community College District and the Glendale College Guild, in Article III Section 3 [REF I.C.7-5]. In part, this section states: "academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning."

Examples of faculty exercising academic freedom include the coordinating of programs and events such as Women's History Month, the Cultural Diversity Lecture Series, the Humanities/Social Sciences Lecture Series, One Book One Glendale, and the Science Lecture Series [REF I.C.7-6 REF I.C.7-7 REF I.C.7-8]. These events foster awareness and discussion of potentially controversial issues such as racism, feminism, transgender issues, sexual assault, climate change, profiling, etc. The College supports these events and activities by providing venues, professional development credit, marketing support, and compensation for coordinators.

As required by Eligibility Requirement 13 (Academic Freedom), the College is committed to academic freedom through the policies and procedures referenced here.

**Analysis and Evaluation**

The College meets this Standard. The College publishes policies clarifying the rights of campus constituencies regarding academic freedom, as well as their correlative responsibilities.

**Evidence**

- REF I.C.7-1. BP 4030 Academic Freedom, http://www.glendale.edu/modules/showdocument.aspx?documentid=26309
- REF I.C.7-2. 2015-2016 Catalog, p. 17, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF I.C.7-3. BP 3900 Speech: Time, Place and Manner, http://www.glendale.edu/modules/showdocument.aspx?documentid=25812
- REF I.C.7-4. AR 3900 Speech: Time, Place and Manner, http://www.glendale.edu/modules/showdocument.aspx?documentid=25819
- REF I.C.7-5. Guild Collective Bargaining Agreement, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186

- REF I.C.7-6 Women's History Month Website, http://glendale.beta.libguides.com/womenshistory
- REF I.C.7-7 Black History Month Cultural Diversity Lecture, http://www.glendale.edu/index.aspx?page=1935&recordid=17388
- REF I.C.7-8 One Book One Glendale Schedule of Events, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30183

**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences of dishonesty.**

**Evidence of Meeting the Standard**

Policies to promote honesty, responsibility, and academic integrity are established and published for all constituency groups. The table below lists policy and procedure documents, including Board Policies (BPs) and Administrative Regulations (ARs).

**Table I.C-2. Policy and Procedure Documents**

| Constituency | Description | Reference | Evidence |
|---|---|---|---|
| Students | Student behavior and discipline | BP 5500, AR 5500 | REF I.C.8-1, REF I.C.8-2 |
| Students | Academic honesty | BP 5501, AR 5501 | REF I.C.8-3, REF I.C.8-4 |
| Faculty Members | Ethics and code of conduct | Faculty Ethics Statement and Code of Conduct | REF I.C.8-5 |
| Faculty Members | Academic responsibilities | Collective Bargaining Agreement Between District and Guild | REF I.C.8-6 (Article III, Section 3) |
| Faculty Members | Academic responsibilities | BP 4030 | REF I.C.8-7 |
| Administrators, Managers, and Confidential Employees | Ethical responsibilities | Administrators, Managers, and Confidentials Statement of Professional Ethics | REF I.C.8-8 |
| All Employees | Code of conduct and conflicts of interest | BP 3050 | REF I.C.8-9 |
| All Employees | Whistleblower protection | BP 7700, AR 7700 | REF I.C.8-10, REF I.C.8-11 |
| All Employees | Nepotism | BP 7310 | REF I.C.8-12 |

| All Employees | Drug-free workplace policy and consequences of violation | BP 7331, AR 7331 | REF I.C.8-13, REF I.C.8-14 |
|---|---|---|---|
| All Employees | Workplace violence policy and consequences of violation | BP 3510, AR 3510 | REF I.C.8-15, REF I.C.8-16 |
| All Employees | Harassment policies and consequences of violation | BP 3430, AR 3430, AR 3435 | REF I.C.8-17, REF I.C.8-18, REF I.C.8-19 |
| All Employees | Sexual assault policies and consequences of violation | BP 3540, AR 3540 | REF I.C.8-20, REF I.C.8-21 |
| All Employees | Discipline | AR 7365 | REF I.C.8-22 |
| All Employees | Using technology resources | AR 3720 | REF I.C.8-23 |
| Classified Employees | Discipline | BP 7365, AR 7362 | REF I.C.8-24, REF I.C.8-25 |
| Classified Employees | Ethical standards | Classified Employees Code of Ethics | REF I.C.8-26 |
| Board of Trustees | Conflict of interest | BP 2710, AR 2712 | REF I.C.8-27, REF I.C.8-28 |
| Board of Trustees | Political activity | BP 2716 | REF I.C.8-29 |
| Board of Trustees | Personal use of public resources | BP 2717 | REF I.C.8-30 |
| Board of Trustees | Communications | BP 2720 | REF I.C.8-31 |
| Board of Trustees | Ethical responsibilities | BP 2715 | REF I.C.8-32 |

Policies and procedures covering employees are described and referenced in the Full-Time and Adjunct Faculty Handbook [REF I.C.8-33] and the Classified Employee Handbook [REF I.C.8-34]. Policies and procedures covering standards of student conduct and disciplinary sanctions are published in the catalog [REF I.C.8-35, p. 49 in the 2015-2016 catalog] under "Standards of Student Conduct." Policies and procedures covering student academic honesty and the consequences of dishonesty are also included in the catalog (p. 17 in the 2015-2016 catalog) under "Policy on Academic Honesty."

Records of the institution's handling of student academic issues are kept confidentially in the office of the vice president, instructional services. Records of the institution's handling of student behavior and discipline issues are kept confidentially in the office of the dean of student affairs. Records of the institution's handling of personnel issues are kept confidentially in the Office of Human Resources. Policies for employees are discussed further under Standard III.A.13.

**Analysis and Evaluation**

The College meets this Standard. The College has firmly established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. As shown above, these policies clearly apply to all constituencies and include specifics relative to each area. The policies and procedures are periodically reevaluated and revised as necessary.

**Evidence**

- REF I.C.8-1. BP 5500 Standards of Student Conduct, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2638
- REF I.C.8-2. AR 5500, Standards of Student Conduct, Procedural Guidelines and Disciplinary Action, http://www.glendale.edu/modules/showdocument.aspx?documentid=23759
- REF I.C.8-3. BP 5501 Policy on Academic Honesty, http://www.glendale.edu/modules/showdocument.aspx?documentid=27822
- REF I.C.8-4. AR 5501 Academic Honesty, http://www.glendale.edu/modules/showdocument.aspx?documentid=27672
- REF I.C.8-5. Faculty Ethics Statement and Code of Conduct, http://www.glendale.edu/index.aspx?page=3769
- REF I.C.8-6. Collective Bargaining Agreement Between Glendale Community College District and Glendale College Guild, Local 2276 of the American Federation of Teachers, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF I.C.8-7. BP 4030 Academic Freedom, http://www.glendale.edu/modules/showdocument.aspx?documentid=26309
- REF I.C.8-8. Glendale Community College Administrators, Managers, and Confidentials Statement of Professional Ethics, http://www.glendale.edu/index.aspx?page=6356
- REF I.C.8-9. BP 3050 Employee Code of Conduct and Conflict of Interest, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2567
- REF I.C.8-10. BP 7700 Whistleblower Protection, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2686
- REF I.C.8-11. AR 7700 Whistleblower Protection, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=11980
- REF I.C.8-12. BP 7310 Nepotism, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2689
- REF I.C.8-13. BP 7331 Employee Drug Free Workplace Policy, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6603
- REF I.C.8-14. AR 7331 Employee Drug Free Workplace, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6233
- REF I.C.8-15. BP 3510 Workplace Violence, http://www.glendale.edu/modules/showdocument.aspx?documentid=25723
- REF I.C.8-16. AR 3510 Workplace Violence, http://www.glendale.edu/modules/showdocument.aspx?documentid=2478
- REF I.C.8-17. BP 3430 Prohibition of Harassment, http://www.glendale.edu/modules/showdocument.aspx?documentid=24174

- REF I.C.8-18. AR 3430 Prohibition of Harassment, http://www.glendale.edu/modules/showdocument.aspx?documentid=24185
- REF I.C.8-19. AR 3435 Discrimination and Harassment Investigations, http://www.glendale.edu/modules/showdocument.aspx?documentid=25150
- REF I.C.8-20. BP 3540 Policy on Sexual Assault, http://www.glendale.edu/modules/showdocument.aspx?documentid=25719
- REF I.C.8-21. AR 3540 Sexual and Other Assaults on Campus, http://www.glendale.edu/modules/showdocument.aspx?documentid=25717
- REF I.C.8-22. AR 7365 Discipline, http://www.glendale.edu/modules/showdocument.aspx?documentid=26888
- REF I.C.8-23. AR 3720: Using Information Technology Resources at Glendale Community College, http://www.glendale.edu/modules/showdocument.aspx?documentid=24913
- REF I.C.8-24. BP 7365 Discipline, http://www.glendale.edu/modules/showdocument.aspx?documentid=26853
- REF I.C.8-25. AR 7362 Dismissal/Suspension/Disciplinary Action, http://www.glendale.edu/modules/showdocument.aspx?documentid=26887
- REF I.C.8-26. Classified Employees Code of Ethics, http://www.glendale.edu/index.aspx?page=7619
- REF I.C.8-27. BP 2710 Conflict of Interest, http://www.glendale.edu/modules/showdocument.aspx?documentid=26368
- REF I.C.8-28. AR 2712 Conflict of Interest Code, http://www.glendale.edu/modules/showdocument.aspx?documentid=27555
- REF I.C.8-29. BP 2716 Political Activity, http://www.glendale.edu/modules/showdocument.aspx?documentid=26366
- REF I.C.8-30. BP 2717 Personal Use of Public Resources, http://www.glendale.edu/modules/showdocument.aspx?documentid=26363
- REF I.C.8-31. BP 2720 Communications, http://www.glendale.edu/modules/showdocument.aspx?documentid=25460
- REF I.C.8-32. BP 2715 Ethical Responsibilities of the Board of Trustees, http://www.glendale.edu/modules/showdocument.aspx?documentid=26365
- REF I.C.8-33. Full-Time and Adjunct Faculty Handbook, http://www.glendale.edu/index.aspx?page=1254
- REF I.C.8-34. Classified Employee Handbook, http://www.glendale.edu/index.aspx?page=1253
- REF I.C.8-35. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787

**Standard I.C.9.  Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**

BP 4030 Academic Freedom [REF I.C.9-1] includes a section on academic responsibility that includes the statement "Membership in the academic community imposes on students, faculty members, and administrators an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, in instruction and counseling, and expression on and off campus." It also states that "Faculty are entitled to freedom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." It also says faculty members "should at all times strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others…"

The Faculty Ethics Statement and Code of Conduct [REF I.C.9-2] adopted by the Academic Senate articulates the College's and the faculty's commitment to maintaining academic integrity. The statement says that "As educators, faculty members encourage the free pursuit of learning in their students" and "In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge academic contributions of others and strive to be objective in their professional judgment of colleagues." Furthermore, the College's academic freedom policy, which can be found in BP 4030, emphasizes the need for faculty members to show respect for the opinions of others while teaching their subject matter with academic rigor. The Board of Trustees approved the newly revised version of BP 4030 on December 16, 2014.

The collective bargaining agreement between the Glendale College Guild and the District [REF I.C.9-3], Article III, Section 3 says, "The faculty member shall fulfill his/her professional obligation and be able to defend the relevance of instructional activities as they relate to course materials, development of critical thinking, debate or research."

The evaluation forms students fill out as part of the faculty evaluation process [REF I.C.9-4] include items related to fairness and objectivity, including items such as "The announced course objectives and what is taught are the same," "The instructor encourages me to think for myself," "The instructor makes me feel free to ask questions and express my opinion," and "The instructor respects my individual opinions and ideals." More details about topics covered in faculty evaluation to ensure effectiveness and encourage improvement are available under Standard III.A.2.

**Analysis and Evaluation**

The College meets this Standard. The College has set in place policies to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline, and that faculty members present data and information fairly and objectively. The policies are serving their functions. There have been no complaints about violations.

In the spring 2015 student survey, 82 percent of credit students and 94 percent of noncredit students agreed that the College instructors encourage students to examine different points of view [REF I.C.9-5].

**Evidence**

- REF I.C.9-1. Board Policy 4030 Academic Freedom, http://glendale.edu/modules/showdocument.aspx?documentid=26309
- REF I.C.9-2. Faculty Ethics Statement and Code of Conduct, http://www.glendale.edu/index.aspx?page=3769
- REF I.C.9-3. Collective Bargaining Agreement, Glendale Community College District and Glendale College Guild Local 2276 of the American Federation of Teachers, http://glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF I.C.9-4. Student Evaluation of Classroom Faculty Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8098
- REF I.C.9-5. Spring 2015 Student Survey Results, http://www.glendale.edu/index.aspx?page=7134

**I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies including statements in the catalog and/or appropriate faculty and student handbooks.**

**Evidence of Meeting the Standard**

The College is a secular institution and respects a variety of beliefs and worldviews among its staff and students. The College has established codes of conduct for employees, defined in BP 3050 Employee Code of Conduct and Conflict of Interest [REF I.C.10-1], and for students, defined in BP 5500 Standards of Student Conduct [REF I.C.10-2] and AR 5500 Standards of Student Conduct, Procedural Guidelines, and Disciplinary Action [REF I.C.10-3]. Codes of conduct are widely published, including in the catalog [REF I.C.10-4].

**Analysis and Evaluation**

The College meets this Standard. While it does not seek to instill specific beliefs or world views, notice of codes of conduct for faculty, staff, and students are clear and widely published.

**Evidence**

- REF I.C.10-1. Board Policy 3050 Employee Code of Conduct and Conflict of Interest, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2567
- REF I.C.10-2. Board Policy 5500 Standards of Student Conduct, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2638

- REF I.C.10-3. AR 5500 Standards of Student Conduct, Procedural Guidelines, and Disciplinary Action, http://www.glendale.edu/modules/showdocument.aspx?documentid=23759
- REF I.C.10-4. Catalog 2015-2016, p. 49, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787

**I.C.11.  Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**Evidence of Meeting the Standard**

The College does not offer courses in foreign locations to students other than United States nationals. It offers courses in foreign locations to its own students through its Baja Program and its Study Abroad program. Both programs operate in conformity with Accreditation Standards and Commission policies.

Through the Baja Program [REF I.C.11-1], the College offers courses from its approved curriculum in the Baja California peninsula of Mexico. The College's instructors and students travel to Bahía during winter and/or summer sessions for field experiences at the College's facility, the Estación del Mar Cortés in the town of Bahía de los Angeles.

On September 25, 2014, the College contacted the Commission to learn whether action was required to obtain authorization to operate in Baja. In an email response dated October 1, 2014 [REF I.C.11-2], the Commission acknowledged the Baja Program, noting that it is comparable to a field visit that accompanies a course, that it is not 50 percent or more of a program, degree, or certificate, and that it does not conflict with the ACCJC Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals because there are no non-U.S. Nationals enrolled in the program.

The second context in which the College operates in a foreign location is through the Study Abroad Program [REF I.C.11-3]. As a member of the California Colleges for International Education consortium, the College seeks to advance international education among its students and offers programs in disparate locations, including Indonesia, Australia, Ireland, England, Greece, Italy, Armenia, and Bali. As in the Baja program, the College employs its own instructors to teach courses from the College's approved curriculum to the College's students only, and foreign nationals do not participate. A portion of each course is taught on the College campus, and during the portion taught at international locations, student support services are available online.

**Analysis and Evaluation**

The College meets this Standard. Courses offered through the Baja Program and Study Abroad are subject to the same policies, procedures, academic standards, SLOs, assessment, and evaluation as those completed within the U.S.

**Evidence**

- REF I.C.11-1. Baja Program Website, http://www.glendale.edu/index.aspx?page=226
- REF I.C.11-2. Commission Email About Baja Program Approval, http://glendale.edu/Modules/ShowDocument.aspx?documentid=31167
- REF I.C.11-3. Study Abroad Website, http://www.glendale.edu/index.aspx?page=231

**Standard I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

**Evidence of Meeting the Standard**

Board policies and administrative regulations make known the College's adherence to all Accreditation Standards.

BP 3200 Accreditation [REF I.C.12-1] defines the College's commitment to meet the processes and Standards of the Commission. Administrative Regulation 3200 Accreditation [REF I.C.12-2] further defines the College's commitment to complying with Commission Standards, policies, guidelines, requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

When directed to act by the Commission, the College has responded and met requirements within established deadlines. The 2010 accreditation evaluating team made nine recommendations, four of which built upon previous recommendations. The Commission placed the College on warning and required a Follow-Up Report with visit in March 2011 and an additional Follow-Up Report with visit in March 2012. The College submitted its 2011 Follow-Up Report on time and hosted a visit on April 4, 2011. As a result of the Follow-Up Report and visiting team's report, the Commission removed warning status in an action letter dated June 30, 2011 [REF I.C.12-3]. The Commission still required a Follow-Up Report due in March 2012, but it removed the requirement for a visit in 2012. Additional reports required by the Commission, including the Midterm Report in 2013 and a Follow-Up Report in 2014, were submitted on time.

Additionally, in March 2014, the College submitted a substantive change report regarding distance education [REF I.C.12-4] and later responded to Commission requests for further clarification with an addendum [REF I.C.12-5]. In a letter dated November 17, 2014, the Commission informed the College that it had approved the substantive change proposal and addendum [REF I.C.12-6].

**Analysis and Evaluation**

The College meets this Standard. The College has fully met all timelines and requirements set forth by the Commission. It has submitted all reports by the indicated deadlines, worked diligently to address all recommendations, and substantiated its efforts in a manner deemed satisfactory by the Commission.

All ACCJC requirements and guidelines for public disclosure are met in a consistent manner: All reports and responses from the Commission are posted on the College's website and are one click away from the College home page, accessed by the "About GCC" dropdown menu [REF I.C.12-7].

As required by Standard I.C.12 and Eligibility Requirement 21, the College adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies. The College complies with the Commission's requests, directives, decisions, and policies and makes complete, accurate, and honest disclosures. It discloses all requested information required by the Commission.

**Evidence**

- REF I.C.12-1. Board Policy 3200 Accreditation, http://www.glendale.edu/modules/showdocument.aspx?documentid=30135
- REF I.C.12-2. AR 3200 Accreditation, http://www.glendale.edu/modules/showdocument.aspx?documentid=29920
- REF I.C.12-3. Commission Action Letter June 30, 2011, Removing Warning Status, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=11276
- REF I.C.12-4. Substantive Change Proposal on Distance Education March 18, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=24382
- REF I.C.12-5. Substantive Change Addendum October 3, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26950
- REF I.C.12-6. Letter from ACCJC Approving Distance Education Substantive Change November 17, 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30431
- REF I.C.12-7. GCC Accreditation Web Page, http://www.glendale.edu/index.aspx?page=1721

**I.C.13.  The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.**

**Evidence of Meeting the Standard**

The College presents itself honestly to federal, state, and private agencies and complies with regulations and statutes governing its activities and programs. In pursuit of its mission, the College welcomes scrutiny from external agencies that advise, monitor, evaluate, and/or audit College programs for approval, licensing, accreditation, or the awarding of contracts or grants. The institution has built multi-year working relationships with numerous state, federal, and other agencies, as described in the table below.

**Table I.C-3. External Agencies**

| Type | Agency | Relationship |
|---|---|---|
| State | California State Board of Registered Nursing (BRN) | Approves GCC's Nursing program |
| State | California Employment Training Panel (ETP) | Monitors curriculum of and awards contracts to GCC's Professional Development Center |
| State | California Community Care Licensing Division | Licenses GCC's Child Development Center |
| National | National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC) | Accredits GCC's Child Development Center |
| State | California Student Aid Commission | Evaluates and ensures compliance of student financial aid programs |
| State | California Community Colleges Chancellor's Office | Oversees programs including state, federal and categorical programs, such as Basic Skills and Perkins CTEA |
| | | |
| Federal | U.S. Department of Energy | Smart grid funding as part of GCC's Power Academy |
| Federal | National Science Foundation | Grants including funding to promote innovation in economics education |
| Federal | U.S. Department of Education | Grant awards including Career Pathways, Title V HSI learning community, three Title III HSI STEM grants |
| | | |

| Regional | Valley Economic Alliance | Facilitates partnerships for regional training and placement of talent to address local employer training needs in the San Fernando Valley. |
|---|---|---|
| Regional | Verdugo School-to-Career Coalition | Oversees regional implementation of programs including K14 (BUSD, GUSD, GCC) state, federal and categorical programs, such as CA Career Pathways Trust (VCTC) AEBG, Perkins, K16 Title III HSI-STEM AIMS2 and WIOA Youth Council. |
| Regional | Verdugo Workforce Investment Board | Facilitates partnerships for regional training and placement of talent to address local employer training needs in the Verdugo service area. Coordinates collaborations with WDBs in LA County. Facilitates alignment of WIOA and GCC work plans. |
| Regional | Los Angeles Economic Development Corporation | Facilitates partnerships for regional training and placement of talent to address local employer training needs in the LA County area. |

In regard to notifying students and the public of its accreditation status, the College meets all ACCJC requirements and guidelines for public disclosure. All reports and responses from the Commission are posted on the College's website [REF I.C.13-1]. Also, in an effort to keep students informed, the campus newspaper El Vaquero has reported on the College's progress in regard to the reaffirmation of accreditation [REF I.C.13-2]. Further, informational reports about the College's accreditation status are monthly items on the Board of Trustees agendas, which are posted online [REF I.C.13-3], and Board meetings are televised locally. In 2010, the College issued a press release to notify the public of the Commission's issuance of warning [REF I.C.13-4], and in 2011, a press release announced the removal of warning status [REF I.C.13-5].

**Analysis and Evaluation**

The College meets this Standard. It presents itself openly and consistently in its dealings with external agencies, conscientiously adheres to regulations and statutes, meets reporting requirements, is diligent and responsive in its interactions with the Commission, and makes its accreditation status known to the campus community and public through a variety of media.

As required by Standard I.C.13 and Eligibility Requirement 21, the College describes itself in identical terms to its accreditors and widely communicates changes in accredited status.

**Evidence**

- REF I.C.13-1. Accreditation Web Page, http://www.glendale.edu/index.aspx?page=1721
- REF I.C.13-2. El Vaquero Article on Accreditation, http://elvaq.com/?s=accreditation&x=4&y=5
- REF I.C.13-3. Board of Trustees Agenda and Minutes Web Page, http://www.glendale.edu/index.aspx?page=7030
- REF I.C.13-4 GCC Press Release dated July 3, 2010, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30437
- REF I.C.13-5 GCC Press Release dated July 5, 2011, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30438

**I.C.14. The institution ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

The College is a public institution with no investors and no shareholders. It is an independent institution with no related or parent organization. As such, commitments to high quality education, student achievement, and student learning are paramount in all College dealings.

**Analysis and Evaluation**

The College meets this Standard.

**Standard I.C: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Checklist of key board policies and administrative regulations in publications | Completed by the Marketing Committee | Completed | I.C.1 | |
| The College has updated its Learning Outcomes Database to make assessment reports more accessible to the public | Improved accessibility to learning outcomes assessments | Completed | I.C.3 | 3.1.1.f, 3.7.1, 3.9.2 |
| Cost of education in key publications on the Financial Aid Office website | Improved information about program cost for students | Completed | I.C.6 | |
| Classified leadership developed and approved a code of ethics for classified employees | Clear understanding of expectations of employees regarding ethical standards | Completed | I.C.8, III.A.13 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| The College will continue to improve the accessibility of learning outcomes data to appropriate constituencies (see QFE Action Project 2) | Improved use of learning outcomes assessments in planning and improving courses and programs | Summer 2016 to spring 2017 | I.C.3 | 3.1.1.f, 3.7.1, 3.9.2 |

# Standard II:
# Student Learning
# Programs and Services

# Standard II: Student Learning Programs and Support Services

**The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.**

## Standard II.A. Instructional Programs

**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.**

### Evidence of Meeting the Standard

All of the College's instructional programs are consistent with the mission and the standards of higher education, regardless of location or means of delivery.

Glendale Community College supports face-to-face, online, and hybrid methods of instruction. Classes are offered on the Verdugo and Garfield campuses and remote sites within the community, and as part of the Study Abroad and Baja Field Studies programs, as well as at the Professional Development Center in Montrose, north of the Verdugo Campus.

The College offers both credit and noncredit courses on its Verdugo Campus, as well as noncredit courses on its Garfield Campus. Additionally, a small number of credit, noncredit, and dual enrollment courses are offered at other locations in the community, including local high schools. A growing dual-enrollment program offers 15 classes at seven local high schools [REF II.A.1-1]. Credit courses are also offered for GCC students at the College's field station in Baja California [REF II.A.1-2] and through GCC's Study Abroad program [REF II.A.1-3].

Courses approved to be taught through distance education modalities meet quality standards set by the Academic Senate, the Curriculum and Instruction (C&I) Committee, and the Committee on Distance Education (CoDE), as well as federal and state guidelines. No degree or certificate programs are offered in a completely online or hybrid format. However, 50 percent or more of the requirements for most degree programs may be completed through distance education. This option for students was approved by the Accrediting Commission

through the approval of a substantive change proposal in 2014 [REF II.A.1-4]. The College does not offer any courses through correspondence education.

All instructional programs are offered in fields of study consistent with the College's mission statement, which explicitly refers to transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. In addition to the certificate and associate degree components of the mission statement, all associate degree for transfer programs address the transfer preparation component of the mission. Further, most associate in science degree programs and certificate programs are in career technical education (CTE) fields, addressing the career development and technical training components of the mission. The noncredit certificates address the continuing education component of the mission, and most of the noncredit certificate offerings also address the career development and technical training components.

All degree and certificate programs are appropriate to standards of higher education as established by the California Community College Chancellor's Office (CCCCO) and standards established for transfer and articulation by four-year institutions. Associate degree for transfer programs have been developed in response to legislation requiring community college and California State University departments to work together to define the standards of transfer-based associate degrees in a variety of majors. This cross-segmental work, and the approval by the Chancellor's Office of Glendale Community College's associate degree for transfer programs, indicates that these programs are appropriate to higher education.

The curriculum process and the C&I Committee further ensure that all degree and certificate programs are appropriate to higher education. When a new program is proposed, the New Program Form [REF II.A.1-5] requires narrative responses to questions such as how the program relates to the general field of study, how the program relates to general education patterns (including the general education breadth requirement of the California State University and the Intersegmental General Education Transfer Curriculum [IGETC]), as well as how the program is appropriate to the objectives of the mission of the California community college system.

All instructional programs at Glendale Community College culminate in the attainment of defined Program Learning Outcomes (PLOs) [REF II.A.1-6] that are linked to the Institutional Learning Outcomes (ILOs) [REF II.A.1-7] of communication, mathematical competency/ quantitative reasoning, information competency, critical thinking, global awareness, and personal responsibility. The links between PLOs and ILOs are defined by the mission statement and updated through the program review document [REF II.A.1-8]. PLOs are assessed for each degree and certificate program on a regular cycle defined by each academic division [REF II.A.1-9] [REF II.A.1-10]. PLO assessment data are included in program review.

The College offers associate degrees for transfer in 21 majors, associate in arts degrees in 25 majors, associate in science degrees in 50 majors, as well as credit certificates in 73 fields, and noncredit certificates in 13 areas of focus, as delineated in the 2015-2016 catalog [REF II.A.1-11]. In addition, local skill awards with lower unit requirements are granted based on specified skill sets agreed upon by industry advisory committees, local Workforce Development Boards,

the Los Angeles Economic Development Corporation (LAEDC), the Los Angeles Orange County Regional Consortia (LAOCRC), and the College's CTE programs [REF II.A.1-12].

The GCC Professional Development Center (PDC) [REF II.A.1-13] has provided state-funded training leading to employment in a variety of fields. The center has served more than 34,000 employees from more than 4,600 California companies since 1985. This facility is continuously monitored and audited by the State of California for curriculum delivery, attendance records, assessment findings, payroll records, employer certifications, and 90-day retention status. The intent of the program is to enhance the productivity of California employees. Students receive a certificate of completion when they successfully meet the attendance requirements outlined in the PDC's contract with the State of California's Employment Training Panel (ETP). Because ETP funding is employer driven, the companies coordinate with the staff of the PDC to define the training schedule and the class hours for all training.

The PDC delivers customized training for the business community; the desired learning outcomes for each employer vary based on the needs of each company. This is exemplified by the menu list of curriculum and the topics covered in each of the sample courses: Sample courses with information about topics and curricula include courses on lean operations [REF II.A.1-14], Catia V_5 mechanical design [REF II.A.1-15], leadership and management [REF II.A.1-16], geometric dimensioning [REF II.A.1-17], and Coordinate Measuring Machine (CMM) applications [REF II.A.1-18]. Since each course is designed with the participation of the employer, satisfaction and results are key to the success of the PDC. In addition, PDC staff and the trainers meet with company management at the worksite on a monthly basis to discuss progress and necessary additions to the curriculum to help the businesses meet their desired outcomes.

The College has established a small number of curricular sequences that it identifies as instructional programs but that do not result in the awarding of degrees or certificates, and that do not directly result in employment or transfer. An important example of this kind of institutionally defined program is the Credit English as a Second Language program. While this program does not lead to a degree or certificate, program completion culminates in essential skills that help students achieve their employment goals, and provides basic skills necessary for students to enter programs that lead to degrees, certificates, employment, and/or transfer.

**Analysis and Evaluation**

The College meets this standard. Substantial offerings in credit certificate and transfer programs, noncredit continuing education, community services education, and the Professional Development Center offer fields of study consistent with the institution's mission. These programs are also consistent with standards of appropriateness established for the California community colleges. Glendale Community College maintains its status as a regional leader in higher education. Programs of study culminate in the attainment of defined learning outcomes at both the program and institutional levels, as well as providing effective and efficient pathways toward associate degrees, university transfer-level coursework completion, certificates, and employment.

**Evidence**

- REF II.A.1-1. GCC Dual Enrollment Program, http://www.glendale.edu/index. aspx?page=7456
- REF II.A.1-2. GCC Baja Field Program Web Page, http://www.glendale.edu/index. aspx?page=226
- REF II.A.1-3. GCC Study Abroad Web Page, http://www.glendale.edu/index. aspx?page=231
- REF II.A.1-4. Letter from ACCJC Approving Distance Education Substantive Change November 7, 2014, http://glendale.edu/Modules/ShowDocument. aspx?documentid=30431
- REF II.A.1-5. Curriculum and Instruction Committee New Program Form, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=26684
- REF II.A.1-6. Program Learning Outcomes Web Page, http://www.glendale.edu/index. aspx?page=5914
- REF II.A.1-7. Institutional Learning Outcomes Web Page, http://www.glendale.edu/ index.aspx?page=4034
- REF II.A.1-8. Program Review Document Section Showing Link Between PLOs and ILOs, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30653
- REF II.A.1-9. English Division Minutes Discussing PLOs, http://www.glendale.edu/ Modules/ShowDocument.aspx?documentid=30691
- REF II.A.1-10. Social Science Division Minutes Discussion PLOs, http://www.glendale. edu/Modules/ShowDocument.aspx?documentid=30692
- REF II.A.1-11. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument. aspx?documentid=27787
- REF II.A.1-12. GCC CTE Web Page, http://www.glendale.edu/cte
- REF II.A.1-13. GCC Professional Development Center Website, http://www.pdcofgcc.com/
- REF II.A.1-14. PDC Lean Operations Course, http://www.pdcofgcc.com/ClassesAll/ Class_Lean_Operations_Project_Based.html
- REF II.A.1-15. PDC Catia V5 Mechanical Design Course, http://www.pdcofgcc.com/ ClassesAll/Class_CatiaV5_Mech_Design.html
- REF II.A.1-16. PDC Leadership and Management Course, http://www.pdcofgcc.com/ ClassesAll/Class_Leadership_and_Mgmt.html
- REF II.A.1-17. PDC Geometric Dimensioning Course, http://www.pdcofgcc.com/ ClassesAll/Class_Geometric_Dimensioning.html
- REF II.A.1-18. PDC CMM Applications Course, http://www.pdcofgcc.com/ClassesAll/ Class_CMM_Application_pddmis.html

**II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

**Evidence of Meeting the Standard**

The Curriculum and Instruction (C&I) Committee, a subcommittee of the Academic Senate, is the entity primarily responsible for ensuring that instructional content and methods of instruction meet accepted academic and professional standards. As part of the discussion and ongoing, cyclical revision of curriculum, critical examination of crucial elements of each course is undertaken to ensure course and program currency [REF II.A.2-1]. Faculty focus upon features specified by the course outline template [REF II.A.2-2] and the Curriculum Handbook [REF II.A.2-3] that the C&I Committee has established under the auspices of the GCC Academic Senate. As a Senate subcommittee, the membership of the C&I Committee includes a faculty co-chair, an administrative co-chair, a faculty representative from each division, a librarian, the SLO coordinator, and the articulation officer, as well as other resource personnel.

Full-time and part-time faculty members work with their division representatives on the C&I Committee to develop and revise course content through the framework of the course outlines [REF II.A.2-4], which establish the structure and requirements for each course. The course outline includes specific sections on course content and methods of instruction, along with other defining information about the course. The C&I Committee approves all new and revised course outlines. After the C&I Committee approves a new or revised course, it is approved by the Academic Affairs Committee, the College Executive Committee (formerly known as the Campus Executive Committee), and the Board of Trustees. It is then submitted for approval to the curriculum system of the Chancellor's Office of the California Community Colleges.

The curriculum approval process includes the following mechanisms designed to provide guidance to faculty in ensuring that course content and instructional methods meet generally accepted academic and professional standards and expectations.

- The College articulates many of its courses with four-year colleges and universities using established criteria set by the California State University (CSU) system and the University of California (UC) in accordance with state law and university policies such as CSU Executive Order 167 [REF II.A.2-5], CSU Executive Order 595 [REF II.A.2-6], UC Transferable Course Agreements [REF II.A.2-7], and IGETC standards [REF II.A.2-8].

- All proposed transfer courses must be comparable in terms of their purpose, scope, and rigor in order to meet the standards of the four-year university and College's general education and lower division major preparation requirements. Submitted courses undergo a rigorous vetting process via the University of California Office of the President's Office

(UCOP) and the CSU Chancellor's Office before they can deem it baccalaureate level and applicable to respective general education patterns and major requirements.

A Course Identification (C-ID) numbering system [REF II.A.2-9] establishes common state wide numbers for courses based on their content. This helps safeguard curriculum quality by ensuring that courses submitted by colleges for C-ID approval meet the course standards required by the combined senates. The C-ID numbers also facilitate articulation of courses between institutions as well as student transfer. The College matches its course content and instructional methods with California's C-ID system, a collaboration between the Academic Senate of the California Community Colleges, the Academic Senate of the California State University, the Academic Senate of the University of California, and the Association of Independent California Colleges and Universities. As of February 2016, the College has 170 courses listed on the state wide C-ID registry [REF II.A.2-10].

- All course outlines require exit standards and student learning outcomes, and the review of these components by the C&I Committee ensures that courses meet academic and professional standards and expectations.

The College addresses academic and professional standards for its CTE programs through advisory committees and work with its regional CTE consortium. New CTE programs follow the CCCCO Program and Course Approval Handbook procedures, including local, regional, and state approval. Curriculum review, required every two years for CTE courses and every six years for all other courses by California regulations [REF II.A.2-11], has been incorporated in program review since 2015. In addition to these, CTE courses and programs require Labor Market Information for justification of the training need. CTE courses and programs must also address the Core Indicator Reports in relation to the CCCCO-established state performance levels. Certificates and AS degrees related to CTE programs are documented in the annually published Campus Profile [REF II.A.2-12].

Faculty continuously improve instructional courses, programs, and related services through the linked processes of program review and curriculum review. Program review is the College's systematic process for evaluation of instructional, student services, and administrative programs. It is conducted on a three-year cycle, with one-third of all programs conducting a full program review every year, and the other two-thirds of programs conducting an update every year. All instructional programs review their programs and courses on this cycle; all other programs also review their activities and outcomes on the same cycle. The program review document includes questions about currency, recent and planned improvements to the program, and analysis of student success trends. Program review also includes the review and analysis of SLOs, PLOs, and assessments, as addressed in Standard II.A.3. Program review captures information about plans to improve instructional courses and programs, which culminate in activities and events including division best practices workshops [REF II.A.2-13], retreats [REF II.A.2-14], and other activities.

Additionally, full-time and adjunct faculty work independently and with the support of grants, such as the Hispanic Serving Institution (HSI) Gateway [REF II.A.2-15], GCC Articulating with Universities for STEM Success (GAUSS) [REF II.A.2-16], and Aspire Initiate Master (AIM) [REF II.A.2-17] grants as well as Basic Skills Initiative grants, to evaluate course content and methodology to improve teaching and learning strategies and promote success. Examples of such efforts include Gateway-supported efforts to accelerate learning in basic skills courses in math, English, and ESL [REF II.A.2-18]. Additionally, Perkins funding, as well as Gateway funds, have supported the development of contextualized learning in English courses. Both full- and part-time faculty have participated in this effort, and classes have focused on fields such as astronomy, health care, and theater arts.

With the support of the GAUSS grant, chemistry and biology instructors have developed undergraduate research programs for students such as the Robotics Academy [REF II.A.2-19]. Distance learning has made a concerted effort, under the leadership of the faculty distance education coordinator and the Committee on Distance Education (CoDE), to ensure the quality of distance education courses and instruction. The Online Wired Learning (OWL) program requires that faculty who wish to teach distance education courses complete at least seven hours of training to become certified and devote 20 percent of their flex obligation yearly to ongoing training [REF II.A.2-20] .

Winter staff development workshops have focused on topics such as active learning, flipped classrooms, and Lesson Study [REF II.A.2-21 – Jan. 2015] in an effort to expand the faculty's approach to learning. Faculty members have also been active in designing learning spaces that facilitate active learning. Early pilot programs in SF 102 with active learning furniture and mobile technology have directly influenced the design of ten learning spaces on the second floor of the new Sierra Vista building. Finally, faculty working independently to evaluate teaching and learning strategies have developed innovative approaches to subject matter such as the use of podcasts in Social Science Courses [REF II.A.2-22] and biology internships at the Los Angeles Museum of Natural History [REF II.A.2-23].

Faculty improvements to services directly related to instruction include the development and expansion of the Learning Center Workshop Program [REF II.A.2-24] and the Math Discovery Center Workshop Program [REF II.A.2-25] and the development, under the Student Equity Program of the Embedded Tutor and Study Hall Plus programs that offer support to students both inside the classroom and in the context of focused study groups and presentations. The College also has a long-standing Supplemental Instruction program, which has received additional support for development and expansion from Student Equity funds [REF II.A.2-26]. Finally, the College is working to develop an early morning program tentatively titled The Breakfast Club, to provide study support and a healthy breakfast for students from 7 to 9 a.m. Monday through Thursday.

As mentioned previously, the College has received several grants, including the federal GAUSS and Gateway grants, which have supported faculty and others responsible for student learning to continuously improve instruction and related services. For example, the Gateway grant supports basic skills students learn through comprehensive and holistic programming.

Outcomes from this grant were varied yet synergistic, including an enhanced, tailored series of Learning Center workshops and a redesign of the mathematics division's self-paced mathematics course [REF II.A.2-27].

**Analysis and Evaluation**

The College meets this standard. Faculty members are central to the core elements of course development and review, as well as directly related services. The C&I Committee and the Learning Outcomes Committee ensure the cycle of continuous improvement is ongoing. The many opportunities for systematic evaluation and improvement of teaching and learning strategies promote student success at every level.

**Evidence**

- REF II.A.2-1. C&I Five-year Cycle of Review, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30693
- REF II.A.2-2. C&I Course Outline Template, http://www.glendale.edu/index.aspx?page=6137&parent=12033
- REF II.A.2-3. Curriculum Handbook, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724
- REF II.A.2-4. Course Outline Repository on GCC Website, http://www.glendale.edu/index.aspx?page=5214
- REF II.A.2-5. CSU Executive Order 167 – Transfer of Credit, http://www.calstate.edu/eo/EO-167.pdf
- REF II.A.2-6. CSU Executive Order 595 – General Education-breadth Requirements, https://www.calstate.edu/eo/EO-595.pdf
- REF II.A.2-7. UC Transferable Course Agreements Web Page, http://www.ucop.edu/transfer-articulation/transferable-course-agreements/index.html
- REF II.A.2-8. IGETC Standards UC Web Page, http://admission.universityofcalifornia.edu/glossary/igetc.html
- REF II.A.2-9. C-ID Web Page, www.c-id.net
- REF II.A.2-10. C-ID Registry of Approved Courses, https://c-id.net/compare_by_college.html
- REF II.A.2-11. CCCCO Program and Course Approval Handbook, http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf
- REF II.A.2-12. Campus Profile 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29351
- REF II.A.2-13. English Division Retreat, May 13, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30694
- REF II.A.2-14. Social Science Division Retreat, August 28, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30817
- REF II.A.2-15. Gateway Grant Web Page, http://campusguides.glendale.edu/gateway/projects
- REF II.A.2-16. GAUSS Grant Web Page, http://campusguides.glendale.edu/titlevgauss
- REF II.A.2-17. AIM Web Page, http://www.glendale.edu/index.aspx?page=5200

- REF II.A.2-18. Fast Track Programs at GCC, http://www.glendale.edu/index.aspx?page=6540
- REF II.A.2-19. Robotics Academy, http://campusguides.glendale.edu/content.php?pid=415249&sid=3406012
- REF II.A.2-20. OWL Faculty Workshops, http://glendale.edu/index.aspx?page=2220
- REF II.A.2-21. Staff Development Winter Workshops, Jan. 2015, http://www.glendale.edu/index.aspx?page=1935
- REF II.A.2-22. Student Podcast, "The New Wild West," http://campusguides.glendale.edu/thenewwildwest
- REF II.A.2-23. Biology Internships at Natural History Museum of Los Angeles County, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30699
- REF II.A.2-24. Learning Center, http://www.glendale.edu/?page=154
- REF II.A.2-25. Math Discover Center, http://glendale.edu/index.aspx?page=61
- REF II.A.2-26. Supplemental Instruction, http://www.glendale.edu/index.aspx?page=3746
- REF II.A.2-27. Gateway Grant Projects, http://campusguides.glendale.edu/gateway/projects

**II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

**Evidence of Meeting the Standard**

The institution has defined learning outcomes for all courses and programs, including all certificate and associate degree programs. Additionally, the College has established procedures to identify learning outcomes at the course and program levels, as well as procedures for assessing learning outcomes on a regular basis. Course and program learning outcomes are integrated into the curriculum process.

When a division proposes new courses and programs, the proposed course outlines must include learning outcomes. The outline is reviewed at the division level and then by the C&I Committee, a subcommittee of the Academic Senate. In order to be approved, the outline of record must include appropriate learning outcomes [REF II.A.3-1]. Program Learning Outcomes (PLOs) are a required component of every proposed program, as defined in the New Program Form [REF II.A.3-2].

The College wide process for defining and assessing learning outcomes at the course, program, and institutional level is the responsibility of the Learning Outcomes Committee [REF II.A.3-3], a subcommittee of the Academic Senate that is chaired by the faculty student learning outcomes coordinator. The coordinator serves as a permanent member of the C&I Committee, providing feedback on all new and revised Student Learning Outcomes (SLOs)

to the committee and course outline authors. The SLOs on every course outline are reviewed and evaluated for quality. For example, due to the review process of SLOs, the Foreign Language and Music departments changed the SLOs on the course outlines to develop a leveling to match the advancement in sequential courses.

In addition to procedures for identifying and approving learning outcomes, the College has established procedures for assessing learning outcomes. Each instructional program has a schedule for assessing SLOs and PLOs in which courses and programs are assessed at least every three years. The schedule for assessment is established by each division and submitted to the Learning Outcomes Committee. Assessment of learning outcomes is recorded in the Learning Outcomes Database (LOD) [REF II.A.3-4], and programs update their status on the assessment cycle during program review [REF II.A.3-5]. A complete inventory of student learning outcomes and assessments for all courses is available online within the database and is available to all members of the campus community. Also during program review, programs summarize the results of their assessments and evaluate changes and improvements to courses and programs.

The SLOs for each course continue to undergo scrutiny and discussion at the Learning Outcomes, the C&I Committee, and Academic Affairs committee meetings. On a regular basis (a period not to exceed three years), two or more full-time and/or adjunct faculty form an assessment team to evaluate each SLO. For example, in the mathematics division, the assessment team chooses the SLO to be assessed based upon its date of previous review, or need for examination of proposed plans for improvement in meeting the SLO standard based upon a preceding assessment. Upon completion of the examination of data pertinent to the SLO under review, the team composes a report that delineates the parameters of the study and its findings, along with any plans for adjustment of teaching methodologies examinations, and class or laboratory instruments or materials to enhance the achievement of the SLO by the students of the given course. The SLO assessment team transfers the assessment results to Glendale College's online LOD [REF II.A.3-6].

Current and approved course outlines are available on the College's website [REF II.A.3-7]. All course outlines include the student outcomes for the course. Course outlines proceed through the revision and validation process at least every six years, during which SLOs are examined and revised if necessary.

The College requires that instructors provide students a syllabus at the start of every term. The Academic Senate has established a Class Overview Policy, codified as Administrative Regulation 4261: Class Overview [REF II.A.3-8], which delineates the required components for syllabi, including the necessity of listing SLOs. In order to ensure that course outlines comply with requirements, instructors are required to submit a syllabus for each class section that they are teaching to the division office for review at the start of each semester.

**Analysis and Evaluation**

The College meets this standard. The development of Glendale Community College's learning outcomes definition and assessment process and its related informational technology infrastructure has been a priority for the College in recent years. This effort has resulted in a relatively seamless and transparent linkage of learning outcomes development, assessment, publication, and online access for students, faculty, administration, and other constituencies of the community.

In order to improve effectiveness, the College plans to improve the dissemination of assessment results at the course, program, and institutional levels. This plan is a primary component of the Quality Focus Essay.

**Evidence**

- REF II.A.3-1. C&I Course Outline Template, http://www.glendale.edu/index.aspx?page=6137&parent=12033
- REF II.A.3-2. C&I New Program Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=26684
- REF II.A.3-3. Learning Outcomes Committee Web Page, http://www.glendale.edu/index.aspx?page=3294
- REF II.A.3-4. Learning Outcomes Database, http://www.glendale.edu/index.aspx?page=5905
- REF II.A.3-5. Blank Program Review Document 2015-2016, http://glendale.edu/modules/showdocument.aspx?documentid=29274
- REF II.A.3-6. Learning Outcomes Database Web Page, http://glendale.edu/index.aspx?page=5905
- REF II.A.3-7. GCC Course Outlines Web Page, http://glendale.edu/index.aspx?page=5214
- REF II.A.3-8. Administrative Regulation 4261 Class Overview, http://glendale.edu/modules/showdocument.aspx?documentid=29309

**II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.**

**Evidence of Meeting the Standard**

The College offers pre-collegiate level courses in both the credit and noncredit curricula.

*Credit Pre-collegiate Curricula*

The Credit English as a Second Language (ESL), English, and Mathematics divisions offer credit pre-collegiate courses to assist students in achieving the reading, writing, and computational skills necessary to take collegiate level courses. Such courses are not degree applicable in accord with California regulations summarized in the Program and Course Approval Handbook (PCAH) published by the Chancellor's Office [REF II.A.4-1]. In addition, Board Policy 4222: Remedial Coursework [REF II.A.4-2] states that Glendale Community College offers remedial coursework through pre-collegiate basic skills courses in reading, writing, learning skills, study skills, mathematics, and English as a Second Language. These courses are offered through both the credit and noncredit programs.

The catalog informs students of the transfer status and the degree applicability of each course through course descriptions and transfer/degree requirements as well as through counseling and advising services.

In compliance with practices set forth in the Curriculum Handbook [REF II.A.4-3], the exit standards of the highest levels of pre-collegiate courses match the entry expectations of the collegiate level courses in the same subjects. Furthermore, course SLOs show continuity between pre-collegiate and college-level coursework. The exit standards and SLOs are clearly stated on Course Outlines of Record (COR) [REF II.A.4-4], available to students and the public on the College's website. Examples include the course outlines for Math 101 [REF II.A.4-5] and Math 100 [REF II.A.4-6]. These linkages ensure that pre-collegiate and collegiate curricula are appropriately distinguished.

The College offers pre-collegiate level curriculum in the following areas:

- **Credit English as a Second Language (ESL)**. The Credit ESL division offers five levels of grammar and writing, five levels of listening and speaking, four levels of reading, and two levels of spelling classes. The diagram on page 144 of the 2015-2016 catalog, and on the College website [REF II.A.4-7], shows how the pre-collegiate course sequence leads to English 101, Freshman Composition. Students who successfully complete ESL 151 are eligible to enroll in the transfer-level English 101 course. When students have progressed to eligibility for ESL level 4, GCC offers an accelerated Fast Track option [REF II.A.4-8] that combines levels four and five, allowing for the final preparation for college-level English to be accomplished in one semester.

Credit English as a Second Language has shown stability in student success rates according to its most recent program review report. Grading rubrics have been developed for four of five writing levels. The rubric for the remaining course was approved at the October 2014 division meeting and was presented to all members of the division. Training sessions to show faculty how to use the rubrics to assess student progress in attaining course SLOs are ongoing. Analysis of Program Learning Outcomes validated the beneficial emphasis on the teaching of grammar and on having strong writing standards for ESL 151 students who then progress to English 101. A study of four semesters (spring 2012 to fall 2013) revealed that 83 percent of students who passed the highest level pre-collegiate ESL course, ESL 151, then went on to pass collegiate level English 101. An earlier analysis of data for this PLO also yielded quite positive results.

- **English.** The English division offers four levels of developmental composition courses (English 187, 189, 191, and 120) that lead to English 101, in addition to four levels of developmental reading courses (English 186, 188, 190, and 192). The chart on page 139 of the 2015-2016 catalog and on the College website [REF II.A.4-9] illustrates the sequence of composition and reading courses leading to the transfer-level curriculum. Like the Credit ESL sequence, the English developmental sequence is designed to lead to the transfer-level English 101 course and other college-level courses. The College also supports students in the pre-collegiate course sequence with a Fast Track option in English [REF II.A.4-10], allowing students to complete either English 191 and 120 or English 120 and 101 in a single semester. This option also includes support courses in critical thinking and information literacy as part of a full semester package.

  The English division's program has achieved a stable student success rate as of its most recent program review report [REF II.A.4-11]. Students who passed pre-collegiate English 120 went on to pass English 101 at a rate of 69.2 percent. This is slightly higher than the 67.3 percent success rate of students who placed directly into English 101.

- **Mathematics.** The Mathematics division offers pre-collegiate courses from arithmetic through elementary algebra, in addition to associate degree-level intermediate algebra and more advanced transfer-level courses. The chart on page 171 of the 2015-2016 catalog shows how each course fits into the sequence leading to the college-level curriculum. Courses are offered in multiple modes, including traditional lecture and self-paced lab classes. Accelerated options are also offered. For example, the elementary algebra/intermediate algebra sequence may be completed in four semesters (Math 145, 146, 119, and 120), in two semesters (Math 141 and 101), or in one semester with the Fast Track Algebra learning community, which includes support through math skills courses and supplemental instruction [REF II.A.4-12].

  *Noncredit Pre-collegiate Curricula*

In addition to credit pre-collegiate coursework, the College offers noncredit pre-collegiate coursework in Noncredit ESL, Adult Basic and Secondary Education (ABSE), and high school diploma and General Education Development (GED) preparation. In the catalog, these

courses are distinguished from credit, college-level coursework as they are included in a separate Continuing Education section, beginning on page 213 of the 2015-2016 catalog.

The sections below show how the noncredit pre-collegiate programs support students in learning the knowledge and skills necessary to advance to credit, college-level coursework.

- **Noncredit ESL.** The Noncredit ESL division [REF II.A.4-13] offers a core, six-level ESL program. Reading, writing, listening, and speaking skills are integrated into each course's curriculum. The content of the courses is focused on three communication settings: daily life skills, work/vocation, and preparation for academic study in credit courses. An additional sequence of conversation courses is also offered at the beginning, intermediate, and advanced levels. Students have an opportunity to receive state-approved certificates of completion when they complete a combination of the core, six-level courses and conversation classes.

  The division's College Readiness ESL (CRESL) program [REF II.A.4-14] has been in existence for almost 15 years. Courses in this program are geared toward students who plan to matriculate to credit programs at GCC. CRESL classes offer more opportunities to practice essay writing and other collegiate level tasks. A grant-funded Credit ESL liaison works with Noncredit ESL instructors to advise on curriculum and assessment enhancements. The liaison also participates in student services events that prepare students for matriculation into the Credit ESL program.

  Other offerings include a course for older adult learners that focuses on the development of language skills to be used in everyday scenarios, such as medical settings. A Citizenship course is also offered to help students prepare for the oral examination of the U.S. Naturalization Test. The course also reviews content related to U.S. history and the structure of the U.S. government. Computer Basics for ESL is a course offered in conjunction with the Noncredit Life Skills and Business division. The course emphasizes the development of vocabulary related to the use of computers, software, and other technology.

  The Noncredit ESL division is currently developing curriculum and a certificate program related to Vocational ESL (VESL) course offerings. The curriculum is expected to be completed and presented to the College's C&I Committee by the end of spring 2016.

- **Adult Basic and Secondary Education.** For entering students who assess below the eighth grade in reading, writing, or math, the department offers small group classes and independent work that enable students to earn a state-approved certificate in Adult Basic Education (ABE). In 2014-2015, there were 13 ABE certificate earners with most students continuing their studies by enrolling in High School Equivalent preparation courses.

- **High School/GED.** For students who wish to earn a high school diploma, GCC offers classes to prepare for the GED or high school equivalency (HiSET) certificates approved by the State of California as well as independent curricula for students who are more than 18 years old and wish to obtain a high school diploma awarded by Glendale Community College.

In addition to the noncredit pre-collegiate programs listed above, the College offers noncredit courses designed to improve basic office skills for job preparation or for advancement to programs in the credit Business division. Currently, the College offers seven short-term noncredit business certificates to enhance career readiness. Furthermore, as part of developing career pathways from noncredit to credit, coursework leading to the noncredit Account Clerk certificate prepares students to pursue an associate degree in accounting offered through the credit Business division. Approximately 35 percent of students earning associate in science degrees at the College began their studies in the noncredit program [REF II.A.4-15].

While many noncredit students come to GCC in order to gain basic literacy, language, and employment skills, a substantial number of students, about 9 percent, who were tracked for six years went on to complete a degree or certificate, transfer to a four-year institution, or become transfer prepared [REF II.A.4-16]. The curriculum in these areas directly supports student advancement to college-level courses, and provides a wide array of options for students who enter with disparate levels of preparation and goals.

In addition, the Basic Skills Committee [REF II.A.4-17] has as its mission the promotion of student learning in foundational skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills that are necessary for students to succeed in college-level work. Committee membership includes the chairs of the English, Credit ESL, Noncredit ESL, Adult Basic and Secondary Education, Mathematics, and Student Services divisions.

Further development of the College's pre-collegiate curricula and services has been provided by the Gateway grant [REF II.A.4-18], a five-year, $4.2-million project funded by a federal Hispanic Serving Institution Science, Technology, Engineering, and Mathematics (HSI STEM) grant [REF II.A.4-19] and designed to serve the College's basic skills students by developing a comprehensive, holistic program for basic skills instruction and services. The grant seeks to serve basic skills students by linking curriculum, ancillary instruction, and services directly in a comprehensive program. By developing a basic skills program through a STEM grant, the College acknowledges that STEM majors and careers are possible only for those basic skills students who successfully complete their developmental coursework. Thus, the Gateway project's overarching goal is to facilitate students' efficient progress from developmental courses to transferable courses, from community college to university, and ultimately to degree completion.

**Analysis and Evaluation**

The College meets this standard. Glendale's extensive pre-collegiate curriculum furthers the explicit goals of the College's mission to serve the developmental academic needs of students and directly support the advancement of those students to college-level courses. This support accommodates a broad range of student goals and needs and incorporates innovative methods and proven techniques. Grant funding has allowed for the piloting of a number of innovative approaches to teaching and learning, including accelerated and contextualized classes that have expanded the resources available to support students in progressing from developmental to college-level work. While instructors and divisions continue to explore new avenues to better

serve the College's basic skills population and make those students more successful, Scorecard numbers that are consistently above the state average evidences the success of current efforts.

The College evaluates the extent to which it supports students in advancing from pre-collegiate to college-level curriculum through its analysis of California's Student Success Scorecard [REF II.A.4-20]. The Scorecard indicator named Remedial Progress Rates tracks students who begin Mathematics, English, and ESL at the pre-collegiate level and shows the percentages that successfully complete college-level courses within six years. For students entering GCC in 2008-2009, 34 percent of pre-collegiate Mathematics students passed college-level Mathematics courses, compared to a rate of 31 percent state wide and 27 percent in GCC's local region. Similarly, 43 percent of pre-collegiate English students passed college-level English, in line with the rate of 43 percent state wide and 38 percent in the local region. For ESL, 35 percent of GCC's pre-collegiate ESL students passed college-level English, compared to a rate of 28 percent state wide and 26 percent in the local region. The Scorecard data provide evidence that GCC is successfully supporting students at pre-collegiate levels to succeed in college-level curriculum.

**Evidence**

- REF II.A.4-1. Program and Course Approval Handbook, http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf
- REF II.A.4-2. BP 4222 Remedial Coursework, http://www.glendale.edu/modules/showdocument.aspx?documentid=19173
- REF II.A.4-3. Curriculum Handbook, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14724
- REF II.A.4-4. Course Outlines of Record, http://www.glendale.edu/index.aspx?page=5214
- REF II.A.4-5. Course Outline for Math 101, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=21896
- REF II.A.4-6. Course Outline for Math 100, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=21895
- REF II.A.4-7. English Course Sequencing, http://www.glendale.edu/index.aspx?page=2335
- REF II.A.4-8. ESL Fast Track Option, http://www.glendale.edu/index.aspx?page=6542
- REF II.A.4-9. English Course Sequence, http://www.glendale.edu/index.aspx?page=2335
- REF II.A.4-10. Fast Track Credit English, http://www.glendale.edu/modules/showdocument.aspx?documentid=27423
- REF II.A.4-11. English Division Program Review, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30705
- REF II.A.4-12. Fast Track Algebra, http://www.glendale.edu/index.aspx?page=5098
- REF II.A.4-13. ESL/Noncredit Division, Garfield Campus, http://glendale.edu/index.aspx?page=1165
- REF II.A.4-14. College Readiness ESL, http://glendale.edu/index.aspx?page=5550
- REF II.A.4-15. Noncredit Student Tracking Report, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30701

- REF II.A.4-16. Student Success Scorecard, http://scorecard.cccco.edu/scorecardcdcp. aspx?CollegeID=731
- REF II.A.4-17. Basic Skills Committee, http://www.glendale.edu/index.aspx?page=377
- REF II.A.4-18. Gateway Grant Projects, http://campusguides.glendale.edu/gateway/projects
- REF II.A.4-19. GAUSS Grant, http://campusguides.glendale.edu/titlevgauss
- REF II.A.4-20. GCC Student Success Scorecard, http://www.glendale.edu/modules/ showdocument.aspx?documentid=29239

**II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. ER 12**

**Evidence of Meeting the Standard**

Degrees and programs offered by Glendale Community College follow practices common to American higher education. All degree and certificate programs are approved by the California Community College Chancellor's Office, as evidenced by the state curriculum inventory [REF II.A.5-1]. The Chancellor's Office reviews programs to ensure they meet the established standards defined in the Program and Course Approval Handbook (PCAH) [REF II.A.5-2]. As mandated by California Senate Bills 1440 and 440, the College has established 21 Associate Degrees for Transfer, programs that articulate directly with the California State University system and are no more than 60 total units. Additionally, as indicated in Standard II.A.2, courses offered for credit are articulated with major universities including the California State University and University of California systems, as well as major private universities in the area.

Through the curriculum approval and review processes, the C&I Committee evaluates the length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all degrees and programs.

- Program length is evaluated through discussion of the courses required for each degree and certificate program. The New Program Form [REF II.A.5-3] and Program Revision Form [REF II.A.5-4] include a table defining program requirements and course sequences. All associate degree programs include at least 18 semester units in a major or area of emphasis, as well as general education requirements. Certificate programs have defined course and unit requirements as well based on state requirements.
- Program breadth is evaluated through examination of the courses required to complete the program. Associate degrees include general education requirements as well as major/ area of emphasis requirements. The C&I Committee evaluates all degree and certificate programs for appropriate breadth. For example, the Associate in Science in Film, Television, and Electronic Media for Transfer degree provides students with a body of knowledge that includes technical proficiency, a knowledge of appropriate aesthetics

and sensibilities, experience with writing for media, a knowledge of the theory of mass communications, and the history of film.

- The C&I Committee, through discussion of course requirements, also evaluates program depth. Degree programs include at least 18 units of study in the field, which includes a sequence of study designed to provide a level of depth appropriate to a two-year course of study. Speech Communications, for instance, requires that a student begin with a foundation of English 101 and Speech 101, advancing from there, according to a student's desired focus to a selection of more in-depth courses including Speech 100 Interpersonal Communication, 103 Group Discussion, 104 Argumentation and Debate, 106 Oral Interpretation of Literature, and 108 Intercultural Communication. Until 2016 the degree also required students to select courses in Forensics Completion, which may have included Speech 190 Intercollegiate Forensics Practicum, 191 Forensics Individual Events, 192 Forensics Team Events, and 193 Debate Team. However, the Language Arts division recently brought forward a revision to this program which focused on streamlining the forensics elective options bringing them into alignment with the California State University's common course identification (C-ID) descriptor for a singular elective option in forensics. This change exemplifies a program revised to better align with the depth required for a two-year course of study in Speech Communications [REF II.A.5-5]. Program depth is also evaluated by the C&I Committee through discussion of course requirements. Many degree and certificate programs include both introductory and intermediate or advanced courses in a sequence.

- The C&I Committee, at the course and program levels, evaluates rigor. The committee uses as its guidelines the state requirement for approving degree-applicable courses that describes the intensity and rigor of the course as defined in its course topics, objectives, assignments, assessments, and reading materials [REF II.A.5-6, page 76]. All course outlines must specifically describe these elements. Course topics must be identified and the number of hours devoted to a topic must be enumerated. Objectives, assignments, assessments, and reading materials are identified specifically or in general terms and include examples. These elements are frequently the subject of vigorous discussion by the C&I Committee. Reading materials are evaluated by the library faculty members of the C&I Committee for currency.

- The C&I Committee also evaluates the sequencing of courses within each program. The New Program Form (referenced above) requires programs to "Ensure the program requirements demonstrate how the required courses must be completed in sequence by terms (semester or quarter), including prerequisite courses if applicable. The sequence must be arranged so that a full-time student could complete a degree program in two years, except in the case of a high-unit technical or health occupation program where a sequence longer than two years is necessary."

- Time to completion is addressed by the C&I Committee through the program approval process. As mentioned in the previous bullet point, new programs are required to be arranged such that a full-time student could complete a degree program in two years.

- Synthesis of learning is evaluated by the C&I Committee through analysis of the program's course requirements. These requirements include prerequisite and co-requisite courses that are validated and approved by the C&I Committee and represent sequential and interdependent learning. Courses within a sequence also reinforce foundational concepts such as unity and coherence of writing in the case of English classes or the importance of the scientific method in research and science classes. Additionally, degree programs include courses designed to complement field-specific requirements and provide mechanisms for synthesizing learning within a broad context.

All associate degree programs at Glendale College require at least 60 semester units as specified by the catalog [REF II.A.5-6, p. 51 of the 2015-2016 catalog]. Currently, approved Associate Degrees for Transfer require exactly 60 semester units, while local associate degrees may require more than 60 semester units. Glendale Community College does not offer any baccalaureate degrees.

**Analysis and Evaluation**

The College meets this standard. Through established processes, the C&I Committee evaluates program length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Programs meet local approval requirements as well as the requirements of the California Community College Chancellor's Office.

The breadth, depth, and rigor of the College's courses and programs may be evaluated in part by looking at the performance of students transferring from Glendale Community College to the California State University. Fall 2014 data show that 92 percent of transfer students from GCC persisted from one fall semester to the next at the CSU, compared to a rate of 88 percent for all community college transfer students. Fall 2014 data also show that the CSU grade point average of transfer students from GCC was 3.17, compared to 2.87 for all community college transfer students [REF II.A.5-7].

Sequencing and time to completion may be evaluated by looking at Student Success Scorecard completion rates [REF II.A.5-8]. Within six years, the completion rate—defined as completion of a degree or certificate, transfer, or achievement of transfer-prepared status—of GCC students entering in 2008-2009 was 56 percent, well above the completion rate of 47 percent for all California community colleges. While completion rate is above the state wide average, the College is working to improve time to completion through more efficient scheduling and other efforts such as the acceleration of basic skills. These endeavors are described further under Standard II.A.6.

The evidence and analysis presented above show that, as required by Eligibility Requirement 12, degrees are consistent with the levels of quality and rigor appropriate to higher education.

**Evidence**

- REF II.A.5-1. California Community Colleges Chancellor's Office Curriculum Inventory, http://curriculum.cccco.edu/ReportsPublic/InventoryReport/Report?CollegeIds=81&Top CodeIdAlpha=&TopCodeId=&ProgramTypes=&ProgramGoalId=&NonCredCertResultI d=&submitted=true
- REF II.A.5-2. California Community Colleges Chancellor's Office Program and Course Approval Handbook, http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/ Handbook_5thEd_BOGapproved.pdf
- REF II.A.5-3. C&I New Program Form, http://www.glendale.edu/Modules/ ShowDocument.aspx?documentid=26684
- REF II.A.5-4. C&I Program Revision Form, http://www.glendale.edu/Modules/ ShowDocument.aspx?documentid=26683
- REF II.A.5-5. Speech/Communications Program Revision Form Approved at C&I in Spring 2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30827
- REF II.A.5-6. 2015-2016 Catalog, http://www.glendale.edu/modules/showdocument. aspx?documentid=27787
- REF II.A.5-7. California State University Analytic Studies Community College Performance Reports, http://asd.calstate.edu/performance/index.shtml
- REF II.A.5-8. Student Success Scorecard 2015 Report, http://www.glendale.edu/modules/ showdocument.aspx?documentid=29239

**II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.**

**Evidence of Meeting the Standard**

Scheduling at the College is accomplished at the division and College levels in order to facilitate the structuring of class offerings to provide students with access to the courses they need and to facilitate their progress toward certificate and degree completion as well as transfer. Division chairs are responsible for creating an initial schedule of classes for the departments in their areas of responsibility. This schedule is designed to provide broad access to high-demand classes as well as regular and predictable access to courses that may not be scheduled each semester. The latter includes courses such as upper level language courses, which are scheduled only once a year. The schedule for these courses is identified in the course catalog. Additionally, compressed summer and winter sessions are dedicated primarily to offering high-demand classes and provide additional opportunities for students to make efficient progress toward completion.

Instructional deans, each responsible for multiple divisions, provide the next layer of scrutiny, working to ensure a balance of offerings among divisions, gauging demand, and distributing offerings in a manner that facilitates student progress. Instructional deans are responsible for the individual analysis and direction of offerings in their areas. The deans meet weekly with the

vice president of instructional services to discuss specific enrollment issues as well as overall strategy. Currently the deans and the vice president develop broad enrollment targets and direction with regard to specific divisions and departments one year in advance; however, the goal is to develop a two-year timeline to facilitate student access and progress.

Balancing offerings in terms of courses and classes offered, as well as scheduling offerings in order to facilitate completion, remains an ongoing challenge. Division chairs, deans, and the vice president work continuously to develop strategies and tools to schedule more effectively and efficiently with regard to student need. Over the last eight years, the College has established and refined the Enrollment Management Committee [REF II.A.6-1], which includes the instructional deans, division chairs, and representatives from Student Services, including the vice president of student services, the dean of student services, the dean of student affairs, and the director of admissions and records. The mission of the committee is to coordinate the processes by which students are enrolled and class sections are offered in order to achieve maximum access and success for students. The committee's mission statement says "Such coordination will be executed in the context of the College's Mission and Master Plan as well as fiscal and physical considerations" [REF II.A.6-2]. The committee is responsible for reviewing enrollment and scheduling data and developing recommendations for enrollment growth and scheduling effectiveness and efficiency.

Additionally, the instructional deans and the vice president of instructional services together with the Office of Research, Planning, and Grants work to develop and acquire effective tools for gathering data with regard to scheduling and enrollment. The dean of research, planning, and grants, who also serves as one of the instructional deans, has developed tools to track enrollment including a database that allows for comparative and individual analysis of course offerings [REF II.A.6-3], as well as PeopleSoft queries that provide data relating to wait lists, daily enrollment, and history of course offerings. Most recently, the College has invested in the Enrollment Management System (EMS), which will provide a wealth of data relating to scheduling and enrollment that will enhance the College's ability to schedule in a manner that facilitates greater student success and completion. To this end, instructional managers, working with the governance system, have initiated a collaborative, multi-stage process to establish a two-year schedule by 2018-19.

Division chairs, instructional deans, and the vice president of instructional services meet monthly to discuss issues related to instruction, enrollment, and scheduling. In addition to these monthly meetings, this group assembles for an annual retreat to develop goals and strategies. At the September 2015 retreat [REF II.A.6-4], members were divided into groups representing broad subject areas, such as STEM and the arts. Groups were provided with class schedules from the two previous years and were assigned a particular degree or certificate. They were then given the task of creating a schedule for an individual student that would allow the student to complete his or her major in a two-year period. The exercise was very enlightening in terms of the difficulties and barriers that became evident, and it led to much productive discussion with regard to the need for interdisciplinary collaboration. A result of this discussion was the identification of the need for greater collaboration between Counseling and Instructional Services, which led to a regular communication from the

division chair of counseling to the vice president of instructional services regarding barriers to student progress. These communications have provided Instructional Services with an ongoing data source that can be categorized and analyzed and which informs scheduling and allocation of resources.

In a similar effort, staff from the federally funded Gateway and GAUSS grants undertook an exercise involving general education requirements for a basic skills student and a college-ready student in both day and evening sequences. Team members attempted to create a schedule based on past course schedules that would allow students to complete their course of study in two years. In all of the scenarios, team members were able to create a schedule that met student's needs [REF II.A.6-5].

Core general education courses and most major requirements are offered every primary semester. Some classes for which there is limited demand are offered once a year such as upper level language courses and literature courses: These are primarily advanced classes that are required for specific majors. The College has identified some courses in areas such as chemistry and biology that can present obstacles to completion. Such courses are offered every semester but the number of sections scheduled is constrained by the need for more lab facilities. The Glendale Community College District 2015 Facilities Master Plan [REF II.A.6-6] has included the need for additional lab space in its scope. Additionally, GCC consistently offers these courses and other core courses during summer and winter sessions to increase access. Many general education courses and other required courses are also offered in hybrid and online formats.

Analysis of the time taken between college entry and degree completion provides evidence that scheduling allows students to complete associate degrees within two years, the time consistent with established expectations in higher education. A report on time to degree completion [REF II.A.6-7] shows that only about 6 percent of students who completed an associate degree in 2014-2015 did so within two years. This number represents an increase from 1 percent in 2012-2013. Looking only at students who enrolled full-time in their first semester, 11 percent of full-time students who completed an associate degree in 2014-2015 did so within two years, an increase from about 3 percent in 2012-2013.

The Enrollment Management Committee approved an Enrollment Management Plan in September 2013 [REF II.A.6-8] that includes the goal of optimizing scheduling through the use of specific data, including prioritization of courses by student need. The Enrollment Management Committee has also reviewed methods for determining the priority of courses by estimating the proportion of credit students needing each course to complete a degree, certificate, or transfer goal [REF II.A.6-9].

The College has increased regular communication with students during the time of registration and the beginning of classes. For example, prior to the start of classes in fall 2015 and spring 2016, students on waitlists for classes were emailed information about the availability of the same courses and of courses meeting the same graduation requirements [REF II.A.6-10]. Additionally, work is being done to include in the catalog information about whether each course is offered every semester or less frequently.

In order to improve time to completion for students entering below college-level, the College has established Fast Track options in Credit ESL, English, and Mathematics. (These options are described under Standard II.A.4.)

To facilitate student access, the College has modified the registration process, starting earlier and providing a longer period for open registration. Registration periods for regular semesters have also been moved up into the previous regular semester.

Instructional divisions collaborate in order to facilitate student progress. For example, the Mathematics and Physical Science divisions coordinate the scheduling of the high-end courses (Calculus III, Differential Equations, Linear Algebra, and Engineering Physics) to facilitate sequential enrollment. Math courses required for degrees are offered each semester; a handful of specialty math courses are offered once per academic year. Similarly, both day and evening sections of most introductory Biology and Health Science courses are offered every semester, including most short sessions. Additionally, the Biology schedule is coordinated with the Chemistry department because most Biology majors enroll in both biology and chemistry every semester at GCC.

In the Visual and Performing Arts division, with certificate programs and degree majors in music, photography, television production, and other arts disciplines, some upper level (usually lower-enrolled) courses must be alternated once per year or once every two years. However, students are made aware of such limitations through academic advisement and division resources. In Social Sciences, the division evaluates fill rates, demand (via waitlist, student request, and enrollment patterns), and consortia requests to determine the ways to maximize District resources when scheduling.

Using these resources and methods, the College makes every effort to ensure that it is possible for students to complete a degree within a two-year time frame and a certificate within a period that is consistent with reasonable expectations given the unit value of the certificate.

**Analysis and Evaluation**

The College meets this standard. Courses are scheduled so that it is possible for students to complete associate degrees within two years and certificates in an appropriate time period based on unit requirements. Through the combined efforts of those primarily responsible for scheduling (the division chairs, instructional deans, the vice president of instructional services, and the Enrollment Management Committee), using the tools and methods developed and acquired by the College, the institution schedules courses in a manner that

facilitates student progress and completion consistent with the expectations of higher education, specifically the California community college system. This is evidenced by data showing an overall degree and transfer rate of 55 percent, well above the state wide average of 46.8 percent (Student Success Scorecard). Moreover, a recent Los Angeles Times article identified Glendale Community College as having the highest transfer rate of any college in Los Angeles County [REF II.A.6-11]. Nevertheless, as described in the evidence, College leadership and governance engage in a continuous process of improvement and development in an effort to more effectively serve students with regard to efficient completion.

Student Success Scorecard data [REF II.A.6-12] show that Glendale Community College students complete at higher rates than the statewide average and the average for community colleges in GCC's region (see analysis under Standard II.A.5).

While scheduling practices meet the standard, the College recognizes that improvements are possible and desirable. One example of evaluating scheduling occurred at an instructional retreat prior to the beginning of fall 2015 [REF II.A.6-4]. Division chairs and managers selected two high-enrolled degree programs and analyzed historical schedules to determine whether it was possible for a student to take all the requisite courses within two years. Difficulties in creating multi-semester schedules sufficient to meet all graduation requirements led the group to understand the importance of both defining pathways clearly and improving scheduling to support student completion.

The analysis of scheduling revealed that although it was possible to complete the programs within two years for college-ready students, in some cases it required knowledge of schedules two years in advance. As a result, instructional managers, working with governance, have initiated a collaborative, multi-stage process to establish a two-year schedule by 2018-2019.

While it is possible to complete an associate degree within two years, the evidence presented in the "Evidence of Meeting the Standard" section above on time to degree completion [REF II.A.6-7] shows that only a small number of students actually complete within two years. The scheduling analysis described in the two preceding paragraphs and the understanding that most degree completers take more than two years to finish their degrees have contributed to efforts in 2016 to apply for federal funding based on the book "Redesigning America's Community Colleges," which promotes the implementation of clear, guided pathways to improve student completion [REF II.A.6-13]. The goal of this application will be to clarify pathways and to improve students' time to completion.

Additional analyses of enrollment issues and pathways to completion were conducted at two administrative retreats that resulted in changes to scheduling, advising, and admissions procedures [REF II.A.6-14].

The College is also working to provide more effective visual representations of degree, certificate, and basic skills pathways for use by students and instructional managers.

**Evidence**

- REF II.A.6-1. Enrollment Management Committee, http://glendale.edu/index.aspx?page=4669
- REF II.A.6-2. Enrollment Management Committee Mission Statement, http://www.glendale.edu/index.aspx?page=4669
- REF II.A.6-3. Enrollment Management Database, http://glendale.edu/Modules/ShowDocument.aspx?documentid=31186
- REF II.A.6-4. Division Chair Retreat 2015 Notes, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30703
- REF II.A.6-5. Gateway/GAUSS Grant Student Pathways Reports, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30707
- REF II.A.6-6. Facilities Master Plan 2015, http://www-01.glendale.edu/BOT/FacilitiesMasterPlan2015.pdf
- REF II.A.6-7. Time to Completion of Associate Degree Report, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29776
- REF II.A.6-8. Enrollment Management Plan Approved September 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=24105
- REF II.A.6-9. Enrollment Management Committee Course Prioritization, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30677
- REF II.A.6-10. Sample Email to Waitlisted Students, Fall 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30675
- REF II.A.6-11. Los Angeles Times Article "Glendale Community College Ranks Highest in County in Percentage of Transfer Students," December 11, 2015, http://www.latimes.com/socal/glendale-news-press/news/tn-gnp-glendale-community-college-ranks-highest-in-county-in-percentage-of-transfers-20151211-story.html
- REF II.A.6-12. Student Success Scorecard 2015 Report, http://www.glendale.edu/modules/showdocument.aspx?documentid=29239
- REF II.A.6-13. Email Scheduling HSI STEM Grant Proposal Meetings, Winter 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30709
- REF II.A.6-14. Touchpoints for Growth Strategies, September 2014, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=28547

**II.A.7. The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**Evidence of Meeting the Standard**

The College supports the use of multiple modes of delivery, methodologies, and learning support for a diverse population of students. The majority of classes on the campus remain lecture-based; however, a number of active and inquiry-based methodologies are being combined with lecture in an effort to increase engagement and depth of learning. These include project-based learning in robotics, statistics, architecture, and social sciences classes.

Portfolio-based learning is used in art and social sciences classes. Research-based learning forms the basis of classes in biology and chemistry. Flipped classes are offered in a number of disciplines including Ethnic Studies, English, Economics, and Psychology. Additionally, the English division has explored contextualized classes focusing on health care, biology, astronomy, and the politics of food.

Self-paced learning has been successful in mathematics as well as basic skills English classes. These formats are offered in the Math Discovery Center and the Learning Center in order to provide access to instructors as needed.

Accelerated and compressed classes designed to increase success and access in basic skills divisions are offered in English, math, and ESL.

The College offers a robust distance education (DE) program by offering courses in most divisions. In order to establish a positive learning environment aligned with the College's mission and providing for regular and substantive interaction, instructional standards are established for planning, developing, and teaching online. When planning to design an online environment, faculty must complete the "New Faculty Training Process" which includes six hours of online training via Moodle. Topics include instructional design for course type (hybrid or online), aligning course SLOs and exit standards to an online environment, GCC DE and orientation, regular and effective contact, use of student support resources, and accessibility [REF II.A.7-1].

In order to assist faculty members developing a course for DE, the distance education coordinator makes available a series of workshops every semester designed to inspire effective practices focusing on learning styles, content development, interaction, and assessment. In addition, self-paced, online learning modules designed for faculty are available via Moodle. To sustain a high quality teaching standard, DE faculty must maintain good standing with their faculty development flex obligation. Experienced faculty members who have taught online within the past three years may have their new faculty training requirements waived. However, experienced full-time DE faculty are required to complete 20 percent of the total required flex hours focused on Distance Education (i.e., webinars, conferences, on-campus DE workshops). Experienced part-time DE faculty must complete a total of three flex hours focused on DE (i.e., webinars, conferences, on-campus DE workshops). While teaching the course, faculty must establish and maintain regular effective contact between all parties. Regular and effective contact in the distance education learning environment must take place in four ways every week: (1) instructor with student, (2) student with student, (3) student with content, and (4) student with interface.

The College has developed facilities that support a variety of learning methodologies and approaches. Most notable are the College's active learning classrooms in San Fernando 102 and San Gabriel 139. These classrooms are equipped with furniture and technology that facilitate an active and collaborative approach to learning. Based on the successful pilots of these two rooms, the College has plans to develop four more active learning classrooms in the new Sierra Vista building as well as eight additional larger rooms that will support both

traditional lecture and active methodologies. The Computer Science and Information Systems program has also developed an innovative lab facility that supports active and project-based learning. These new learning spaces support primarily mobile technology in an effort to reflect the increasing use of such technology.

The Faculty Innovation Center (FIC) provides space for workshops and discussion groups, as well as staff, to support the learning management system and the use of the PeopleSoft enterprise system [REF II.A.7-2]. In the coming year, the College has plans for the expansion of this space as well as the resources that the FIC offers. Plans include more robust faculty development in the form of workshops, inquiry groups, and one-on-one instruction, as well as greater access to technology and instructional design. Overall, the goal of the center is to make innovative tools and methodology available to instructors as well as to help instructors understand the ways in which new approaches and resources can help them to create more relevant, meaningful, and engaging learning experiences that reflect the needs and interests of a diverse student body.

Additionally, the College provides a variety of instructional support services [REF II.A.7-3], including tutoring and workshops, which support subject matter from a broad range of classes and disciplines, offered through the Learning Center [REF II.A.7-4] and the Math Discovery Center [REF II.A.7-5]. The Learning Center during 2014-2015 had contact with 13,996 students. The Center provided 127 workshops wherein 1,960 students were served (SARS-TRAK) [REF II.A.7-6] [REF II.A.7-7] [REF II.A.7-8] [REF II.A.7-9] [REF II.A.7-10]. In 2015-2016, the Learning Center has taught 1,967 students with 122 workshops (averaging 17.5 students per workshop) as of May 1, 2016 [REF II.A.7-11] [REF II.A.7-12] [REF II.A.7-13] [REF II.A.7-14]. In fall 2015, the Math Discovery Center helped 1,264 students, logging 15,847 individual visits and a total of 21,978 hours spent in the center [REF II.A.7-15].

The College also offers a substantial Supplemental Instruction Program [REF II.A.7-16] that serves classes from across the curriculum from developmental English classes to physics and chemistry classes [REF II.A.7-17]. The library offers workshops focusing on research techniques and information literacy on a rotating basis throughout the semester [REF II.A.7-18].

Through Student Equity, the College supports programs that provide services to specific populations such as the Black Scholars Program, La Comunidad, and Guardian Scholars. Student Equity has supported 51 workshops (21 in fall of 2015, 12 in winter 2016 and 17 in spring 2016). Additionally, the Veteran's Resource Center offers tutoring as well as a variety of other academic support services for veterans.

Other programs supported through student equity include Writing Across the Curriculum, which is working to develop common standards expectations with regard to student writing; Summer Bridge, which helps to prepare first time students for college; an academic resource room for student athletes; study halls; and embedded tutoring in English classes. Disabled Students Programs and Services (DSPS) provides adapted computer technology and instruction, academic support and instruction, interpreter and note taking services, and alternative media assistance for disabled students of the College, including those with visual

or auditory impairment, learning disability, and/or acquired brain injury, among others. CSD further provides information and assistance to enable faculty to teach and interact with disabled students professionally and effectively. As further assurance that students with disabilities receive an equal opportunity to a quality education, DSPS maintains the Instructional Assistance Center (IAC).

Consistent with the requirements of the California Community College Chancellor's office, the College has developed a Student Success and Support Program and a Student Equity Program that further enhance and support success and equity for all students as described in detail in Standard II.C.

The following chart provides additional information on delivery and teaching modes.

**Table II.A-1. Teaching Methodologies**

| Category | Methodology | Description |
|---|---|---|
| **Traditional Methods/ Modes Commonly Referenced on Course Outlines of Record** | | |
| | Lecture | In classroom face-to-face lecture |
| | Laboratory | Faculty member teaches while students learn through hands-on activities |
| | Demonstration | Faculty member demonstrates concepts and students apply techniques |
| | Critique | Instructor/students analyze other students' work, pushing them to revise and grow |
| | Student Presentations | Undergraduate research programs in biology and chemistry [REF II.A.7-19] |
| | Self-paced Courses | Alternate delivery mode allowing students to complete mathematics courses at their own pace |
| | Accelerated Courses | Coursework compressed into a shorter time period often paired with companion/support courses to enhance student success and support |

| Technology Supporting Instructional Modes | Kurzweil 3000 | Software that provides students with ways to hear and read what they've written |
|---|---|---|
| | Multimedia | Film and sound recordings and appropriate Web resources |
| | Interactive Whiteboards/ Smart Classrooms | Allow anything projected on a classroom desktop computer to be visible on an interactive board that students and instructor can manipulate; materials can be used at a later point in time |
| | Clickers | Allow students to answer questions generated by instructor/other students |
| **Cohorts** | | |
| | La Comunidad | A cohort supporting success among Latino/a students |
| | Black Scholars | A cohort supporting success among African American students |
| | Guardian Scholars | A cohort supporting success among foster youth |
| **Enhanced/Experiential** | | |
| | Supplemental Instruction | Student-led discussion among a class of students |
| | Service Learning/Center for Student Involvement | Courses that integrate a service component into instruction |
| | Study Abroad | Course that are held in alternate geographic locations outside the U.S. |
| | Baja Field Studies | Estacion del Mar Cortez, GCC's field station in the Sea of Cortez that provides hands-on experiential learning |
| | Field Trips | Visiting local venues for historical, artistic, geologic, etc. value. |
| | Internships | Placing students inside organizations for work and learning experience. |

| **Instructional Support for Students with Disabilities** | | |
|---|---|---|
| | Sign Language Interpreters | Interpreters are available for classroom and public lectures. |
| | Adapted Computer Technologies | Access to adapted technologies for students who are nontraditional computer users |
| | Adapted P.E. Courses | Instruction for students with physical disabilities who cannot participate in traditional physical education classes including dance, self-defense, and swimming |

**Analysis and Evaluation**

The College meets this standard. GCC has developed significant and diverse resources that support a wide range of delivery modes, teaching methodologies, and learning support services that support equity in the attainment of academic success for GCC's diverse student population. These modes, methodologies, and support services address the needs of students at the class level by creating more effective and engaging learning experiences for students, and by creating a broad range of approaches to serve their diverse and changing needs. It is clear that one approach does not work for all students, nor does a single approach work for all areas of study. At GCC, the goal is to provide faculty with sufficient knowledge of methodologies so that they are able to identify learning strategies and support services that best meet the needs of students in any given situation.

**Evidence**

- REF II.A.7-1. OWL Training/Workshops for DE, http://glendale.edu/index. aspx?page=2222
- REF II.A.7-2. Faculty Innovation Center, http://campusguides.glendale.edu/content.php? pid=573248&sid=4727013#17440454
- REF II.A.7-3. Instructional & Student Support Services at GCC, http://www.glendale. edu/modules/showdocument.aspx?documentid=28328
- REF II.A.7-4. Learning Center, http://www.glendale.edu/?page=154
- REF II.A.7-5. Math Discover Center Workshops, http://glendale.edu/index. aspx?page=7177
- REF II.A.7-6. Learning Center Workshop Summaries 2014-15, http://www.glendale.edu/ Modules/ShowDocument.aspx?documentid=30711
- REF II.A.7-7. Learning Center Attendance Sum 2014, http://www.glendale.edu/Modules/ ShowDocument.aspx?documentid=30712
- REF II.A.7-8. Learning Center Attendance Computer Lab Sum 2014, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30713
- REF II.A.7-9. Learning Center Attendance Fall 2014, http://www.glendale.edu/Modules/ ShowDocument.aspx?documentid=30714
- REF II.A.7-10. Learning Center Attendance Computer Lab Fall 2014, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30715
- REF II.A.7-11. Learning Center Attendance Winter 2015, http://www.glendale.edu/ Modules/ShowDocument.aspx?documentid=30721
- REF II.A.7-12. Learning Center Attendance Comp. Lab Winter 2015, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30722
- REF II.A.7-13. Learning Center Attendance Spring 2015, http://www.glendale.edu/ Modules/ShowDocument.aspx?documentid=30723
- REF II.A.7-14. Learning Center Attendance Comp. Lab Spring 2015, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30724
- REF II.A.7-15. Match Discovery Center Attendance Fall 2015, http://www.glendale.edu/ Modules/ShowDocument.aspx?documentid=30725
- REF II.A.7-16. Supplemental Instruction (SI) Web Page, http://www.glendale.edu/index. aspx?page=3746
- REF II.A.7-17. SI Workshop Schedule Spring 2016, http://www.glendale.edu/modules/ showdocument.aspx?documentid=25586
- REF II.A.7-18. Library Workshop Schedule Spring 2016, http://secure.glendale.edu/ library/allworkshops.asp
- REF II.A.7-19. Biology Undergraduate Research Collaborative, http://www.glendale.edu/ index.aspx?page=6455

**II.A.8. The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

**Evidence of Meeting the Standard**

The College uses department wide final examinations in its English, credit ESL, and mathematics course sequences. The examinations are validated for effectiveness through analysis of test items and the relationship between common final scores and performance in courses.

**English**. In the English division, standard final examinations are used in three composition courses. English 189 is three levels below transfer-level English, English 191 is two levels below transfer-level English, and English 120 is one level below transfer level-English. Validity is established through the exam development process: Examinations are constructed based on elements defined by the course outlines at each level and are graded during day-long holistic grading sessions. Multiple readers grade each exam in order to ensure grading consistency. The English division's developmental composition committees assess the exams for English 189 and 191 while the division's English 120 committee assesses the exam for English 120.

The Office of Research, Planning, and Grants conducts periodic evaluations of the common finals for validity, reliability, and test bias [REF II.A.8-1]. Validity and reliability are evaluated using panels of faculty members judging the relationships between essay prompts and the exit standards of the English courses, as well as through statistical analysis of the inter-rater reliability of exam graders. Test bias is evaluated using panels of students representing the diversity of the student population who are asked to read the essay prompts and identify any they consider to have the possibility of bias for students of different backgrounds.

**Credit ESL.** The credit ESL division uses division wide final exams for all levels of grammar and writing classes that have been developed by faculty. The exams are evaluated and revised on a yearly basis. Exams are graded based on an established rubric and graded by instructors during day-long holistic grading sessions. Validity is established through the processes for test development. In parallel with the English common finals, the Office of Research, Planning, and Grants conducts evaluations of Credit ESL common finals for validity, reliability, and test bias [REF II.A.8-2]. Validity, reliability, and test bias are evaluated through panels of faculty members and students, in addition to statistical analysis.

**Mathematics.** In the Mathematics division, common final examinations are used for elementary algebra and intermediate algebra. In order to eliminate bias, exams are graded using a right-wrong answer system instead of a rubric. The division analyzes results at the level of the individual item and refines methods of grading on a regular basis. The Mathematics division conducts analyses of the validity and performance of the individual items of the common finals annually [REF II.A.8-3] and discusses the results at its division retreat.

The College offers direct assessment of prior learning through its credit by examination policy as stated in Administrative Regulation 4235: Credit by Examination [REF II.A.8-4]. Credit by examination is offered for a variety of courses, which are listed in the catalog [REF II.A.8-5, p. 41]. Students wishing to obtain credit by examination must have completed 12 units at the College and must fill out a Petition for Credit by Examination, which is discussed with a counselor to determine the student's eligibility. An interview must then be requested with an instructor from the discipline during which the student's qualification to take the exam will be determined and arrangements to take the exam will be made.

The College also recognizes the Advanced Placement (AP) program established by the College Entrance Examination Board. Course credit is granted to students who score three or higher on the exam. It is the student's responsibility to petition for credit through the College's Office of Admissions and Records. Student instructions are also listed on page 41 in the catalog.

Processes are also in place to evaluate validity, test bias, and reliability in the College's placement systems, as required by state regulations. Details on placement are discussed under Standard II.C.7.

**Analysis and Evaluation**

The College meets this standard. At GCC, divisions with department wide course and/or program examinations have made consistent, disciplined, and data-driven revisions of their processes in establishing valid testing at both placement and exit levels.
Based on the Mathematics division's analysis of data, the common finals for algebra are valid and unbiased.

**Evidence**

- REF II.A.8-1. English Analysis of Test Bias, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=31035
- REF II.A.8-2. ESL Analysis of Test Bias, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=31036
- REF II.A.8-3. Math Analysis of Common Finals, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30837
- REF II.A.8-4. AR 4235 Credit by Examination, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9369
- REF II.A.8-5. GCC Catalog "Credit by Examination," p. 41, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787

**II.A.9. The institution awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions.**

**Evidence of Meeting the Standard**

Glendale Community College awards course credit based on student attainment of learning outcomes as delineated on every course outline approved by the C&I Committee. Evidence of learning in career technical education (CTE) courses is often assessed through mastery and demonstration of skill sets defined by course-level student learning outcomes (SLOs). As faculty complete each assessment of one or more SLOs of a given course, a report is completed in the Learning Outcomes Database (LOD) [REF II.A.9-1]. Such assessments are designed to ensure that testing or other evaluation methods or instruments are measuring the intended SLO and that students are achieving a positive outcome.

In addition, programs, degrees, and certificates have learning outcomes associated with each. Program Learning Outcomes (PLOs) are designed to demonstrate the students' preparation and expertise in a field of study. PLOs are broad outcomes that represent a synthesis of learning in a particular area. For instance, in the social sciences, one program outcome reads "Student has developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world." This outcome represents accumulated knowledge acquired from substantial study in the subject area. As noted, for CTE areas, PLOs are often related to skill sets. In architecture, one of the program learning outcomes states "Students will develop a portfolio of their work. This portfolio will show the student's best work from different classes within the department, discuss building construction techniques, principles, and building code." PLOs for the general education requirements related to the California State University and/or the University of California systems are listed in the College catalog [REF II.A.9-2, pp. 54-57 in 2015-2016 catalog]. In all cases, the Program Learning Outcomes are designed to ensure that the successful student has mastered requisite skill sets prior to earning a degree or certificate. The importance of PLOs has triggered discussion in the chemistry department to capture student learning at three different levels. The levels include PLOs for general chemistry, PLOs for students in the nursing program, and PLOs for students who continue to the mastery levels of chemistry, eventually taking the national exam. Assessing each level will help instructors capture information related to student learning for different purposes within the chemistry pyramid.

Units of credit are awarded in a manner that reflects appropriate norms of higher education and fulfills the requirements of the Chancellor's Office. Units of credit for courses are generally equivalent to units of credit offered for similar courses at transfer institutions, as evidenced by articulation agreements [REF II.A.9-3]. Equivalencies of the College's courses parallel to those offered by other institutions of higher learning are established through articulation agreements with California State University, the University of California (UC), and other colleges and universities.

Additionally, courses designated by Course ID (C-ID) number are deemed equivalent for purposes of student transfer between the College and the UC and California State systems [REF II.A.9-4]. The College also has 21 associate degrees for transfer (ADTs), which represent articulation agreements between the College and institutions of higher education, and C-IDs lead to a relatively seamless transition for transfer students and counselors or advisors at a given target institution. The College will continue to develop these degrees as required by the state, in order to further assure that courses and degrees meet the generally accepted norms of higher education.

Glendale Community College does not offer courses based on clock hours.

**Analysis and Evaluation**

The College meets this standard. The processes described above ensure that credit is awarded at GCC once the student has met the requirements of a particular course and achieved a passing mastery of learning outcomes, as specified in both the Course Outline of Record and the Course Overview (i.e., syllabus).

All courses reflect the units of credit that are generally accepted by other institutions of higher education for similar courses or programs, in order to provide a level of education consistent with accepted norms and to facilitate transfer credit and articulation agreements.

Moreover, Transfer Model Curriculum (TMC) templates provided by the Chancellor's Office are followed as new courses and programs are developed. With the advent of the C-ID numbering system, GCC's Articulation Officer, program managers, division chairs, and faculty have worked together to ensure that C-ID descriptors match those of transfer institutions and are appropriate for newly developed and established courses.

Finally, all courses offered at GCC are approved by the Chancellor's Office to ensure they meet the accepted standards for higher education.

**Evidence**

- REF II.A.9-1. Learning Outcomes Database Web Page, http://www.glendale.edu/index.aspx?page=5905
- REF II.A.9-2. Catalog 2015-2016 PLOs, pp. 54-57, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.A.9-3. GCC Web Page with Articulation Resources, http://www.glendale.edu/index.aspx?page=671
- REF II.A.9-4. Course ID (C-ID) System, http://www.c-id.net/about.html

**II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

**Evidence of Meeting the Standard**

Transfer-of-credit policies are published in the GCC catalog [REF II.A.10-1, pp. 15-16 in 2015-2016 catalog]. Credits from accredited institutions that are transferred to Glendale Community College are reviewed and evaluated for consistency in the quality of learning outcomes. GCC's catalog manager provides an initial screening of courses proposed for transfer credit. If there is no obvious equivalency in the catalog, then division chairs and/or appropriate discipline experts review course outlines and syllabi from the institutions for which students request transfer credit. Credit is awarded without penalty if the syllabus/course outline identifies elements consistent with an equivalent course at Glendale Community College, including course content, lecture and laboratory hours, and expected learning outcomes.

Articulation agreements [REF II.A.10-2] with a broad range of public and private institutions have been developed where patterns of transfer have been identified, and these agreements are evaluated and revised on an ongoing basis by the institution's Articulation Officer as referenced in Standard II.A.2. The College has articulation agreements with all of the state's public universities, totaling 2,089 agreements, as well as agreements with 32 private California universities. Additionally, the College has active articulation agreements with private colleges and public institutions beyond the state of California. The ongoing re-validation of articulation agreements requires periodic modification of a particular course along with its stated SLOs and course outline of record. A recent example of this is provided by updates to the course outline for Biology 103, the capstone course for Biology majors at GCC. Following significant changes to the introductory biology course sequence at UCLA (the most frequent transfer destination for GCC biology majors), revisions were required in order to retain articulation for GCC's Biology 103 course. This was achieved in time for students in the current semester (spring 2015) to receive transfer credit for the course.

**Analysis and Evaluation**

The College meets this standard. Transfer between institutions is essential in facilitating timely completion for students, and transfer to four-year institutions is a primary part of the College's mission as defined by the mission statement.

Transfer of credit policies are made available to students in the course catalog, and processes for granting this credit are clearly delineated in order to facilitate student mobility. The College's policy for accepting transfer credits from other institutions ensures that the expected learning outcomes of transferred courses are equivalent to courses at GCC by requiring that discipline experts evaluate course content and learning outcomes.

Processes and personnel are in place to develop and maintain articulation agreements where patterns of transfer have been or are identified, and the substantial number of agreements currently in place attests to the success of this process at GCC.

The articulation officer provides regular updates to faculty and administration regarding changes to curriculum at the major transfer institutions for GCC students.

**Evidence**

- REF II.A.10-1. 2015-2016 Catalog, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.A.10-2. GCC Articulation Web Page, http://www.glendale.edu/index.aspx?page=671

**II.A.11. The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

**Evidence of Meeting the Standard**

All programs have established Program Learning Outcomes (PLOs) appropriate to the program level. Links between PLOs and Institutional Learning Outcomes (ILOs) are established when PLOs are defined in the learning outcomes assessment cycle and curriculum approval processes. These links are regularly updated through the program review process: The program review document lists all PLOs associated with the program and a section of the document allows the program faculty to update associations between each PLO and ILO [REF II.A.11-1].

The table below shows how each College ILO [REF II.A.11-2] relates to the learning outcomes defined in Standard II.A.11.

**Table II.A-2. GCC ILOs and Outcomes Defined in Standard II.A.11**

| GCC ILO | GCC ILO Definition | Standard II.A.11 Outcomes |
|---|---|---|
| Communication | Communicate clearly, demonstrate critical thinking, and apply knowledge utilizing writing, speaking, presenting, and other modes of communication | Communications competency |
| Information Competency (Literacy) | Recognize an information need, or define a research topic using library and other resources to locate, evaluate, and use information or data in an ethical and legal manner | Information competency, ethical reasoning |
| Mathematical Competency/ Quantitative Reasoning | Apply, interpret, and understand mathematical and quantitative concepts | Quantitative competency |
| Critical Thinking | Analyze problems and apply knowledge; collect, synthesize, and evaluate ideas, information, and data to develop arguments and derive conclusions | Analytic inquiry skills |
| Personal Responsibility | Demonstrate and apply decision-making skills and develop the capacity for self-understanding and recognize lifestyles that promote physical and mental well-being | Ethical reasoning |
| Global Awareness and Appreciation | Recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures | Ability to engage diverse perspectives |

The Art History program provides one example of the link between SLOs, PLOs, and ILOs—in particular, the local ILO of Global Awareness and Appreciation linked with the ability to engage diverse perspectives. Art History 101, Prehistoric to Gothic, is a survey from the Western perspective, covering the art and religions of many different cultures over thousands of years. One of the course SLOs is the ability to "analyze the cultural significance of the art and architecture being studied." This corresponds to an Art History PLO: the ability to "analyze the cultural significance of art objects studied." Both then correspond to the ILO addressing global awareness and appreciation.

Examples of program-specific learning outcomes include the following:

- The biology associate degree program includes as one PLO the ability to describe and demonstrate correct use of laboratory equipment;
- The real estate associate degree program includes as one PLO the ability to apply the basic principles and procedures used in valuing residential properties;
- The student development instructional program includes as one PLO the ability to identify learning styles and apply them to the development of effective study behavior; and
- The Fire Technology program includes as one PLO the ability to demonstrate proper confined space rescue techniques.

**Analysis and Evaluation**

The College meets this standard. Through the links between PLOs and ILOs established by the individual programs and the College as a whole, each program includes learning outcomes addressing communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Additionally, programs include relevant learning outcomes specific to the content and standards of the program. The review requires course outline evaluation and the curriculum process ensures that outcomes are appropriate to the program level.
The College has addressed its ILO of critical thinking (related to analytic inquiry skills) through qualitative and quantitative analysis, and plans to continue this deeper analysis with the remaining ILOs.

**Evidence**

- REF II.A.11-1. Program Review Document Section Linking PLOs to ILOs, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30653
- REF II.A.11-2. Institutional Learning Outcomes Web Page, http://glendale.edu/index.aspx?page=4034

**II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.**

**Evidence of Meeting the Standard**

The philosophy of general education (GE) courses at the core of the associate degree and degree for transfer is central to the mission of the College. This philosophy, as articulated in the catalog [REF II.A.12-1, p. 10 and 81 of the 2015-2016 catalog], emphasizes the elements of learning that are consistent with those described by the standard.

The courses required for general education clearly demonstrate the application of this philosophy, requiring courses in the natural sciences, social sciences, humanities, language and rationality, and mathematics.

Board Policy 4025: Philosophy and Criteria for Associate Degree and General Education [REF II.A.12-2] also articulates the College philosophy and was updated in 2014-2015. The policy clearly indicates that learning shall include preparation for participation in society as well as the ability to access information and express oneself clearly. The policy is consistent with Title 5, section 55061, and the Chancellor's Office Guidelines as delineated in the Program and Course Approval Handbook [REF II.A.12-3, p. 90 of the fifth edition].

The institution and its faculty evaluate and validate the appropriateness of all courses in the general education curriculum through the curriculum process as described under Standard II.A.2. This process requires discussion of the appropriateness and place of curriculum from the department and division level through broad discussions in the C&I committee. These discussions are informed by faculty expertise as well as appropriate student and program learning outcomes. Additionally, courses that are appropriate for CSU or IGETC breadth are submitted for approval by the Articulation Officer.

The Academic Senate passed Motion 2014-26 [REF II.A.12-4, p. 2], reconfirming the philosophy and criteria for general education and ensuring that general education requirements remain relevant and are aligned with the institution's mission.

General education learning outcomes (GELOs) were discussed at the November 11, 2015, C&I meeting [REF II.A.12-5]; GELOs were approved by the Learning Outcomes Committee at its November 19, 2015 meeting [REF II.A.12-6]. Also at the November 11 C&I meeting, the committee approved definitions of general education areas which were

approved by the Academic Senate on March 17, 2016 [REF II.A.12-7]. General education learning outcomes include the cultivation of habits, which are essential to physical and emotional growth, citizenship, and societal responsibilities [REF II.A.12-8] that prepare a student for responsible participation in a civil society; the ability to think critically, draw sound conclusions, and discriminate among values, which are the basis for learning and the application of learning; the appreciation for aesthetic expression, excellence, and creativity that fosters a broad comprehension of the development of knowledge, practice and interpretive approaches in the arts and humanities. Other elements such as the development of communication and computational skills, as well as the development of environmental awareness and cultural heritage, provide a foundation in social sciences, mathematics, and the sciences.

**Analysis and Evaluation**

The College meets this standard. The College requires a complete and well-rounded component of general education for all degree programs, and has articulated the philosophical foundation for this component as well as the specific requirements in the College catalog. The philosophy is supported by Title V regulation and local policy, as well as governance in the form of the Academic Senate and the C&I Committee, a Senate subcommittee. Faculty members control both these entities, and decisions regarding curriculum as a whole and general education in particular rely on their expertise.

While information about the general education philosophy and requirements currently exists in a number of places, it is the goal of instruction to create a single repository in the catalog and online where all information is available.

**Evidence**

- REF II.A.12-1. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.A.12-2. BP 4025: Philosophy and Criteria for Associate Degree and General Education, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2587
- REF II.A.12-3. Program and Course Approval Handbook, Fifth Edition, http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf
- REF II.A.12-4. Academic Senate Minutes, March 19, 2015, Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=27009
- REF II.A.12-5. C&I Committee Minutes, November 11, 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30650
- REF II.A.12-6. Learning Outcomes Committee Minutes (Approval of GELOs), http://www.glendale.edu/modules/showdocument.aspx?documentid=30985
- REF II.A.12-7. Academic Senate Minutes, March 17, 2016 (Approval of General Education Areas), http://www.glendale.edu/modules/showdocument.aspx?documentid=30298
- REF II.A.12-8. General Education Learning Outcomes Statement, http://glendale.edu/index.aspx?page=7608

**II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

**Evidence of Meeting the Standard**

In order to earn an Associate of Arts or Associate of Science degree at Glendale Community College, a student must have completed a minimum of 18 semester units in a major or area of emphasis [REF II.A.13-1, pp. 54-64 of the 2015-2016 catalog]. Majors correspond to focused areas of inquiry. The College offers 68 majors including 29 Associate of Arts degrees, 57 Associate of Science degrees, and 21 Associate Degrees for Transfer (ADT).

Identifying courses that meet the requirements of each major and area of emphasis is the responsibility of the faculty members developing or revising the degree. New degrees and revisions to degrees are approved by the C&I Committee, the Academic Senate, the Academic Affairs Committee, the College Executive Committee, and the Board of Trustees. The decision about whether a course is included in a major is based on the relevance of content as well as the student learning outcomes of the course, which cover the key theories and practices in the fields of study.

Recent revisions to noncredit certificates in Advanced and Intermediate ESL provide evidence that revisions are made based on learning outcomes and content relevance. Program Learning Outcomes assessments for these programs completed by the noncredit ESL division showed that program completion is much lower for the intermediate and advanced certificates than the beginning ESL certificate [REF II.A.13-2] [REF II.A.13-3]. In reviewing the programs' course sequences, it was clear to the division that one course included in both the intermediate and advanced certificates, Office Business Technology 71, had little to do with the programs' content and had become a break-point for students who preferred to not complete the certificate rather than taking an unnecessary class unrelated to ESL competency.

Another example of course selection for programs can be seen in recent revisions to the Computer Software Technician Associate in Science degree and certificate and the Computer Support Technician certificate. Revisions to programs focused on deleting courses that were more appropriate in fields of electronics and engineering support, as well as deleting basic courses in Windows and Macintosh. While these courses may be useful for some students, it was agreed that they are not courses that emblematize key theories or practices in these fields. Moreover, these programs were revised to include courses in entrepreneurship, recognizing that data indicate that many students completing these degrees are likely to start their own businesses related to computer software and technical support [REF II.A.13-4, REF II.A.13-5].

Program Learning Outcomes are listed in the catalog for each of Glendale College's associate degrees [REF II.A.13-1, pp. 54-80 in the 2015-2016 catalog]. These learning outcomes clearly define the skills and knowledge expected of students in each major field of study, and

are assessed at least once every three years to ensure currency and efficacy. For example, the PLOs for Foreign Language have followed the three-year cycle and have made changes to course outlines and SLOs due to results of PLO assessments.

**Analysis and Evaluation**

The College meets this standard. Associate degrees are granted upon successful completion of 60 semester units, of which at least 18 are in a major and represent a comprehensive mastery of subject matter appropriate to the associate degree in the view of subject experts as well as the C&I Committee. Additionally, program learning outcomes are defined and assessed on a regular and ongoing basis for all of these programs. These PLOs address mastery of key theories and practices within each field of study. Given GCC's program review process, linked to resource requests, these programs are under continual scrutiny for potential updating and improvement.

**Evidence**

- REF II.A.13-1. Catalog 2015-2016 (pp. 54-64 show major requirements), http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.A.13-2. Program Completion Data for Advanced and Intermediate Noncredit ESL Certificates (changes passed at May 25, 2016, C&I meeting), http://glendale.edu/Modules/ShowDocument.aspx?documentid=30954
- REF II.A.13-3. Revisions to Computer Software Technician AS Degree and Certificate, and Computer Support Technician Certificate (changes on agenda at May 25, 2016, C&I meeting), http://glendale.edu/Modules/ShowDocument.aspx?documentid=30956
- REF II.A.13-4. Revisions to Computer Software Technician AS Degree and Certificate (approved at May 25, 2016 C&I meeting), http://glendale.edu/Modules/ShowDocument.aspx?documentid=30958
- REF II.A.13-5. Revisions to Computer Support Technician AS Degree and Certificate (approved at May 25, 2016 C&I meeting), http://glendale.edu/Modules/ShowDocument.aspx?documentid=30960

**II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

**Evidence of Meeting the Standard**

Career and technical education (CTE) programs support the local economy by training current skills builders/incumbent workers and future employees with necessary skill sets using state-of-the-art equipment combined with a rigorous and relevant curriculum. GCC offers CTE programs in Health Sciences, Business, Technology and Aviation, Visual and Performing Arts, and Child Development. Students earn specific local skill awards, state-approved certificates, and degrees to prepare for the work environment or transfer to a four-year university in their chosen career pathway.

Graduates in CTE programs demonstrate learning outcomes/exit standards as defined in the program and successfully enter into employment with more than 50 percent placement [REF II.A.14-1]. Employment standards are assured through the establishment of an industry advisory board that meets regularly to provide guidance. In addition, the College participates in the local CTE consortium and maintains close ties to the Verdugo Workforce Investment Board (WIB). Both the vice president of instructional services and the dean of workforce development are board members of the Verdugo WIB. CTE departments and divisions work closely with these entities as well as local employers to develop relevant programs.

The College worked with Glendale Water and Power to develop the Power Academy, which prepared students for employment in the water and power industry. GCC also has strong programs in solar energy and manufacturing that work closely with local industry.

CTE course outlines must be revisited every two years to assure currency and compliance with changing local business trends. Through the Los Angeles Orange County Regional Consortia (LAOCRC), CTE faculty collaborate with peers and Deputy Sector Navigators to align curriculum and training throughout the region to local workforce training needs. Emphasis is being placed on certain CTE programs to develop regional certificates, using coursework from multiple community colleges. In an attempt to apply real world concepts to classroom learning, more than 30 GCC faculty are currently involved in some form of Contextualized Teaching and Learning (CTL).

Examples of successful programs include:

- The Verdugo Fire Academy [REF II.A.14-2] is a state certified regional training program offered in partnership with the Office of the State Fire Marshall. The Basic Fire Academy is offered as an extended program on Thursday nights and weekends to allow working students to attend. Accepted students receive the California State Fire Marshall's approved Firefighter 1 curriculum (900 hours of academic and hands-on training). Successful graduates earn Firefighter 1 training record and several certifications from the Office of the State Fire Marshall.

- The College's Nursing program [REF II.A.14-3] offers several options to qualified applicants. Upon successful completion of the program (in two years without previous training, or in one year for "career ladder" students already licensed as vocational nurses), students are eligible to apply for licensure as a California Registered Nurse. The passing rate for the National Council Licensure Exam (NCLEX) for GCC program graduates has been 88-94 percent (of 69-115 students) over the last five years, according to the California Board of Registered Nursing [REF II.A.14-4]. Once students are licensed, they are eligible for transfer to a baccalaureate nursing program. The nursing program is accredited by the Board of Registered Nursing and all students take the board exam following their course of study at GCC.

**Analysis and Evaluation**

The College meets this standard. The standards established for instructi7on and program development ensure that graduates of GCC CTE programs have the technical and professional competencies to succeed in the workforce and are prepared for external licensure and certification. Moreover, GCC has established strong community partnerships and is in continuous communication with local employers to ensure that program standards and qualifications are consistent with the needs of the industry.

**Evidence**
- REF II.A.14-1. CTE Core Indicators Report for 2016-2017 Planning, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30679
- REF II.A.14-2. Verdugo Fire Academy Web Page, http://gcc.glendale.edu/fire/
- REF II.A.14-3. Nursing Program Web Page, http://www.glendale.edu/index. aspx?page=213
- REF II.A.14-4. California Board of Registered Nursing Web Page on NCLEX Pass Rates, http://www.rn.ca.gov/education/passrates.shtml

**II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

**Evidence of Meeting the Standard**

The Glendale Community College Academic Senate has established an Enhancement/ Sunset Program Policy addressing procedures for discontinuing programs [REF II.A.15-1]. This document makes it clear that GCC is committed to supporting all programs that fulfill goals of the mission statement, as elaborated in the Educational Master Plan. Only programs with low or declining enrollment, decreasing demand for service, or clear obsolescence, are considered for discontinuance.

Administrative Regulation (AR) 4021: Program Discontinuance [REF II.A.15-2] refers to the Senate Enhancement/Sunset Program Policy and defines the College's commitment to

making arrangements so that students enrolled in discontinued programs may complete their education in a timely manner with minimal disruption.

Glendale Community College has not discontinued an instructional program since March 2005, when it eliminated the Aviation and Transportation: Aircraft Powerplant Maintenance and Overhaul certificate and the Aviation and Transportation: Aircraft Powerplant and Airframe Maintenance and Overhaul associate degree and certificate. When these programs were discontinued, eight students were enrolled. All eight students were assisted by faculty and staff to be admitted to other comparable programs in the area.

Some instructional programs have undergone significant changes to update and modernize the programs. Political Science 101, Introduction to Government, is one example of a change to the curriculum that directly impacted catalog rights for students. For decades, students were required to complete both Political Science 101 and Political Science 106, American State and Local Government, in order to graduate and/or transfer. The Political Science department and Social Sciences division decided to revise Political Science 101 to include the content of both classes.

In order to manage this transition, they first reduced the number of section offerings of Political Science 106 for two years. They then moved to limited enrollment for only those students who needed Political Science 106 to achieve their graduation and transfer goals. The division chair worked with faculty and administration to evaluate data to determine the number of students with catalog rights, and offerings were adjusted accordingly. Faculty members are currently developing an exam for students who need to complete Political Science 106. As the program is transitioned, students in the current program have the opportunity to work with counselors, faculty members in the program, and division chairs to request a waiver of College requirements so that they may complete their program in a timely manner. Faculty members work with students to identify comparable courses to meet program requirements in order to minimize disruption in the student's pathway to completion.

**Analysis and Evaluation**

The College meets this standard. There are procedures in place for students to complete their academic requirements if for any reason the College cannot accommodate them. In addition, the College has an Enhancement/Sunset Program Policy developed and approved by the Academic Senate that ensures careful consideration of program elimination as well as a timeline that allows ample time to plan for the accommodation of students in the program.

**Evidence**

- REF II.A.15-1. Academic Senate Enhancement/Sunset Policy, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5147
- REF II.A.15-2. AR 4021. Program Discontinuance, http://www.glendale.edu/modules/showdocument.aspx?documentid=30792

**II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

**Evidence of Meeting the Standard**

Regular evaluation of instructional programs is conducted through online program review [REF II.A.16-1, guest login available]. In 2010, the College implemented an annual program review process based on the previous accreditation visit. After evaluating the process, the institution moved to a three-year cycle for the program review process with yearly updates, linked with both achievement of Program Learning Outcomes, and resource requests and program planning. This process promotes ongoing reflection and dialog regarding improvements that are necessary and/or desirable to improve the quality of all instructional programs.

Collegiate programs, career and technical programs, pre-collegiate, and continuing and community education programs all undergo regular program review, regardless of delivery mode or location. The College does not offer any programs exclusively online; courses offered online are included in the program reviews of the appropriate programs. Some programs and courses are offered exclusively at the Garfield Campus or the Verdugo Campus; all of them undergo program review.

Community Services Education (CSE) classes are evaluated on a regular basis. Each new course includes the submission of a New Course Proposal Packet [REF II.A.16-2], which requires a listing of student learning outcomes used by the CSE director when evaluating courses. Evaluation forms are distributed to students at the end of a class and are reviewed by the director of CSE or their designee. The CSE director selects and audits various classes on an ongoing basis to evaluate the instructor and obtain feedback from students. In addition, students are emailed or called via telephone randomly to gather feedback on their learning experience to improve classes. The CSE director utilizes feedback from students and personal audits to continue, improve upon, or discontinue courses based on the data gathered.

The analysis of learning outcomes and achievement measures is a component of program review for all instructional programs. Questions in the program review form ask programs to summarize how learning outcomes and achievement outcomes are being improved. Requests for resources are tied to improvement of learning outcomes and student achievement. The Learning Outcomes Database (LOD) is a powerful tool for tracking assessments of SLOs at the course level, linking them to PLOs and ILOs, and providing a transparent timeline for assessment submission. The data stored in this database are publicly available [REF II.A.16-3, guest login available].

Additionally, all curricula are reviewed on a five-year cycle to determine the relevance and value of curriculum, methods of instruction and evaluation, and student learning outcomes. Career technical education (CTE) programs are evaluated on a two-year cycle according to state regulations. CTE programs are also analyzed and evaluated using the California Community Colleges Chancellor's Office (CCCCO) core indicator data. Core indicators and industry input through advisory committees influence decisions about program improvement, program removal, and program development. In addition, STEM-related externships for faculty are offered in collaboration with industry partners, including the Jet Propulsion Laboratory (JPL); research conducted during externships has been presented to the College community [REF II.A.16-4].

Finally, learning outcomes at the course, program, and institutional levels undergo regular evaluation and adaptation to ensure their relevance and accuracy in measuring learning.

**Analysis and Evaluation**

The College meets this standard. All programs, regardless of location or mode of delivery, are held to the same standards of program review, and assessment of learning outcomes on a three-year cycle.

**Evidence**
- REF II.A.16-1. Online Program Review (guest login available), http://glendale.edu/index.aspx?page=7206
- REF II.A.16-2. Community Services Education New Course Proposal Packet, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=27225
- REF II.A.16-3. Learning Outcomes Database (guest login available), http://glendale.edu/index.aspx?page=5905
- REF II.A.16-4. Jet Propulsion Laboratory Externship Presentation 2014, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=25350

**Standard II.A: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Greater alignment of credit and noncredit programs in ESL and CTE | Seamless transition of students from noncredit to credit | Ongoing | | 1.3, 1.3.1, 1.3.2, 2.3, 2.4.2, 3.4.2 |
| Program review was changed to a 3 year cycle | More efficient and effective program review process | Completed fall 2015 | | 3.1.1, 4.2.4 |
| Created a training program for distance education instructors | Ensure compliance and quality of distance education programs | Completed fall 2015 | | 3.5.3, 3.11.1, 3.11.2 |
| Program review requires alignment of SLOs, PLOs, and ILOs | More transparent alignment of learning outcomes | Completed fall 2014 | | 3.1.1.f, 3.7.1.e |
| Implemented a new system for student evaluations of instructors | More effective continuous course improvement through the systematic evaluation of teaching and learning | Completed fall 2014 | II.A.2 | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Improve reporting and use of assessment data | More accurate and useful data | | | 3.1.1.f, 3.7.1.e, 3.9.2 |
| Further develop accelerated learning programs | Greater student success and progress in basic skills | ongoing | | 1.2, 1.2.4, 3.17.2, 4.2.5 |

| Create guided pathways for students | Increased persistence and improved time to degree for students | | II.A.6 | 1.2.1.c, 2.4.2.c, 3.7.2.a, 4.2.5 |
|---|---|---|---|---|
| Implement Curriculum and Enrollment Management Systems. | Improved curriculum development flow and more accurate and accessible data regarding curriculum and enrollment management | Spring 2017 | II.A.6 | 2.4.2.g, 3.1.1, 3.7.1, 3.9 |

**Standard II.B**
**Library and Learning Support**

**II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.**

**Evidence of Meeting the Standard**

*Library*

More than 3,300 students come into the Verdugo Campus library each day during Monday through Thursday open hours; 500 come into the library on Fridays and 275 on Saturdays. More than 225 reserve items are checked out each day; more than 345 circulating items (print materials, laptops, iPads, etc.) are checked out each day. At the reference desk there are 121 librarian/student interactions each day, on average. The most recent student survey evaluating services shows that 95 percent of students surveyed recognize the library as a service on campus, 82 percent use the library, and 93 percent of those who use the library are satisfied with their use of the library [REF II.B.1-1].

The library is open 60 hours per week during the regular semesters and 48 hours per week during summer and winter sessions. During summer 2015, a ten-week summer session was offered and the library was open 52 hours per week the first four weeks and 24 hours per week the last four weeks. All library services are available to students during the hours the library is open. The library website and its resources are available to students 24/7 [REF II.B.1-2]. During all open hours, there is at least one librarian available to assist students at the reference desk. During peak hours of the regular semesters, two librarians are scheduled at the reference desk.

The library provides reference services, circulation services (including reserves), computers, study carrels, group study rooms, and printing/copying services for students. Resources include print reference books, circulating books, periodicals, textbooks on reserve, and e-books. Online databases including articles, reference sources, and online testing/tutorials are also available [REF II.B.1-3].

The library collection consists of 80,434 print titles; 55,559 e-book titles; and 104 print periodical titles. Librarians are actively involved in selecting materials from review journals for the library's collection, which helps maintain its currency. Librarians act as liaisons to the academic disciplines on campus and work with discipline faculty to solicit recommendations for addition to the collection. In 2014-2015, a major review of the reference collection was undertaken with a resulting 30 percent reduction in the physical size of the collection.

The library has 62 computers for student use, plus a 27-seat computer lab/classroom that is used for workshops, orientations, and credit instruction. All of the resources listed above are available at the Verdugo Campus.

Instruction includes one-on-one instruction by librarians at the reference desk and group instruction by a librarian in workshops or orientation sessions. Librarians also teach one- and two-unit credit information competency courses.

The library offers 11 one-hour information competency workshops each week during the regular semesters and four per week during the summer and winter sessions [REF II.B.1-4]. There are seven different workshops offered on a rotating basis. Four to six sections of library credit courses are offered during the regular semesters and one is offered during summer and winter sessions.

The Garfield Campus (GCC's noncredit campus) has a small library with a book collection of 1,285 titles, including a small reference collection, and a few reserve textbooks. There are three computers available for student use. With increased Basic Skills Initiative funding, the Garfield Campus library is open 32 hours per week and staffed by adjunct librarians. Instruction consists of library tours for classes, which are conducted by the librarian on duty [REF II.B.1-5]. According to the student surveys, 80 percent of Garfield students surveyed recognize the library as a service, 32 percent use the library, and 85 percent of students who use the library are satisfied with the library [REF II.B.1- 1].

### *Learning Support Services*

Level 1 Labs are defined as labs that provide services or resources to students, and students have access to educational materials or materials that enable them to engage course content. Indirect and automated instruction (i.e., learning software) may be employed. Students may use these labs to complete assignments for their classes, to satisfy course requirements, or for personal enrichment, and lab usage may be included in course outlines or requirements.

**Level 1 Labs:**
Biology Lab
CAD/CAM Lab
English Lab
ESL/Foreign Language Lab
Garfield Continuing Education Business Lab
Health Sciences Lab
Media Arts Lab
Music Lab
Photography Lab
Physics Lab
Robotics/Engineering Lab
San Gabriel/San Rafael Labs

Level 2 Labs are defined as labs that provide services, resources, and direct instruction to students. Students have access to educational materials, faculty, tutors, instructional aides, or other educational personnel to assist them in understanding course content. Direct, indirect, or automated instruction may be employed. Students may use these labs to receive ancillary instruction, to complete assignments for their classes, or for personal enrichment, and these labs may be included in course outlines or requirements.

**Level 2 Labs:**
>    High Tech Center
>    Learning Center
>    Math Discovery Center
>    Nursing Resource Center/Simulator Lab
>    Supplemental Instruction

All labs are open during regularly scheduled hours each semester and session, providing services that support a varying array of student needs. Each lab provides services and tools in support of student learning; those services and tools vary depending on the curriculum or needs supported by each lab. Many of the Level 1 Labs–such as the English Lab and the San Gabriel and San Rafael Labs–grant students access to computers, so students can complete homework assignments or retrieve information online [REF II.B.1-6], [REF II.B.1-7]. Other Level 1 Labs offer students more course- and discipline-specific resources, such as pianos, language or drafting software, and photo-development equipment.

All of the Level 2 Labs provide some form of ancillary instruction. The High Tech Center, working with the Instructional Assistance Center and the Alternate Media Center, provides assistive technology, evaluation and assessment services, test proctoring, tutoring, and media in alternate formats [REF II.B.1-8]. The Learning Center provides tutoring, writing workshops, instructional DVDs, Internet access, and a place to study [REF II.B.1-9]. The Math Discovery Center offers students self-paced courses, tutoring, and other resources [REF II.B.1-10]. The Nursing Resource Lab and Nursing Simulator Lab provide simulators and equipment for practicing skills and simulation, computers and laptops, and tutoring [REF II.B.1-11]. The Supplemental Instruction (SI) program supports student learning by supplying peer-led workshops that integrate instruction and student support [REF II.B.1-12].

**Analysis and Evaluation**

The College meets this standard. In the fall 2015 faculty/staff survey, 94 percent of faculty and staff indicated that the library serves the needs of students [REF II.B.1-13]. Each spring, the Office of Research, Planning, and Grants conducts the Student Survey of Library Services. That tool is used to gauge student satisfaction with specific services and equipment and with elements of the physical library [REF II.B.1-14; REF II.B.1-15]. Data from these surveys is used as evidence in making resource requests through the program review process [REF II.B.1-16].

The Level 1 Labs are effectively meeting the needs of the College's students. For example, the Music Lab supports student learning and achievement by providing a computer lab area with 21 Macs with the latest versions of Logic Pro, ProTools, Sibelius, Reason, GarageBand, Mainstage, Audacity, and WaveBurner software.

In addition, there are nine practice rooms available to staff and students with eight upright pianos, one organ, and one baby grand piano. Midi keyboards and headphones/microphones allow students to listen to more than 800 audio/DVD recordings or to create original compositions in the recording studio. Other music-specific software, textbooks, and sheet music are also housed in the lab. Three tutors and the lab supervisor are available to assist students and staff. Students are tracked manually at this time due to computer compatibility issues, but the lab tech has reported that usage is high during the fall and spring semester and that the resources are sufficient at this time [REF II.B.1-17].

Level 2 Labs also meet the needs of the student population. For instance, the newly remodeled Math Discovery Center (MDC) contains 59 new tables and 141 chairs, and this is sufficient for current use. A total of 105 thin clients running Mathematica, GeoGebra, online calculators, MyMathLab, WebAssign, and other math-related software assist students in their educational endeavors. The clients, servers, and software were purchased in 2012 and are more than adequate.

During the regular semesters, the MDC is open for tutoring 54 hours per week [REF II.B.1-10]. Even after serving all students who request help, some tutoring hours remain underutilized; therefore, the number of tutoring hours is sufficient. Specifically, in fall 2014, 1,534 students visited the MDC a total of 18,767 times during the 25,319 hours the MDC was open that semester. When students cannot access services on campus, they can use Smarthinking, a private tutoring agency that provides online, on-demand tutoring for all students.

**Evidence:**

- REF II.B.1-1. Student Views 2014 Report on Survey Results, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14976
- REF II.B.1-2. Library Website, http://gcc.glendale.edu/library
- REF II.B.1-3. Library Database Access Web Page, http://gcc.glendale.edu/gcclibrary/research/databases.html
- REF II.B.1-4. Library Workshop Schedule, http://secure.glendale.edu/library/allworkshops.asp
- REF II.B.1-5. Garfield Campus Library Website, http://campusguides.glendale.edu/garfield
- REF II.B.1-6. English Lab Website, http://www.glendale.edu/index.aspx?page=2425
- REF II.B.1-7. San Gabriel Lab and San Rafael Lab Website, http://www.glendale.edu/index.aspx?page=152
- REF II.B.1-8. High Tech Center Website, http://www.glendale.edu/index.aspx?page=1976
- REF II.B.1-9. Learning Center Website, http://www.glendale.edu/index.aspx?page=154

- REF II.B.1-10. Math Discovery Center Website, http://www.glendale.edu/index. aspx?page=61
- REF II.B.1-11. Nursing Resource Lab Website, http://www.glendale.edu/index. aspx?page=1439
- REF II.B.1-12. Supplemental Instruction Program Review (click on Integrated Planning 2015-2016), http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30733
- REF II.B.1-13. College Views 2015 Survey, http://www.glendale.edu/index. aspx?page=7167
- REF II.B.1-14. Student Survey of Library Services Results 2012, http://glendale.edu/ Modules/ShowDocument.aspx?documentid=30010
- REF II.B.1-15. Student Survey of Library Services Results 2014, http://glendale.edu/ Modules/ShowDocument.aspx?documentid=30011
- REF II.B.1-16. Library Services Program Review Document 2015-2016, http://www. glendale.edu/Modules/ShowDocument.aspx?documentid=30731
- REF II.B.1-17. Music Lab Website, http://www.glendale.edu/index.aspx?page=4063

**II.B.2. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

**Evidence of Meeting the Standard**

*Library*

Librarians and classified staff work together to determine the equipment necessary for meeting student learning needs. Needs are determined based on student surveys, which indicate student demand, age of existing equipment (primarily computers), library trends, and new technology available (such as document presenters). Equipment is maintained primarily by the library computer systems coordinator with support provided by the ITS department. When equipment is needed, a resource request is submitted through the program review process, validated, and then prioritized by the appropriate standing committee—usually the Campus Computer Coordinating Committee. Funding is sometimes provided from state wide instructional equipment and library materials funds. [REF II.B.2-1]

All library materials are purchased with state lottery funds. The annual budgets are as follows: online databases - $102,234 ($25,000 was restored to this account in 2013-2014); periodicals - $3,662 (the print periodicals collection has been reduced significantly in recent years, allowing a shift of funds to the online databases account); books - $58,821; and serials and continuations - $49,238 (funds from this account are also shifted to online databases as needed). Materials for the library collection are selected primarily by librarians. Full- and part-time librarians are assigned to select materials from a variety of review sources.

Discipline faculty are engaged in selecting materials for the library collection through consultation with their liaison librarian or through direct requests that can be made on the library's website. Discipline faculty members are consulted in regard to changes in database subscriptions and are asked to provide feedback when new databases are being considered. [REF II.B.2-2]

All educational equipment and materials are selected to support student learning, the curriculum, and the mission of the College, which includes critical thinking, information competency, and quantitative reasoning.

In the recent past, Instructional Equipment and Library Materials (IELM) funds have been used to purchase iPads, chairs, and computers for student use. In fall 2013, $25,000 in ongoing lottery funds was allocated to the purchase of library databases. In January 2015, 34 student computers were replaced with new models. In addition, five Chromebook computers were purchased for students to use in the library (Chromebooks and laptops are checked out at the circulation desk). These computers replaced ones that were either five or six years old and were purchased with IELM funds.

In winter 2014, a major weeding project was undertaken in the library's reference collection [REF II.B.2-3]. In specific instances, classroom faculty members were consulted in editing the collection. Beginning in spring 2015, a weeding project was begun in the circulating collection. Classroom faculty members are invited to participate in weeding projects, which can be for FLEX credit.

### *Learning Support Services*

The Level 1 Labs associated with specific disciplines rely on the expertise of faculty and staff in the discipline to recommend materials (including software) and equipment for the labs. Requests for new computers and other equipment and materials are made through the program review process. Software upgrades are typically made as the software version being taught in discipline-specific courses is upgraded, in order to keep up with industry standards. This is true especially in the San Gabriel and San Rafael general computer labs.

In some Level 2 Labs, such as the Nursing Resource Lab and Nursing Simulator Lab, lab equipment and supplies have been purchased with grant funds. Glendale College Foundation funds are also used for specific funding needs, such as maintenance of nursing lab simulators. The selection of educational equipment for use in the Math Discovery Center (MDC) is coordinated by the MDC Steering Committee, which is composed of full-time math faculty the two MDC Senior Instructional Computer Lab techs, and the Mathematics division chair. ITS is also consulted. Decisions are based on information solicited from all math faculty, as well as data collected on student usage and need.

The Learning Center faculty coordinator solicits feedback from staff, faculty, and tutors to select and maintain educational equipment and materials in the Center. The coordinator researches the types of equipment and materials used by other colleges in order to assess

whether they might be beneficial to the College's program. He attends division meetings and meets with division representatives, subscribes to various tutoring listservs to gain a sense of what other learning support services professionals are utilizing in their programs, and attends conferences related to tutoring and Learning Centers.

The Level 1 and Level 2 Labs support student learning and enhance the achievement of the College's mission by providing equipment and materials, selected by faculty and lab personnel. These resources provide the support necessary to enable students to be successful in completing assignments related to the course curriculum in a variety of disciplines. The Physics Computer Lab (PCL), for example, has 17 desktops and 21 laptops, all of which are Macintosh computers. All computers have the following software: Microsoft Office; iWork; Canopy (a python compiler); Mathematica; Logger Pro, which is used to analyze visual data (videos); and Capstone, a kind of data acquisition software. The PCL also has 11 Pasco 850 Interfaces and a multitude of sensors used for data acquisition. The supervisor for the lab regularly assesses the software and updates as necessary [REF II.B.2-4].

Also, the English Lab on the Verdugo Campus consists of two computer labs. The front lab is an open lab housing 39 computers and a printer. Any currently enrolled credit/noncredit student can use this facility; students do not have to be enrolled in English classes to use the lab. Additionally, past and future students use the facility on the condition that they use it for College business (e.g., getting transcripts, enrolling for classes, applying to the College). All computers are Dells and are installed with Windows 7 Enterprise. Each computer has Internet, Adobe Reader XI, Mozilla Firefox, Google Chrome, MS Office 2013, and VLC media player. These resources were chosen after consulting with faculty and other educational professionals. Students use these programs for a number of academic activities, including conducting research, completing and submitting assignments and presentations, downloading lessons, taking tests, and completing other academic assignments.

In the open lab, students can print in black and white for ten cents a page. The second room in the English lab is a classroom lab containing 31 computers for students and one for an instructor. It also has a projector for the instructor. Instructors reserve this room for their classes for several activities, including giving presentations, showing movies, assigning group projects, administering tests and in-class assignments, conducting research, registering for classes, and so forth. Printing in the classroom lab is free. All resources are maintained daily by two support staff and are updated on a regular basis [REF II.B.2-5].

The Nursing Resource Lab and Nursing Simulator Lab provide low and high fidelity simulators and equipment for practicing skills and simulation. The students use the 23 Dell computers and 46 Dell laptops to complete their homework and research papers, but the labs are also used for tutoring, test-taking, studying, and reviewing. Sometimes the labs are used for practicums and skills testing. There are five VitalSim manikins for simulations scenarios and three of the more advanced manikins (iStan/ECS/Maternity) for more complicated scenarios. Equipment and resources in the labs are reserved only for students in nursing classes and EMT classes [REF II.B.2-6].

**Analysis and Evaluation**

The College meets this standard. The Level 1 and Level 2 labs support student learning and enhance the achievement of the College's mission. Equipment and materials are regularly upgraded based on curricular needs; this is achieved primarily via the program review process.

**Evidence**

- REF II.B.2-1. Library Program Review Document (click on Integrated Planning 2015-2016), http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30731
- REF II.B.2-2. Library Budget Balances 2014-15, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30012
- REF II.B.2-3. Weeding Project Procedures March 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30013
- REF II.B.2-4. Physics Program Review document, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30735
- REF II.B.2-5. English Lab Website, http://www.glendale.edu/index.aspx?page=2425
- REF II.B.2-6. Nursing Resource Lab Website, http://www.glendale.edu/index.aspx?page=1439

**II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

*Library*

The annual Student Survey of Library Services provides data that is used to assess library services and make changes to those services. This data supports regular evaluation, assuring the library's adequacy in meeting student needs.

The library supports the following Institutional Learning outcomes through its instruction and services: information competency, critical thinking, and application of knowledge. In addition, credit library courses and workshops have SLOs that are assessed to determine whether students are learning what is expected of them in the courses and workshops.

In spring 2012, only 52 percent of students surveyed indicated that there were enough computers available in the library. In spring 2014, that number decreased to 40 percent, indicating a greater dissatisfaction with the number of computers available in the library. In spring 2013, six additional computers were added to the public area of the library and in 2013-2014, two additional computers for printing were added. In January 2015, 34 new desktop computers were purchased based on the need to replace existing computers that were

five or six years old. Five Chromebook computers, to be checked out for library use only, were purchased as well.

In spring 2012, only 67 percent of students felt there were enough reserve materials available in the library; in spring 2014 that number decreased to 50 percent, indicating increased dissatisfaction with the number of reserve materials available for student use in the library. This figure was 92 percent in 2010 and 86 percent in 2011, indicating higher student satisfaction during those years. In spring 2014, reserve textbooks were purchased utilizing a grant from the Associated Students to bolster these resources.

Frequent conflicts over study rooms and their use was the impetus for implementing the checkout of study rooms via an online scheduling system. In the first half of 2015, the library's 12 study rooms were checked out or reserved more than 5,700 times.

Improvements and new practices are evaluated by analyzing and comparing the data collected in each year's Student Survey of Library Services [REF II.B.3-1; REF II.B.3-2]. Usage statistics are also collected and used for evaluative purposes. For example, database usage is considered when renewing annual database subscriptions and gate count is used when determining library hours if adjustments are being made.

### *Learning Support Services*

Learning support services are regularly evaluated to assure their adequacy in meeting student needs as well. Many of the Level 1 and Level 2 Labs have data that is collected using SARS software; the data is reported to the relevant divisions each semester. Some labs, such as the ESL/Language Lab and the Music lab are developing a student survey for evaluation purposes.

Some of the Level 2 Labs utilize user surveys to evaluate the services provided. In the High Tech Center, a Web-based student awareness and satisfaction survey was conducted in spring 2013 and the results were analyzed to determine potential changes to policies, procedures, or delivery methods. High Tech Center staff members are exploring the implementation of online orientation videos detailing the services offered by each unit within the department [REF II.B.3-3].

Level 1 Labs associated with specific disciplines have SLOs that are defined for the courses in those disciplines. These SLOs are assessed in the context of courses supported by each lab. For example, The ESL/Language Lab supports the learning outcomes of the Credit ESL and Language Arts/Foreign Language divisions and is included in each department's program review report. The Music Lab is assessed as part of the music department's program review process and any data is used to continuously improve the program and services.

The Math Discovery Center has identified and assessed SLOs. The SLOs showed that 71 percent of students who spend five or more hours in the MDC passed their math classes as compared to 56 percent of students who spent no time in the MDC. Student success was determined using the MDC database statistics. It was discovered that student awareness of the

MDC was unacceptably low. To address this, a number of techniques were implemented to encourage student use of the center. Through promotional flyers, all students enrolled in a Math class were informed of the impact on success the MDC can make. Math faculty teaching in classrooms adjacent to the MDC were encouraged to release their students through the MDC in order to make students aware of the center. In fall 2014, the MDC hosted an Open House with free gifts and raffle prizes for students as a way to promote its services. Student awareness of the MDC is measured in the annual student survey; it is hoped that the promotional efforts will result in an increase in student awareness on the next student survey.

In the Learning Center, data from tutor logs and student surveys suggests the Center is meeting stated goals in tutoring sessions. When averaging all logs over the last three years, tutors rated their sessions at a 4.25 out of 5 (5 being best). When averaging all surveys over the last three years, students rated their sessions at a 4.36 out of 5 (5 being best). Each session in the Workshop Series is also assessed. Thus far the results have been exceedingly positive.

When averaging all evaluations over the last three years, students rated the workshops at a 4.76 out of 5 (5 being best). Pre- and post-tests were added in spring 2012. When averaging results over that past two years, a 41.74 percent improvement is seen between the pre-test and post-test. That is a significant margin of improvement for what is essentially a 45- to 50-minute workshop (after allowing students 10-15 minutes to complete evaluations and tests).

Based on SLO assessments, the tutor training curriculum is modified as a result of this data to address gaps, weaknesses, or new challenges. Various modules have been added to the Tutor Training Seminar, including areas on reading, working with students with hidden disabilities, and explaining successful study habits and memory techniques. Workshop data have been used to define objectives and outcomes in formal workshop outlines, used to improve assessments, and shared with tutors and faculty to improve instruction [REF II.B.3-4].

In the Learning Center, student surveys and logs from tutoring sessions are used to assess tutoring services. These assessments were used to improve the tutor training seminar, adding various modules including areas on reading, working with students with hidden disabilities, and explaining successful study habits and memory techniques. Evaluations and pre/post-test assessments have also been used to modify the content, structure, and length of workshops.

These findings have been used to recommend some workshops for specific writing ability levels. Data is collected from tutor logs and student surveys and regular meetings are held with tutors to discuss any challenges they have. Workshop evaluations and pre/post-tests are used to ensure that student needs are being met.

**Analysis and Evaluation**

The College meets this standard. Library and student support services employ regular evaluation to assure all identified student needs are met. Evidence that these resources contribute to the attainment of student learning outcomes abounds, and the College's history of utilizing evaluation results as a means of improvement is well documented.

**Evidence**

- REF II.B.3-1. Student Survey of Library Services 2012, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30014
- REF II.B.3-2. Student Survey of Library Services 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30015
- REF II.B.3-3. Center for Students with Disabilities Program Review 2015-2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30737
- REF II.B.3-4. Instructional Support Services (Learning Center) Program Review Document (click on Integrated Planning 2015-2016), http://glendale.edu/Modules/ShowDocument.aspx?documentid=31180


**II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of all services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.**

**Evidence of Meeting the Standard**

*Library*

While most students use the resources provided by the College library, reciprocal borrowing agreements benefit students by enabling them to check out materials at Pasadena City College and California State University Los Angeles, which may be more convenient for some students. These agreements allow students and faculty to borrow directly from these institutions and the GCC library likewise lends to their students and faculty [REF II.B.4-1; REF II.B.4-2].

Other agreements and contracts maintained by the library are primarily to provide economies of scale in purchasing, ongoing maintenance for systems, and security for the collection. These agreements are adequate for the library's purposes and students' needs.
The library is a member of the Online Computer Library Center (OCLC) [REF II.B.4-3], which is used for broader interlibrary loan options and for shared cataloging services. The library contracts with an outside vendor for student photocopying, scanning, and printing

services. Contractual maintenance agreements are used for the library security system (3M) and the integrated library system (Ex Libris' Voyager system). The library subscribes to most of its online resources through vendor contracts with the Community College Library Consortium (CCLC). Vendor contracts are available online via the CCLC website.

There are maintenance agreements for the 3M system and Voyager server. The Voyager server is housed in ITS' server room, which underwent a remodel, including the installation of a backup generator during 2013. Library staff implement upgrades to the Voyager system as they become available. Annual fees with outside agencies are paid in a timely manner to ensure the reliability and availability of systems.

### *Learning Support Services*

Level 1 Labs with formal, outside agreements include the San Gabriel/San Rafael open computer labs. These labs collaborate with Microsoft to provide Business students and faculty access to free resources from Microsoft's DreamSpark program, which offers access to software such as Office applications, OS downloads, and other tools. Students and faculty can obtain free software to download and install on their personal computers. Many of the programs are used as part of the College curriculum. The Computer Labs have a formal agreement with Microsoft where students who are enrolled in a Business course can request an account from Microsoft that allows them to download and own certain software for free. The instructor makes a request to enroll the student in the DreamSpark program. Upon registering, the student has access to the download website. The services provided under the agreement with Microsoft provide access to learning tools and materials students may not otherwise have, and are very helpful to students [REF II.B.4-4].

The College contracts with Moodle for its course management system. Moodle is hosted on-site with limited back-end access by the outside company. Members of the Pearson Embanet team, members of ITS, and members of the Faculty Innovation Center meet on a regular basis to discuss the data collected on service calls and how to resolve issues raised by the calls [REF II.B.4-5].

There are a limited number of Level 2 Labs that collaborate with, or have formal agreements with outside institutions or agencies for learning support services. The High Tech Center contracts with Alternate Text Production Center (ATPC) to assist in providing math, science, and other technical course materials in Braille.

The campus contracts with Smarthinking, a private tutoring agency, which provides online, on-demand tutoring for all students [REF II.B.4-6]. This service was implemented in winter 2015 and is overseen by the Learning Center. As of March 2015, more than 99 percent of respondents would recommend Smarthinking to a friend, and 94 percent of users rated their tutor favorably.

**Analysis and Evaluation**

The College meets this standard. Library agreements with other institutions are documented, easily utilized, and secure. Lab staff members are responsible for implementation and maintenance of formal contractual agreements with outside agencies or vendors. The services provided are regularly assessed to make certain that student needs are being met.

**Evidence**

- REF II.B.4-1. Reciprocal Borrowing Agreement Cal State Los Angeles, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30016
- REF II.B.4-2. Reciprocal Borrowing Agreement Pasadena City College, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30017
- REF II.B.4-3. OCLC Website, https://www.oclc.org/en-US/home.html?redirect=true
- REF II.B.4-4. Link to Microsoft DreamSpark, https://e5.onthehub.com/WebStore/ProductsByMajorVersionList.aspx?ws=e9b135b1-8b9b-e011-969d-0030487d8897&vsro=8&JSEnabled=1
- REF II.B.4-5. Link to Moodle, http://www.glendale.edu/index.aspx?page=5060
- REF II.B.4-6. Link to Smarthinking, http://www.glendale.edu/index.aspx?page=6570

**Standard II.B: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Weeding of both the reference and circulating collections in the library. | Freed up space in the reference area for student use. Improved relevance of materials for student use. | Reference weeding will be completed by end of spring 2016. | II.B.1. and II.B.2. | |
| Library space re-visioning; in spring 2014 a consultant was hired with Title V funds to make recommendations regarding the utilization of space in the library. Funding for another consultant and for furniture was gained through the GCC Foundation and the budget process in 2014-2015. | The reference weeding project allowed for removal of shelving and shifting of cubicles to improve and increase student study space. The consultants are now working with the library staff on furniture selection and space planning. These improvements will allow for better use of space by students and will allow for more collaboration among students. | Decisions on furniture to occur in spring 2016; completion of this phase in fall 2016 | II.B.1. and II.B.2. | |
| Library reciprocal borrowing agreements were renewed. | The agreements with Pasadena City College (PCC) and California State University, Los Angeles had expired. Renewing the agreements provides GCC students with specific services at the PCC and Cal State LA libraries. | Completed | II.B.4. | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| A Garfield/Collection Development Librarian was approved and will begin in fall 2016. | Increased outreach and library services at the Garfield Campus. | To begin fall 2016 | II.B.1. | |
| Increase the library's number of laptops and iPads available for student use. | Students will be able to utilize computers more readily in conducting research and completing assignments. | 30 laptops were purchased with Instructional Equipment funds and deployed in spring 2016; 100 iPads (purchased via Student Equity) will be ready in early spring 2016 for check-out by students | II.B.2. and II.B.3. | |
| Learning Center remodel. | Improved facilities for students and staff, funded by Title V, will improve the services provided to students. | To begin spring 2016 | II.B.3. | |
| The library's Voyager integrated library system was first implemented in 2000 and plans for selecting a new system are under discussion. | A new integrated library system will improve student access to library materials; it will improve staff workflows and allow for potential savings through streamlining of specific tasks. | Planning/ discussion to begin in 2016-2017; with selection of a new system to occur in 2017-2018. | II.B.4. | |

**Standard II.C**
**Student Support Services**

**II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution**.

**Evidence of Meeting the Standard**

The College offers an array of services to assist students in all aspects of their college experience at both the Verdugo and Garfield campuses. These services are listed in the table below, and a summary document [REF II.C.1-1] provides brief details about each of the College's student services and programs. More details about the services available are shown in the catalog [REF II.C.1-2, pp. 21-30 of the 2015-2016 catalog]. As necessitated by Eligibility Requirement 15, these services foster student learning and development within the context of the College's mission.

**Table II.C-1. List of Programs and Services**

| | | |
|---|---|---|
| • Admissions and Records<br>• Assessment<br>• Athletics<br>• Bookstore<br>• California Work Opportunity and Responsibility to Kids (CalWORKs)<br>• Career Center<br>• Center for Student Involvement<br>• Child Care/Pre-school<br>• Community Resource Referrals<br>• Counseling Programs<br>• Disabled Students Programs and Services (DSPS) | • Extended Opportunity Programs and Services (EOPS)<br>• Financial Aid<br>• Foster Youth<br>• Health Services<br>• International Student Program<br>• Job Placement<br>• Jump Start<br>• Mental Health Services<br>• Office of the Vice President of Student Services | • Scholars Program<br>• Scholarships<br>• Student Activities<br>• Student Equity Program<br>• Study Abroad<br>• Student Outreach Services (SOS)<br>• Transfer Center<br>• Veterans<br>• Tuition Office<br>• |

The College's program review cycle, Student Services Learning Outcomes (SSLOs) assessment cycle, Student Equity Plan, and Student Services Master Plan are the four primary methods used to evaluate student support services.

Each Student Services department submits an annual program review report evaluating strengths, weaknesses, and needs. There is a section in the program review report for Student Services departments to update SSLOs, which includes the assessment cycles and evaluation

of sustainability. The Office of Research, Planning, and Grants conducts an annual student survey evaluating satisfaction with aspects of the College; student recognition of, usage of, and satisfaction with student support services, including online services, as assessed every three years [REF II.C.1-3]. There is an increasing effort to further delineate the quality of student support services by identifying disproportionately impacted student groups (by ethnicity, gender, age, disability, etc.) to support the Student Equity Plan's goals and activities.

Some Student Services departments, such as EOPS, DSPS, and CARE, conduct their own student surveys [REF II.C.1-3, REF II.C.1-4] to assess student satisfaction with the quality of their services in support of student learning.

Most departments have implemented a paperless internal environment (e.g., EOPS eFile), while others have developed and implemented more online services (e.g., Book Ordering).

The 2013 Student Views reported an increase of students utilizing laptops, mobile devices, tablets, and the Internet. Also reported is student satisfaction with the following online services:

- GCC website: 86 percent
- Online admissions: 86 percent
- Online scholarship application: 87 percent

Student Services play key roles in enhancing accomplishment of the mission of the institution by serving a diverse student population in reaching their educational and career goals. Examples include DSPS, International Students, Athletics, EOPS, and a large number of diverse student clubs and organizations. Student Services also address the mission by providing transfer advisement, career development counseling, and Student Development courses. As part of the mission, Student Services promotes global awareness, personal responsibility, and openness to the diversity of human experience. The Student Affairs Committee has a mission statement and is reviewed annually at the first meeting of each fall semester.

Results from annual student surveys conducted by the Office of Research, Planning, and Grants and published in Student Views provide evidence of the successful efforts of student services programs. Below are highlights from the 2015 survey [REF II.C.1-5].

- 89 percent of credit students and 92 percent of noncredit students felt that the College offers enough student services to meet their needs
- 73 percent of credit students and 88 percent of noncredit students felt that "it is easy to find information about services" available
- 92 percent of credit students were aware of the availability of academic counseling, 70 percent utilized it, and 69 percent were satisfied with it (these represent results from 2013, the most recent results available)
- 73 percent of noncredit students were aware of the availability of academic counseling, 27 percent utilized it, and 78 percent were satisfied with the service
- A total of 89 percent of credit students reported that the helpfulness of counselors was excellent (27 percent), good (38 percent), or fair (24 percent)

- 95 percent of noncredit students reported that the helpfulness of counselors was excellent (41 percent), good (48 percent), or fair (6 percent)

Information about services supporting students at the College's multiple locations and through multiple means of delivery is provided under Standard II.C.3 below.

**Analysis and Evaluation**

The College meets this standard by providing and regularly evaluating the quality of comprehensive Student Services programs that support student learning by addressing the needs of students. An extensive array of services is offered to assist students in all aspects of their college experience at both the Verdugo and Garfield campuses. The Program Review Committee reported that Student Services recorded a 100 percent submission of their program review reports.

**Evidence**

- REF II.C.1-1. Table Listing Student Services Programs, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29485
- REF II.C.1-2. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.C.1-3. EOPS Student Survey Questions, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29484
- REF II.C.1-4. CARE Student Survey Questions, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29486
- REF II.C.1-5. Spring Student Survey Results, http://glendale.edu/index.aspx?page=7134

**II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

**Evidence of Meeting the Standard**

Student Services utilizes an SLO/PAO tracking sheet [REF II.C.2-1] that details the assessment cycles and sustained assessment and improvement. One hundred percent of the Student Services programs and services have completed assessment cycles and have plans as part of the SSLO process. Additionally, the Student Services Cabinet, the Student Affairs Committee, department meetings, division meetings, managers' meetings, and academic information meetings are used to examine and discuss student needs [REF II.C.2-2] [REF II.C.2-3] [REF II.C.2-4]. Results from these activities provide the information used to evaluate programs and services and also contribute to efforts to assess SSLOs and to devise and implement improvement plans. Examples of program improvement based on learning assessments include the following:

- EOPS will enhance and implement new e-File system features for additional services. After assessing results through e-File, EOPS determines the need for additional data pertinent to counseling and program admission. These include capturing data for assessment, student course history, SEP, and transcripts.

- The Center for Student Involvement surveyed students regarding service learning. Survey results show that while students highly utilize and report improving their speaking and listening skills, the use and improvement of reading and writing skills improvement is much lower. To remedy this, CSI changed the survey to address these and have implemented a short writing requirement for certain programs.

Working with the learning outcomes coordinator, the Student Services division has been working to improve learning outcomes to better represent the services that students are receiving. The changes have included revising and/or updating learning outcomes, addressing proper methods of assessment, and building connections to the revised Institutional Learning Outcomes to ensure institutional effectiveness. Upon completion, the student services learning outcomes will be available in the learning outcomes database for submission of assessments.

**Analysis and Evaluation**

The College meets this standard. It has an established review process for student support services. Annual program reviews, Student Learning Outcomes/Student Area Outcomes, the Student Equity Plan, and the Student Services Master Plan are the four primary methods used to evaluate Student Support Services. All four of these processes are tied to the Educational Master Plan to demonstrate that Student Support Services are meeting identified student needs and are contributing to the achievement of student learning.

**Evidence**

- II.C.2-1. SLO/PAO Tracking Sheet 2014-2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30747
- II.C.2-2. Student Services Cabinet Meeting Minutes, April 5, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30741
- II.C.2-3. Student Services Meeting Minutes, April 19, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30742
- II.C.2-4. Student Services Meeting Minutes, April 26, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30743

**II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

The College utilizes both face-to-face and online delivery methods to provide equitable access to its comprehensive student services, as summarized in the table below.

**Table II.C-2. Glendale Community College Services by Location and Delivery Mode**

| Service | Verdugo Campus in Person | Garfield Campus in Person | Online | Notes |
|---|---|---|---|---|
| Academic Support/New Student Orientation Workshops | yes | yes | no | |
| Admissions and Records | yes | yes | yes | |
| Assessment | yes | yes | yes | Information available online |
| Athletics | yes | no | no | |
| Bookstore | yes | yes | yes | |
| California Training Benefits (CTB) | no | yes | yes | |
| California Work Opportunity and Responsibility to Kids (CalWORKs) | yes | yes | no | |
| Cooperative Agencies Resources for Education (CARE) | yes | no | yes | |
| Career Center | yes | yes | no | |

| | | | | |
|---|---|---|---|---|
| Center for Student Involvement | yes | yes | yes | Access to volunteer agency list at Garfield Campus |
| Childcare | yes | yes | yes | Information available online |
| Citizenship Center | no | yes | yes | |
| Community Resource Referrals | yes | yes | yes | |
| Counseling (Academic) | yes | yes | yes | |
| Disabled Students Programs and Services (DSPS) | yes | yes | yes | Information available online |
| Extended Opportunities Programs and Services (EOPS) | yes | no | yes | |
| Financial Aid | yes | no | no | Information available online |
| Foster Youth | yes | no | no | |
| Health Services | yes | limited health services, publications, and referrals | no | Emergency care available at Garfield Campus |
| International Students | yes | no | yes | |
| Job Placement | yes | yes | yes | Access to online Job Board available at Garfield Campus |
| Jump Start | yes | no | yes | |
| Library | yes | yes | yes | |
| Mental Health Counseling | yes | yes | no | |
| Student Outreach Services (SOS) | yes | yes | yes | Information available online |
| Orientation | yes | yes | yes | |
| Parent Support Center (Pre-school) | no | yes | no | |
| Scholars Program | yes | no | yes | |
| Scholarships | yes | yes | yes | |
| Student Activities | yes | no | yes | |
| Student Government | yes | no | no | |
| Study Abroad | yes | no | no | |

| Tours | yes | yes | yes | |
| Transfer Center | yes | no | yes | |
| Transition to Credit | no | yes | no | |
| Tutoring | yes | yes | yes | |
| Veterans | yes | no | yes | |
| Workforce Investment Act (WIA) | yes | yes | yes | ETP at PDC |

As required by Eligibility Requirement 15, these services foster student learning and development within the context of the College's mission.

Additionally, in response to the Student Success and Support Program (SSSP) initiatives, the student success coordinator and the student equity coordinator are working to address the gaps that impact students' abilities to obtain the academic, career, and personal services necessary to remain compliant with the new policies borne out of the Student Success Act (SB 1456) and the College's Student Equity Plan [REF II.C.3-1] and SSSP Plan [REF II.C.3-2]. Examples of the results of recent efforts to improve student access include the following:

- The Early College Admissions Program (ECAP) visits local high schools to assist students in completing the online application process and then buses high school seniors to the College to take the assessment test, attend a two-hour orientation to develop an abbreviated student educational plan, and take a campus tour [REF II.C.3-3].
- The Assessment Office also sends a representative to facilitate placement testing at high school sites.
- An online "virtual" campus tour is available on the College's home page [REF II.C.3-4].
- Offices are open to assist students individually with the matriculation process.
- The College is developing an animated online orientation program that will be launched in spring 2016, replacing the current online orientation.
- For Student Equity, the only disproportionately impacted groups in terms of access are Latinos and student-veterans. Plans are being implemented to increase the enrollment of these cohorts.

**Analysis and Evaluation**

The College meets this standard. Student services recognize that the needs of students and methods of service provision are continually evolving and have used gap analysis to identify specific areas needing further development. The table below provides examples of areas of need, current efforts, and proposed strategies for continued improvement/expansion:

**Table II.C-3. Student Services Needs**

| Area of Need | Current Efforts | Proposed Strategies |
|---|---|---|
| Increased avenues for student input and perspectives regarding needs assessments | 1. Student Views survey of current students regarding the effectiveness of Student Services is conducted every three years.<br>2. Student leader participation in shared governance process. | 1. Conduct annual Student Views survey regarding Student Services.<br>2. Explore avenues to increase dissemination of information to the general student population. |
| Need for Student Services to work in more cohesive manner instead of co-existing in silos | Continual exploration of collaborative opportunities and increased dialogue | Closer proximity resulting from all units moving to the new Student Services building will dramatically improve cohesiveness and collaboration. |
| Need to augment career assessments and planning resources at the Garfield Campus to be commensurate with what is offered on the Verdugo Campus | 1. In spring 2014, all counselors from both the Verdugo and Garfield campuses (including Mental Health counselors) had the opportunity to participate in a three-day training in Career Counseling.<br>2. Faculty and staff from both campuses are collaborating to allow Garfield Campus students equal ability to access Verdugo campus-based job listings electronically. | Explore, identify, and utilize sustainable funding sources for additional faculty, staff, and technology to provide increased level of services. |

| Area of Need | Current Efforts | Proposed Strategies |
|---|---|---|
| Need to continue to improve access to support services at the Garfield Campus (e.g., health services, support services for students with disabilities, access to tutoring, expanded library services, and expanded bookstore hours). | 1. Garfield Student Services counselors and administrators are continually working with the Center for Students with Disabilities to improve delivery of services to students with disabilities under current budget constraints. In fall 2015, Student Equity funds were allocated to hire a DSPS counselor for the Garfield Campus. 2. Basic Skills Initiative provided additional funds to expand library services at the Garfield Campus beginning the spring 2015 semester. The hours have been increased from Mondays through Thursdays, 10 a.m.-1 p.m., and Wednesdays, 5:30-8:30 p.m. to Monday-Thursday 10 a.m.-2 p.m. and 5:30-8:30 p.m. and Friday 10 a.m.-2 p.m. (an increase of 14 hours per week.). 3. A full-time librarian has been assigned to Garfield beginning fall 2016. | Explore, identify, and utilize sustainable funding sources for additional faculty, staff, and technology to provide increased level of services at the Garfield Campus. |
| The Office of Research, Planning, and Grants has identified Disproportionately impacted (DI) student groups having achievement gaps. | The Student Equity Plan is being implemented to close the achievement gaps of DI student groups. | With the increase of Student Equity funding, the Student Equity Committee is revising the Plan to further address the needs of the DI groups. |

**Evidence**

- REF II.C.3-1. Student Equity Plan, http://www.glendale.edu/modules/showdocument.aspx?documentid=26654
- REF II.C.3-2. Student Success and Support Program Plan 2015-2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30751
- REF II.C.3-3. Early College Admissions Program Web Page, http://www.glendale.edu/index.aspx?page=5909
- REF II.C.3-4. Virtual Campus Tour on Website, http://www.glendale.edu/?page=6175

**II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

**Evidence of Meeting the Standard**

The College sponsors comprehensive co-curricular and athletic offerings designed to enhance and broaden the learning experiences of students. These student involvement opportunities help advance the institutional mission, which states, in part, that the College is "Dedicated to the importance of higher education in an evolving urban environment," and that "faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community."

Facilitating student engagement outside of the classroom also furthers the achievement of the College's mission [REF II.C.4-1], which includes the promotion of global awareness and personal responsibility. In turn, the mission and values influence the College's Institutional Learning Outcomes (ILOs) [REF II.C.4-2] that include global awareness and appreciation, an outcome that is achieved when leaders "recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives, and to appreciate similarities and differences among cultures."

In support of its mission, core values, and institutional learning outcomes, the College offers a wide array of educational programs, campus activities, and opportunities for involvement outside of the classroom that contribute to the social and cultural dimensions of the student learning experience.

The College's co-curricular activities are sponsored through both Instructional Services and Student Services. The following will focus on Student Services' co-curricular activities. (Please refer to Standard II.A for information regarding co-curricular activities sponsored by Instructional Services.)

The Office of Student Affairs [REF II.C.4-3] coordinates the campus activities program, which includes the oversight of the Associated Students of Glendale Community College (ASGCC) and all student clubs. Under the direction of the dean of student affairs and a full-time student activities coordinator, the 26-member ASGCC Legislature and its six standing committees (Executive, Administration, Finance, Campus Relations, Campus Organizations, and Campus Activities) conduct their operations according to the ASGCC Constitution [REF II.C.4-4], By-laws [REF II.C.4-5], Finance Code [REF II.C.4-6], and Election Code [REF II.C.4-7]. These governing documents are consistent with College policies and administrative regulations as well as the California Education Code.

With regard to institutional responsibility for control of these programs and their finances, ASGCC finances, including the annual operating budget, are supervised by the dean of student affairs and managed by a full-time accounting technician through the ASGCC Business Office. All organizational expenditures must be approved by a vote of the ASGCC Legislature before requisitions can receive signature approval according to ASGCC and College regulations. Student club expenditures must be approved by the designated faculty/staff advisor and cleared by the Office of Student Affairs before any requisitions can be submitted to the ASGCC Business Office for payment. All ASGCC and student club funds must be deposited with the ASGCC Business Office, which administers the funds according to financial management and accounting practices reviewed through the College's annual financial audit. Accounting records of ASGCC are included in the District's audit. Policies and procedures for control of ASGCC finances are defined in Board Policy 5420 [REF II.C.4-8] and Administrative Regulation 5420 [REF II.C.4-9].

In conjunction with the ASGCC, the student activities coordinator supervises the Inter-Organizational Council (IOC) that typically consists of more than 40 student clubs that register with the Office of Student Affairs each year. All clubs must have a faculty/staff advisor, secure approval for all club events through the student activity request process, and attend biweekly IOC meetings [REF II.C.4-10, REF II.C.4-11].

Co-curricular offerings sponsored through Student Services include the following:

- ASGCC [REF II.C.4-12] is the official student government organization. Consisting of 21 elected officers and five appointed representatives, the ASGCC Legislature and its six standing committees meet weekly to approve expenditures; review and establish policies; coordinate programs and services for students; and organize social, educational, and cultural events for the student body. Additionally, ASGCC officers participate in ongoing leadership training through the ASGCC Leadership Academy, fall and spring leadership retreats, professional conferences, and regional and state wide student advocacy initiatives.

- All ASGCC officers are required to serve on at least two of the College's 31 governance committees. ASGCC advisors provide ongoing training and orientation to help student leaders understand the governance process and their roles as committee representatives. Student representatives are required to attend their assigned committee meetings and submit reports to the ASGCC Legislature. Student representatives are listed along with

other members of governance committees on the governance home page (also known as "The Blue List") [REF II.C.4-13].

- The Office of Student Affairs [REF II.C.4-3] coordinates a wide variety of student activities, programs, and services to help students broaden their educational experiences at the College. The mission of the student activities program is to provide students with opportunities for co-curricular involvement through participation in student government, educational programs, leadership training, campus activities, and student clubs. Staff members provide advising to the ASGCC, supervise the student club program, offer leadership development workshops, coordinate the campus activities program and an event calendar for the Tuesday/Thursday activity hours, and manage the J.W. Smith Student Center. The Office of Student Affairs processes and approves more than 250 activities requests from student organizations annually.

- The College recognizes more than 40 student clubs and organizations [REF II.C.4-11] each semester that are commonly formed according to cultural, religious, academic, social, and other special interests. All clubs participate as members of the ASGCC-sponsored IOC. As IOC members, clubs receive funding from the ASGCC and an assigned office space in the J.W. Smith Student Center. The IOC meets biweekly to coordinate club activities, share information, approve expenditures, and address issues concerning students. The ASGCC and IOC promote student involvement through their sponsorship of social, educational, and cultural programs during the campus activity hours.

- More than 1,000 students participate in volunteer service learning through the Center for Student Involvement (CSI) [REF II.C.4-14] annually. Each year, 20 to 30 faculty members work with CSI to integrate volunteerism and service learning into their courses. Trained and oriented by the CSI staff, participating students are typically placed in service learning assignments in area schools, community agencies, and nonprofit organizations. Several initiatives provide ongoing services to area K-12 schools, including Students Talk About Race (STAR), and tutoring for students in special programs including Advancement Via Individual Determination (AVID) and Mentoring and Tutoring for Higher Education (MATHE). Additionally, Students Providing Access, Resources, and Knowledge (SPARK) provides peer mentoring, support, and training opportunities for first-year students, many of whom are first-generation College students or from underrepresented backgrounds.

- More than 300 student athletes represent the College and participate on the College's 16 intercollegiate athletics teams [REF II.C.4-15]. Eight men's and eight women's teams compete as members of the California Community College Athletic Association (CCCAA), Western State Conference (WSC), and Southern California Football Conference (SCFA) as follows: men's and women's basketball, men's and women's soccer, men's and women's cross country, men's and women's track and field, men's and women's tennis, men's and women's golf, women's softball, men's baseball, men's football, and women's volleyball.

The dean of student affairs, athletic director, and two assistant athletic directors oversee the athletic department's compliance with the constitutions and by-laws of the CCCAA, SCFA, and WSC. Additionally, all head coaches, assistant coaches, and support staff must complete an annual compliance test to ensure their knowledge of CCCAA regulations.

Supervised by the dean of student affairs, the athletics eligibility specialist conducts the eligibility certification process for all student athletes prior to each season of competition to ensure sound educational policy and standards of integrity. This process ensures that student athletes meet the academic performance and progress standards mandated by the CCCAA Constitution to remain eligible for athletic participation. A tenured academic counselor and one adjunct counselor provide ongoing academic advisement for student athletes through individual counseling appointments, registration counseling, and group advising workshops.

Presented at the 2010 California Association of Institutional Research conference in San Diego, a longitudinal study found that the College's student athletes have equal, if not higher, rates of transfer to four-year institutions, as well as equal if not higher graduation rates as compared to non-athletes [REF II.C.4-16].

Intercollegiate athletics teams receive funding through the College's athletic department budget, the ASGCC annual budget, and individual team fundraising activities. The athletic director and dean of student affairs approve athletic department budget requisitions before they can be submitted to the College's accounting office for final approval and payment. Similarly, proposed expenditures of ASGCC funds for athletics or from individual team fundraising budgets must be approved by the athletic director and dean of student affairs before requisitions can be submitted to the ASGCC Business Office for payment.

**Analysis and Evaluation**

The College meets this standard. The College fosters a campus environment that encourages involvement in co-curricular programs that promote the personal, social, cultural, and leadership development of students. Ongoing program review provides the assessment, validation, and continuing improvement to ensure these programs support the College mission. Well-established policies, regulations, and procedures provide the institutional oversight and control to ensure they operate with sound educational practice and high standards of integrity.

**Evidence**

- REF II.C.4-1. Mission Statement, http://www.glendale.edu/Modules/ShowDocument. aspx?documentid=2511
- REF II.C.4-2. Institutional Learning Outcomes, http://www.glendale.edu/modules/ showdocument.aspx?documentid=27708
- REF II.C.4-3. Student Affairs Web Page, http://glendale.edu/index.aspx?page=161
- REF II.C.4-4. ASGCC Constitution, http://clubs.glendale.edu/as/governingdocs/ASGCC-ConstitutionMay2010.pdf

- REF II.C.4-5. ASGCC By-laws, http://clubs.glendale.edu/as/governingdocs/ASGCC-ByLawsMay2010.pdf
- REF II.C.4-6. ASGCC Finance Code, http://clubs.glendale.edu/as/governingdocs/ASGCC-FinanceCodeJune2006.pdf
- REF II.C.4-7. ASGCC Election Code, http://clubs.glendale.edu/as/governingdocs/ASGCC-ElectionCodeNovember2010.pdf
- REF II.C.4-8. BP 5420 Associated Students Finance, http://glendale.edu/modules/showdocument.aspx?documentid=2640
- REF II.C.4-9. AR 5420 Associated Students Finance, http://glendale.edu/modules/showdocument.aspx?documentid=29666
- REF II.C.4-10. Student Activities Web Page, http://glendale.edu/index.aspx?page=159
- REF II.C.4-11. Clubs/Organizations Web Page, http://glendale.edu/index.aspx?page=160
- REF II.C.4-12. ASGCC Web Page, http://asgccsite.wix.com/asgcc
- REF II.C.4-13. Governance Blue List, http://glendale.edu/index.aspx?page=1514
- REF II.C.4-14. Center for Student Involvement Web Page, http://glendale.edu/index.aspx?page=1821
- REF II.C.4-15. Athletics Web Page, http://glendale.edu/index.aspx?page=3608
- REF II.C.4-16. Research Presentation at 2010 California Association for Institutional Retreat Conference, http://www.cair.org/wp-content/uploads/sites/474/2015/07/Assessing2YearStudentAthleteRetPer.pdf

**II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

**Evidence of Meeting the Standard**

*Counseling Services and Programs*

Counseling services are provided through a wide range of delivery methods, including individual appointments, group appointments, drop-in advisement, workshops, class visitations, advisement sessions (two hours each), career exploration workshops for undecided students, probation workshops, and Student Development courses. Mental health counseling faculty members provide mental health counseling to students on both the Verdugo and Garfield campuses. Workshops and in-class presentations on a wide variety of mental health issues are presented at both campuses. Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), and Veterans Resource Center (VRC) provide services for students who qualify for services based on specific criteria. Additionally, the College hired several counselors in the 2014-2015 academic year to work specifically with the disproportionally impacted groups identified by the Student Equity Plan. Designated counselors are focused on increasing the success

rates through provision of counseling and mentorship to Latino students through the La Comunidad program, African American students through the Black Scholars program, veterans through the VRC, and foster youth students through the Guardian Scholars program.

With the advent of the Student Success and Support Program (SSSP), the College has been able to provide additional counseling services to assist students with the orientation, assessment interpretation, advisement and development of an initial abbreviated student educational plan (SEP). This has been done in cooperation with the Student Outreach Services and Assessment Offices working together to develop a comprehensive plan of service.

Counseling faculty members make special presentations to academic classes or offer workshops on a wide variety of topics. Examples are provided in the following table.

**Table II.C-4. Examples of Counseling Workshops and Services**

| Workshop Provider | Topics |
|---|---|
| **Career Center** | How to choose a major—and why do I need to choose a major? (Offered weekly in the morning, afternoon, and evening.)<br>Large array of "What to do with a major in __" workshops.<br>[REF II.C.5-1] |
| **Career Center** | Résumé writing<br>How to prepare a cover letter<br>How to negotiate a salary |
| **Transfer Center** | How to prepare for transfer<br>Completing transfer applications using the common application<br>Specific majors and schools (information for students, instructional faculty, and counseling faculty regarding the requirements for specific majors and universities) |
| **Counseling Faculty Provide Workshops in Basic Skills Classes** | How long is it going to take for me to take a transfer class?<br>Why do I need this math class? |
| **Counseling Faculty Paired with Math and Engineering Departments** | Math<br>Choosing a major, and the importance of starting a major early |
| **Academic Counselor Assigned to Math Development Center** | Meets with students on an informal basis to answer questions two to three times a month |
| **Academic Counselor Assigned to Present at Math Preparation Workshops** | The importance of the math assessment and how proper preparation can help a student to reduce the number of semesters and/or terms at the community College |

| Workshop Provider | Topics |
|---|---|
| **Academic Counselor and AB 540 Committee** | Completing the DREAM (CA Dream Act) application<br>Applying for financial aid<br>Mentoring and scholarships for students who qualify |
| **DSPS Director and Counseling Faculty** | Evening orientation for prospective students and parents regarding the differences between high school and college, intended to provide a comprehensive and realistic view of college life |
| **EOPS Counseling Faculty** | Weekly language class to promote speaking English at all levels |

### *Preparation of Faculty*

Counseling faculty are appropriately prepared and trained to provide services for student success and offer counseling appropriate to the needs of the students served. All counseling faculty possess the minimum of a Master's degree, and five counseling faculty members have earned doctorates in the field. A number of counselors speak one or more of the following languages in addition to English: Arabic, Armenian, French, Farsi, Italian, Portuguese, Russian, Korean, and Spanish.

All faculty members in Student Services attend a monthly Student Services division meeting [REF II.C.5-2] where a wide variety of topics pertaining to students and the campus are discussed. Each counseling faculty member is assigned as a liaison to one or more instructional division(s). Assigned counseling faculty attend monthly instructional division meetings and provide their fellow Student Services division members with monthly reports and updates on their assigned instructional division. A web page is available on Share Point to provide all counseling faculty with access to the same historical information and ensure that all students receive the correct information [REF II.C.5-3]. Counseling will use this site for the agendas and is in process of the development of adding meeting minutes as well [REF II.C.5-4].

Additionally, full-time and adjunct Counseling faculty from all counseling units attend a monthly academic information meeting that deals specifically with academic issues and training regarding articulation, counseling, transfer [REF II.C.5-5], curricular [REF II.C.5-6], and student issues [REF II.C.5-7].

Mental Health trainees/interns provide supervised counseling hours in the Health Center in accordance with the Board of Behavioral Sciences (BBS) requirements. The supervision is provided by a tenured faculty member with a current Marriage and Family Therapist license and a special certificate for clinical supervision. The mental health counselors on both campuses are licensed by state boards and maintain their licensure as mental health professionals by completing continuing education requirements every two years.

New tenure-track counseling faculty members are responsible for writing a three-year growth plan. Each new counseling faculty member is assigned a mentor who is responsible for providing guidance along with assisting the faculty member in identifying his or her staff development needs. Tenure-track faculty members are evaluated annually.

Tenured counseling faculty members are evaluated on a three-year cycle as part of the faculty evaluation process. Counselors who teach are evaluated as both counseling faculty and teaching faculty using both the instructional faculty and the counseling faculty evaluation processes. Student evaluations are conducted in both individual appointments and Student Development courses.

Counseling faculty belong to a number of professional organizations and keep current in the field by attending workshops or conferences such as California Association on Postsecondary Education and Disability (CAPED), National Career Development Association (NCDA), and the California Community College Counselors/Advisors Academic Association for Athletics.

### *Student Orientation and Information Provision*

Student orientations are provided through multiple modalities, including an online orientation [REF II.C.5-8], new student orientation workshops, an orientation handbook [REF II.C.5-9], and one-unit orientation courses such as Student Development 100 [REF II.C.5-10]. Orientations include information about the programs offered by the College and the requirements for completing these programs.

Counseling faculty are prepared to provide timely, useful, and accurate information about academic requirements through monthly Student Services division meetings, monthly academic information sessions, and access to updated documents through SharePoint, as discussed in the section above. When changes are made to program requirements through the curriculum process, they are communicated to counseling faculty through these meetings and documents.

**Analysis and Evaluation**

The College meets this standard by offering comprehensive counseling services in its credit and noncredit programs through a variety of Student Services Programs including Academic Counseling, Admissions and Records, Career Center, CTE, DSPS, EOPS, International Student Center, Transfer Center, and Veterans Center. The College's counseling faculty and other related personnel are well-trained and equipped with up-to-date information in order to ensure that their students are provided with and understand academic requirements that are relevant to their programs of study.

**Evidence**

- REF II.C.5-1. Career Counseling Web Page, http://www.glendale.edu/index.aspx?page=2121
- REF II.C.5-2. Student Services Division Meeting Dates Web Page, http://www.glendale.edu/index.aspx?page=1952
- REF II.C.5-3. Counseling SharePoint Web Page, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30683
- REF II.C.5-4. Student Services Meetings/Agenda SharePoint Web Page, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30739
- REF II.C.5-5. Transfer Web Page, http://www.glendale.edu/index.aspx?page=657
- REF II.C.5-6. Graduation Requirement Web Page, http://www.glendale.edu/modules/showdocument.aspx?documentid=27612
- REF II.C.5-7. Academic Information Meeting Minutes March 10, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30685
- REF II.C.5-8. Online Orientation Web Page, http://www.glendale.edu/index.aspx?page=141
- REF II.C.5-9. Orientation Handbook, http://www.glendale.edu/modules/showdocument.aspx?documentid=27743
- REF II.C.5-10. Student Development 100 Course Outline, http://www.glendale.edu/index.aspx?page=3437

**II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.**

**Evidence of Meeting the Standard**

Admission policies and procedures are defined in Board Policy (BP) 5010: Admissions & Concurrent Enrollment [REF II.C.6-1] and Administrative Regulation (AR) 5010: Admissions [REF II.C.6-2]. The policy states that the College admits students age 18 or older, individuals possessing a high school diploma or equivalent, apprentices, and students under age 18 demonstrating ability to benefit from advanced scholastic or vocational work and who meet specified admission criteria. Admission requirements are published in the catalog [REF II.C.6-3, p. 33 of the 2015-2016 catalog]. These admission policies and procedures are consistent with the College's identity as an open-access community college and its mission to serve a diverse population of students by providing the opportunities and support to achieve their educational and career goals.

The College offers a small number of specialized programs, such as the Nursing program, that have additional admission requirements, as indicated in BP 5010.

The College admits students through an online enrollment application process for both the credit program and the noncredit/continuing education program. Prospective credit students apply for admission through CCC Apply, the state wide system for online community college applicants [REF II.C.6-4]. Additional application information is required for international students [REF II.C.6-5] and concurrently enrolled high school students [REF II.C.6-6]. Prospective noncredit students apply through a PeopleSoft online admissions application [REF II.C.6-7].

The College defines pathways to degree completion, certificate completion, and transfer preparation. Requirements are published in the catalog [REF II.C.6-3, pp. 51-84 of the 2015-2016 catalog] and on the website [REF II.C.6-8]. Student Educational Plans are also used to aid students with a pathway to completion [REF II.C.6-9]. Seventeen associate degrees for transfer are included in the 2015-2016 catalog, with more in development; 21 associate degrees for transfer have received state approval as of May 2016. These transfer degree programs help facilitate transfer to the California State University system.

**Analysis and Evaluation**

The College meets this standard. The College provides an equitable process for applying to the College, serving the diverse needs of its students ranging from credit and noncredit student populations to international students. This is achieved through various modalities such as CCCApply, JumpStart classes, and in-person applications.

**Evidence**

- REF II.C.6-1. BP 5010: Admissions & Concurrent Enrollment, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14644
- REF II.C.6-2. AR 5010: Admissions, http://www.glendale.edu/modules/showdocument.aspx?documentid=25754
- REF II.C.6-3. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.C.6-4. GCC Apply Online Web Page, http://www.glendale.edu/index.aspx?page=566
- REF II.C.6-5. International Student Application Web Page, http://www.glendale.edu/index.aspx?page=1735
- REF II.C.6-6. Information Page for Jump Start (Concurrent Enrollment) Students, http://www.glendale.edu/index.aspx?page=901
- REF II.C.6-7. GCC Continuing Education Program Application Web Page, http://www.glendale.edu/index.aspx?page=4281
- REF II.C.6-8. Web Page on Programs and Degrees, http://www.glendale.edu/index.aspx?page=4
- REF II.C.6-9. Student Educational Plan, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2820

**II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**Evidence of Meeting the Standard**

As an open access institution, the College does not administer admissions tests. Consistent with U.S. Department of Education regulations, the College administers ability to benefit (ATB) tests to determine Title IV financial aid eligibility for students who do not have a high school diploma and were enrolled in a program of study prior to July 1, 2012. The College uses the Wonderlic as its federally approved ATB test for native English speakers, and the Combined English Language Skills Assessment (CELSA) for students whose first language is not English.

The College uses placement instruments approved by the Chancellor's Office of the California Community Colleges (CCCCO) [REF II.C.7-1]. Placement instruments, along with multiple measures, are used to place students into the course sequences shown in the following table.

**Table II.C-5. Placement Instruments**

| Course Sequence | Placement Instruments |
|---|---|
| Mathematics | Math Diagnostic Testing Project (MDTP):<br>• Beginning Algebra Test<br>• Intermediate Algebra Test<br>• Pre-calculus Test<br>Computerized Placement Test (CPT)/AccuPlacer:<br>• Basic Math (Arithmetic) Test |
| English | • Computerized Placement Test (CPT)/AccuPlacer<br>• Locally Developed Writing Sample |
| Credit English as a Second Language (ESL) | • Locally Developed ESL Grammar Test<br>• Locally Developed ESL Listening/Speaking Test<br>• Locally Developed ESL Writing Sample |
| Noncredit English as a Second Language (ESL) | • Locally Developed Noncredit ESL Placement Test |
| Chemistry | • California Chemistry Diagnostic Test (CCDT) |

All instruments are validated by the Office of Research, Planning, and Grants and the appropriate instructional divisions. The College validates placement systems according to the methods published in the Chancellor's Office publication Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges [REF II.C.7-2]. The initial validation of a placement instrument requires an evaluation of test bias, including cultural and linguistic biases, in order for the instrument to be included in the list of approved instruments. The regular evaluation and revalidation of instruments and placement systems requires additional evaluation of biases, including an analysis of disproportionate impact.

The College regularly evaluates the effectiveness of its placement instruments according to a timetable established by CCCCO regulations. The Office of Research, Planning, and Grants is responsible for revalidating assessment instruments and placement processes every six years, and analyzes the effectiveness of placement tests on a more frequent basis. For example, the Office of Research, Planning, and Grants provides data about the relationship between mathematics placement scores and course success annually for the Mathematics division's retreat. This ongoing data analysis has led to changes in placement test cut scores intended to improve student success in mathematics courses.

Assessment instruments are administered at both campuses for the appropriate course sequences. The Assessment Center has a back-up paper assessment that is utilized if the computerized version is not accessible. Placement test policies, for longevity and retesting, are printed in the class schedule, and are available online. Any student may request a challenge exam through the Assessment Center and with approval from the appropriate instructional division. A complete description of assessment tests is available in the class schedule each semester and online from the Assessment Website [REF II.C.7-3]. Disabled Students Programs and Services (DSPS) provide assessment accommodations for qualifying students.

**Analysis and Evaluation**

The College meets this standard. The Office of Research, Planning, and Grants regularly validates placement instruments and cut scores according to CCCCO policies, regulations, and procedures. Program review provides the Assessment Center with the assessment, validation, and continuing improvement to ensure sound testing services and placement practices. These regular evaluations assess admissions and placement instrument practices, thereby assessing their effectiveness while minimizing biases.

**Evidence**

- REF II.C.7-1. List of Chancellor's Office Approved Assessment Instruments, Spring 2015, http://extranet.cccco.edu/Portals/1/SSSP/Matriculation/Assessment/Approved List_7-27-15 for Web A.pdf
- REF II.C.7-2. Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges, http://extranet.cccco.edu/ LinkClick.aspx?fileticket=8GxOLfUjER0=&tabid=521&mid=1850
- REF II.C.7-3. Assessment Center Website, http://glendale.edu/index.aspx?page=570

**II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

**Evidence of Meeting the Standard**

The College secures and maintains student records permanently in accordance with its Records Retention Policy, defined in Board Policy (BP) 3310: Retention and Destruction of Records [REF II.C.8-1] and Administrative Regulation (AR) 3310: Records Retention and Destruction [REF II.C.8-2]. The College is required by law to follow Title V, Section 59023, for classifying documents for Records Retention/Destruction. The California Code of Regulations lists the types of documents that must be maintained permanently, and those that can be destroyed after a designated amount of time.

Records are stored in a secure area with limited access. Student records are kept in file cabinets located inside the Admissions and Records office, as well as in a locked and fireproof storage container outside of the office area. Student records on microfilm are located in a fireproof locked vault. In addition, Information Technology Services (ITS) maintains electronic copies of all student records and information is stored on redundant disks in a secure computer room. Backups are performed nightly. Backup tapes are sent to an off-site storage facility once a week with a 30-day rotation schedule. Also, the College complies with federal and state regulations for retaining and archiving student records. The College offices are able to secure back-up files of student records through affiliation with an outside agency database (Athletic Commission, U.S. Department of Education, etc.) or by maintaining duplicate records on the department's computer programs (financial aid files, Extended Opportunity Programs and Services records, Assessment, Health Center).

A comprehensive survey was conducted of each program and department that has record maintenance mandates, and the information collected was compiled into the following table. The College will continue to monitor and assess policies and practices for ensuring security and confidentiality of student records.

**Table II.C-6. Quick Reference Student Records Retention Chart**

| Department/Area | Are Records Maintained Confidentially (Y/N) | Meets Federal Regulatory Standards (Y/N) | Meets State Regulatory Standards (Y/N) |
|---|---|---|---|
| Academic Counseling | yes | yes | yes |
| Admissions and Records | yes | yes | yes |
| Assessment Center | yes | yes | yes |
| Athletic Department | yes | yes | yes |
| CalWORKs Program | yes | yes | yes |
| College Police | yes | yes | yes |
| Community Services | yes | yes | yes |
| Continuing and Community Education | yes | yes | yes |
| DSPS | yes | yes | yes |
| EOPS/CARE | yes | N/A | yes |
| Financial Aid Office | yes | yes | yes |
| Health Center | yes | yes | yes |
| International Student Office | yes | yes | yes |
| Job Placement Center | yes | yes | yes |
| Student Affairs Office | yes | yes | yes |
| Tuition | yes | yes | yes |
| Workforce Investment Act Trainees | yes | yes | yes |

Policies and procedures for confidentiality and the release of student records are defined in BP 5040: Release of Student Information [REF II.C.8-3], which details how the College adheres to the Family Educational Rights and Privacy Act (FERPA). Information about student directory information and the release of student information are published in the catalog in the sections "Student Directory Information Policy" [REF II.C.8-4, p. 20 of the 2015-2016 catalog] and "Student Records" [REF II.C.8-4, p. 36 of the 2015-2016 catalog]. General policies for the management and release of public records are defined in BP 3300 Public Records [REF II.C.8-5] and AR 3300: Public Records [REF II.C.8-6]. Policies follow Government Code Sections 6250 et seq.

The Admissions and Records office is responsible for remaining up to date on FERPA and other state and federal regulations regarding confidentiality, and for informing other departments when changes occur. FERPA regulations are discussed with faculty, counselors, and staff from admissions, records, and financial aid during staff meetings. For example, faculty members were trained to ensure that any discussion of a student's

personal educational records shall take place using the student's College email address. The CCCApply admissions application process has a section for students to answer yes or no to release FERPA information and must do so in order to complete their admissions file.

The College identified the need to formally train faculty and staff members in confidentiality and FERPA regulations. A FERPA release form was developed in concordance with the College's legal consultants and is currently being "piloted" within the Student Services division [REF II.C.8-7]. This pilot program will be conducted through the end of the fall 2016 semester. Challenges in using the form will be addressed and training for faculty and staff will be developed and offered through professional development activities, new faculty orientations, and faculty/staff institute days.

**Analysis and Evaluation**

The College meets this standard. A comprehensive survey conducted of each program and department has met the record maintenance mandates. The College will continue to monitor and assess policies and practices for ensuring security and confidentiality of student records, which are stored permanently. The College will continue to remain up to date on FERPA and other state and federal regulations regarding confidentiality, and continue to inform other departments when changes occur.

**Evidence**

- REF II.C.8-1. BP 3310: Retention and Destruction of Records, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2565
- REF II.C.8-2. AR 3310: Records Retention and Destruction, http://glendale.edu/Modules/ShowDocument.aspx?documentid=6601
- REF II.C.8-3. BP 5040: Release of Student Information, http://www.glendale.edu/modules/showdocument.aspx?documentid=25813
- REF II.C.8-4. Catalog 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF II.C.8-5. BP 3300: Public Records, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5778
- REF II.C.8-6. AR 3300: Public Records, http://glendale.edu/Modules/ShowDocument.aspx?documentid=5775
- REF II.C.8-7. FERPA Release Form, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29509

**Standard II.C: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Student Success link added to College home page | Improved access to services targeting student success | Completed | II.C.1 | |
| ADA Task Force has initiated major repairs and fixtures for ADA compliance | Improved access to campuses for students with disabilities | Completed, Ongoing | II.C.1, II.C.3 | |
| Access to allowable student support services at the Garfield Campus has been improved | Library, counseling, career, DSPS services, and limited health referrals for noncredit students at the Garfield Campus | Completed | II.C.1, II.C.3 | 1.2.3, 1.2.5, 1.3, 3.4.2, 3.8, 3.16 |
| Student Equity Plan has been developed and submitted | Identified strategies for improving achievement gaps for disproportionately impacted populations | Completed, Ongoing | II.C.3 | 1.3.1 |
| The Summer Bridge Program and three new learning community programs - Black Scholars, La Comunidad, and Guardian Scholars – were developed to address achievement gaps. | Close the achievement gaps of disproportionately impacted students groups via the Student Equity programs. | Completed | II.C.5 II.C.6 | 1.3.1 3.3 |
| The orientation program for new students is being revised and updated with animated videos | Improved student orientation | Expected completion summer 2016 | II.C.1 | 1.3 |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|------|------------------|----------|----------------------------------|-----------------------------------|
| Increase dual enrollment partnerships and hire coordinator to focus on dual enrollment | Improved access to college-level courses for high school students in area districts | In process as of spring 2016 | II.C.3 | 1.2, 1.3 |
| One-stop center for student support services has been designed and will be located in new Sierra Vista building | Improved access to and integration of student support services | In process, planned opening by fall 2016 | II.C.3 | 1.2, 1.3 |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Establish a Welcome Center (planning underway as of spring 2016) | Improved access of potential students to information and assistance | Fall 2016 | II.C.3 | 1.2, 1.3 |
| Establish a Multicultural Center (planning underway as of spring 2016) | Improved sense of community for disproportionately impacted populations | Fall 2016 | II.C.3 | 1.2, 1.3 |
| Investigate centralization of Admissions and Records across the Verdugo and Garfield Campuses | Implementation of integrated admissions and registration processes to serve students better at both campuses | Fall 2016 | II.C.7 II.C.8 | 3.3 |
| Change format of catalog to include when courses are typically offered and pathways to completion | Improved student awareness of course scheduling patterns and pathways to completion | 2017-18 Catalog | II.C.6, II.A.6 | 1.2.1, 2.4.2, 3.7.2 |

| Conduct dialog about student satisfaction with counseling based on student survey result of "helpfulness of counselors" at 66 percent excellent or good | Increased service to students and improved satisfaction with counseling | Fall 2016 | II.C.2, II.C.5, II.C.6 | 1.2, 1.3 |
|---|---|---|---|---|
| Develop an outreach/ marketing plan to increase the utilization of noncredit counselors based on the survey result of 27 percent utilization of counseling at the Garfield Campus | Increased use of counseling services at the Garfield Campus; improved services to students and student success | Fall 2016 | II.C.2, II.C.5 | 1.2, 1.3 |
| The Student Equity Committee will collaborate with the Office of Research, Planning, and Grants to develop a year-end project reports delineating the success rates of DI student groups with further disaggregation | Better tracking of outcomes by student group | Summer 2016 | II.C.2 | 3.1 |
| Investigate options for conducting student satisfaction survey of services more frequently (currently every three years) | More up-to-date information available about student support services recognition, use, and satisfaction | Fall 2016 | II.C.2 II.C.5 | 3.1 |

# Standard III:
# Resources

# Standard III: Resources

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

## Standard III.A. Human Resources

**III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

**Evidence of Meeting the Standard**

The Office of Human Resources, in collaboration with the applicable divisions/departments, constituency groups, and administration, ensures that the hiring processes, outlined in District's Board Policies and procedures and collective bargaining agreements, yield the best qualified candidates to support the needs of the College's programs and services.

Board Policy (BP) 7122: Recruitment and Selection [REF III.A.1-1] and BP 7123: Recruitment and Selection [REF III.A.1-2] state the guidelines for recommendations for employment. The District has established Board Policies and Administrative Regulations regarding the recruitment and selection of administrators, faculty, and classified employees.

A comprehensive review of job descriptions and announcements is completed before advertising a position to ensure that the duties reflect the College's core values, mission statement, and planning process. The qualifications and recruitment practices are consistent with federal and state regulations as well as the College's mission and goals. Human Resources advertises all positions on the GCC Human Resources employment website [REF III.A.1-3] and emails all employment opportunities to the campus community. The College uses a third-party vendor to post to various websites, such as Monster.com, the Registry, diversity sites, and discipline sites as needed. All job announcements include a description, examples of duties, minimum and desirable qualifications, position responsibilities and authority, and the application process entailing required documentation that must be submitted with the application.

Administrator (director level or higher) job descriptions are forwarded by Human Resources to the vice president responsible for the department/division and the superintendent/president for review.

Management-level job descriptions are forwarded by Human Resources to the respective department administrator and vice president for review. Once the head of the department/division, vice president, and/or superintendent/president have reviewed and given feedback on the job description, Human Resources reviews any changes to the job description to ensure that the duties reflect the work, qualifications, and compensation comparable with other community colleges. Administrative and management positions are posted for a minimum of 30 days.

Procedures for selecting personnel are clearly defined and publicly available in the College's policies and regulations. BP 7250: Appointment of Administrative and Management Personnel [REF III.A.1-4] and Administrative Regulation (AR) 7250: Hiring of Administrative and Management Personnel [REF III.A.1-5] outline the procedure for hiring administrative and management personnel.

BP 2431: Superintendent/President Selection [REF III.A.1-6] sets forth the guidelines for beginning the selection process for a superintendent/president. The Board of Trustees establishes the selection process when there is a superintendent/president vacancy. Additionally, a proposal with the guidelines for the recruitment and selection process is developed by an *ad hoc* committee composed of representatives from all College constituency groups and presented to the Board of Trustees. It includes the role of the Board of Trustees, review of the job description and announcement, make-up of the hiring committee, establishment of the criteria, and selection process. The final process is reviewed and approved by the Board of Trustees prior to beginning the recruitment and selection of the superintendent/president.

The College adheres to the minimum qualification requirements set forth by the California Community Colleges Chancellor's Office. Based on these guidelines, the District has established a GCC minimum qualifications list, located on the College's website. The minimum qualifications list includes a list of all disciplines, the minimum qualifications for each discipline, and the courses taught within each discipline. BP 7131: Equivalencies to Minimum Qualifications [REF III.A.1-7] and AR 7131: Equivalencies to Minimum Qualifications [REF III.A.1-8] set policies for reviewing equivalencies to minimum qualifications, outlining the processes and procedures followed to ensure fairness, efficiency, and consistency.

AR 7120: Tenure Track Faculty Hiring Procedures [REF III.A.1-9] outlines the full-time, tenure-track faculty hiring procedures for reviewing and posting a job announcement, forming the hiring committee, establishing the criteria, and selecting candidates for faculty positions. These District policies align with the provisions regarding employment of faculty outlined in Education Code, Article 2, Section 87355-87359.5 and 87400 [REF III.A.1-10]. The Human Resources Department forwards new and existing announcements to the academic division chair or designee for review and the announcement is revised as needed. The positions are then forwarded to the Academic Senate for review of minimum qualifications. All full-time faculty positions are publicly posted for a minimum of 45 days.

A hiring committee is established for each full-time faculty position. The committee consists of the committee chair, Academic Senate representative, administrator, faculty members, and a non-voting EEO representative. The hiring committee develops criteria for screening

applicants, the interview questions, and demonstration. Each committee member reviews and ranks all of the qualified applicants according to the established criteria.

The final interview is conducted by the superintendent/president, the appropriate vice president, and the chair of the hiring committee. The superintendent/president or vice president notifies the Human Resources Department of the selected candidate. The Human Resources Department in turn sends the "Notice of Election" to the Board of Trustees for approval. The superintendent/president, the appropriate vice president, and the Board of Trustees provide additional oversight to ensure that new faculty hires meet the overall needs and mission of the College.

AR 7121: Hiring Procedures for Adjunct Faculty [REF III.A.1-11] outlines the hiring process for adjunct faculty. Part-time faculty positions are publicly posted continuously throughout the year on the Human Resources webpage [REF III.A.1-12]. The hiring committee consists of at least two members, which include the division chair. The hiring committee screens the applications, conducts interviews, and selects the candidates.

Human Resources forwards all existing job descriptions to the department manager when a classified staff vacancy has been approved to fill. The department manager reviews the job description and makes revisions as necessary. The California School Employees Association (CSEA) then reviews all new and significant changes. Once CSEA has submitted their feedback on the job description it is forwarded to Human Resources. Human Resources reviews any changes to the job description and ensures that duties and the qualifications meet federal guidelines. The job descriptions are also compared, as needed, with the negotiated list of community colleges outlined in Appendix G of the CSEA collective bargaining agreement (CBA) [REF III.A.1-13]. Before an existing position is updated or a new position is created, based on the changes provided by the manager, Human Resources determines whether a classification study needs to be completed as outlined in the CSEA CBA.

AR 7123: Recruitment and Selection [REF III.A.1-14] outlines the application, recruitment, and selection process for classified hiring. The CSEA CBA, Article XIII: Applications, Recruitment, and Selection of Employees outlines the recruitment process for classified employees. All classified positions, publicly posted, remain open for a minimum of ten working days.

**Analysis and Evaluation**

The College meets this Standard. The College has established policies, procedures, and processes to assure that qualified faculty, staff, and administrators are employed to provide the necessary expertise and support for its programs and services. The hiring department, human resources, and respective constituency groups work together to verify that the job descriptions, job announcements, qualifications, duties, and selection process align with federal and state regulations and the College's mission and goals. AR 7123 and BP 7123 provide a general overview of the hiring process. The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. However, AR 7123 currently does not include details about hiring committee composition and the role of committee members. The College plans to improve effectiveness by updating AR 7123 to reflect current processes.

**Evidence**

- REF III.A.1-1. BP 7122:  Recruitment and Selection, http://www.glendale.edu/modules/showdocument.aspx?documentid=26903
- REF III.A.1-2. BP 7123:  Recruitment and Selection, http://www.glendale.edu/modules/showdocument.aspx?documentid=26907
- REF III.A.1-3. Employment Opportunities (Government Jobs) Website, http://agency.governmentjobs.com/gccedu/default.cfm
- REF III.A.1-4. BP 7250:  Appointments of Administrative and Management Personnel, http://www.glendale.edu/modules/showdocument.aspx?documentid=25852
- REF III.A.1-5. AR 7250:  Hiring of Administrative and Management Personnel, http://www.glendale.edu/modules/showdocument.aspx?documentid=25853
- REF III.A.1-6. BP 2431:  Superintendent/President Selection, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2548
- REF III.A.1-7. BP 7131:  Equivalence to Minimum Qualifications, http://www.glendale.edu/modules/showdocument.aspx?documentid=26800
- REF III.A.1-8. AR 7131:  Equivalence to Minimum Qualifications, http://www.glendale.edu/modules/showdocument.aspx?documentid=26838
- REF III.A.1-9. AR 7120:  Tenure Track Faculty Hiring Procedures, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4902
- REF III.A.1-10. California Ed Code:  Minimum Qualifications and Hiring Criteria, http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=87001-88000&file=87355-87359.5
- REF III.A.1-11. AR 7121:  Hiring Procedures for Adjunct Faculty, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4903
- REF III.A.1-12. GCC Human Resources Web Page, http://www.glendale.edu/index.aspx?page=1746
- REF III.A.1-13. CSEA Contract, Article XV, Section 1, and Article XIII, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185
- REF III.A.1-14. AR 7123: Application, Recruitment, and Selection of Employees, http://www.glendale.edu/modules/showdocument.aspx?documentid=26906

**III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualifications include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.**

**Evidence of Meeting the Standard**

The minimum qualifications for faculty are aligned with the Chancellor's Office minimum qualifications for each discipline [REF III.A.2-1]. These minimum qualifications reflect statewide expectations of subject matter knowledge and required skills expected for community college faculty members, as well as appropriate degrees, experience, expertise, and scholarly activities. Beyond the minimum qualifications, the major duties and responsibilities are reviewed and may be updated by individual departments to ensure that the needs of the College and students are met in each area.

The College's minimum qualifications for faculty positions meet or exceed the Chancellor's Office minimum qualifications. Faculty positions in non-Career Technical Education (CTE) disciplines require the possession of a master's degree in the appropriate area. Faculty positions in many CTE disciplines require an associate's degree with six years of related experience or a bachelor's degree with two years of related experience, in accordance with statewide standards [REF III.A.2-2]. Noncredit and credit minimum qualifications are the same for comparable disciplines. Additional certification may be needed for areas such as nursing, police, fire, etc.

Administrative Regulation (AR) 7120: Tenure Track Hiring Procedures [REF III.A.2-3] and Board Policy (BP) 7120: Faculty Hiring [REF III.A.2-4] call for job announcements to clearly state the qualifications for faculty positions. The major duties, responsibilities, and minimum and/or desirable qualifications sections of the job announcement identify the knowledge, experience, teaching skills, discipline expertise, and scholarly activities that are required or desired to perform the job. The evaluation and assessment of student learning and implementation of curriculum are listed under the "major duties and responsibilities" section of the job descriptions and included in the job announcement.

Candidates applying for positions must prove their qualifications by completing an employment application through an online recruitment system [REF III.A.2-5]. Required documentation includes: résumé, cover letter, letters of recommendation, and copies of educational and professional credentials (such as diplomas, transcripts, and licensure).

Human Resources screens all applications for completeness and submission of required documents that are listed under the application process section of the job announcement. Supplemental questionnaires may be used to gather more detailed information on the applicant's qualifications for the position. Complete applications are reviewed by Human Resources and the Committee Chair to ensure that the minimum qualifications for the

position are verified. Cases of equivalence to minimum qualifications "must be determined jointly by the Board of Trustees of Glendale Community College and the Academic Senate." This process is outlined in detail in AR 7131: Equivalencies to Minimum Qualifications [REF III.A.2-6] and the Guild collective bargaining agreement (CBA) Article XII, Faculty Service Areas, Sections 3 and 4 [REF III.A.2-7].

Instructors are not assigned to teach a course unless their Faculty Service Area (FSA) matches the requirements for the course. This ensures that faculty members teaching courses are qualified through knowledge of the subject matter. As explained in Article XII of the Guild CBA, the list of FSAs is the same as the list of minimum qualifications for disciplines. The CBA also includes procedures for instructors to petition for FSAs.

**Analysis and Evaluation**

The College meets this Standard. Faculty qualifications include knowledge of the subject matter and requisite skills for the position. Job announcements include the responsibility of development and review of curriculum as well as assessment of learning.

**Evidence**

- REF III.A.2-1. Minimum Qualifications for Faculty and Administrators in California Community Colleges, http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf
- REF III.A.2-2. GCC Minimum Qualifications Web Page, http://www.glendale.edu/index.aspx?page=1252
- REF III.A.2-3. AR 7120:  Tenure Track Faculty Hiring Procedures, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4902
- REF III.A.2-4. BP 7120:  Faculty Hiring, http://glendale.edu/modules/showdocument.aspx?documentid=25877
- REF III.A.2-5. Employment Opportunities (Powered by NeoGov), http://agency.governmentjobs.com/gccedu/default.cfm
- REF III.A.2-6. AR 7131:  Equivalence to Minimum Qualifications, http://www.glendale.edu/modules/showdocument.aspx?documentid=26800
- REF III.A.2-7. Collective Bargaining Agreement Between District and Faculty Guild, Article XII Faculty Service Areas, Sections 3 and 4, http://www.glendale.edu/index.aspx?page=4614

**III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

**Evidence of Meeting the Standard**

Administrators and other employees responsible for educational programs must meet the qualifications outlined in the job descriptions. Degrees attained by academic administrators are listed in the catalog [REF III.A.3-1, p. 227 of the 2015-2016 catalog].

Job descriptions for positions are reviewed by the respective administrator or department manager to ensure that the work to be performed aligns with the programs and services provided by the College. Job descriptions for administrators are available online [REF III.A.3-2]. For example, the job description for the vice president of student services [REF III.A.3-3] includes qualifications related to the duties performed. Qualifications of administrators and other employees are further evaluated throughout the recruitment cycle when a position is posted. Verification of qualifications is done through official transcripts/credentials/certifications, reference checks and verification of employment, and/or any other required documentation that was indicated on the job announcement at the time of hire. Hiring committees screen applicants based on their qualifications.

Administrative Regulation (AR) 7162: Release Time/Extra Pay Committee [REF III.A.3-4] clarifies that released time/extra pay (RT/EP) positions are faculty assignments that are requested by the head of a department/division to fulfill programmatic and/or institutional needs of the College. The request includes the duties and qualifications, project/program outcomes, and justification for the position. These duties and responsibilities generally include the oversight and coordination of a specific program or project. The RT/EP Committee, a permanent governance committee, reviews all positions for relevancy of duties, qualifications, released-time pay, the term of the assignment, and ensures that the assignment is consistent with institutional goals that enhance the effectiveness and quality of new or existing instructional and/or student-service programs.

All interested parties must submit an application. Applicants who meet qualifications are interviewed by a three-person committee that consists of the vice president of instruction and the presidents of the Academic Senate and Guild. Released time/extra pay positions are offered to faculty on a voluntary basis and are duties beyond those normally required under the Guild collective bargaining agreement.

Division chairs are faculty members responsible for educational programs. AR 7255: Division Chairs, Duties & Election Procedures, Instructional Division [REF III.A.3-5] states the duties and election procedures for division chairs. It requires that candidates be tenured faculty members, elected as nominees by their division peers, recommended for appointment by the superintendent/president, and approved by the Board of Trustees for a term of five years, with a confirmation vote held after the first two years of the term. AR 7255 states "The practice of electing chairs from the faculty ranks…has proved to be organizationally efficient and a critical element of the College's shared governance system."

**Analysis and Evaluation**

The College meets this Standard. The College verifies that all employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

A review of AR 7255 indicated that the qualifications necessary to perform the duties of a division chair are not included. In order to improve effectiveness, the College plans to include qualifications when AR 7255 is revised.

**Evidence**

- REF III.A.3-1 GCC Catalog, http://www.glendale.edu/modules/showdocument.aspx?documentid=27787
- REF III.A.3-2 Job Descriptions on NeoGov Website, http://agency.governmentjobs.com/gccedu/default.cfm?action=agencyspecs
- REF III.A.3-3 Vice President, Student Services Job Description, http://agency.governmentjobs.com/gccedu/default.cfm?action=specbulletin&ClassSpecID=795525&headerfooter=0
- REF III.A.3-4. AR 7162: Release Time/Extra Pay Committee, http://www.glendale.edu/modules/showdocument.aspx?documentid=26264
- REF III.A.3-5. AR 7255: Division Chairs, Duties & Election Procedures, Instructional Division, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4904

**III.A.4. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**Evidence of Meeting the Standard**

Required degrees held by faculty, administrators, and other employees of the College are from accredited institutions recognized by U.S. accrediting agencies. Job announcements for faculty positions and job descriptions for administrators and other employees require that degrees are from accredited institutions [REF III.A.4-1]. The Human Resources department verifies that the degrees presented by applicants are from accredited U.S. institutions by referencing the "Accredited Institutions of Postsecondary Education" [REF III.A.4-2]. Human Resources only forwards applicants with degrees from accredited institutions to hiring committees.

In cases of foreign degrees and transcripts, applicants must provide documentation certifying equivalency of degree from a non-U.S. Institution in order to be considered for a faculty position. Applicants may use the International Education Research Foundation [REF III.A.4-3] or a similar verification service.

The number of U.S. and non-U.S. degrees held by full-time and part-time faculty, administrators, and staff hired during 2012, 2013, and 2014 is provided below:

**Table III.A-1. Employee Degrees of New Hires**

| Type of Degree | 2012 | | | 2013 | | | 2014 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Faculty | Admin | Staff | Faculty | Admin | Staff | Faculty | Admin | Staff |
| U.S. Degrees | 42 | 0 | 1 | 110 | 3 | 3 | 127 | 2 | 2 |
| Non-U.S. Degrees | 0 | 1 | 0 | 4 | 0 | 1 | 9 | 0 | 0 |

**Analysis and Evaluation**

The College meets this Standard. Degrees are required to be from recognized accrediting agencies, and processes are in place to evaluate degrees from non-U.S. institutions.

**Evidence**

- REF III.A.4-1 Web Page for all Current Open Positions http://agency.governmentjobs.com/gccedu/default.cfm
- REF III.A.4-2 Database of Accredited Institutions, http://ope.ed.gov/accreditation/Search.aspx
- REF III.A.4-3. International Education Research Foundation, http://www.ierf.org

**III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**Evidence of Meeting the Standard**

The College supports the ongoing development and improvement of all employees through evaluations. The evaluations are designed and regularly updated to clearly communicate job expectations and align individual performance with department, division, and institutional goals. The evaluation processes for all employees are monitored and coordinated by the Office of Human Resources in conjunction with the vice president of the respective area. Timelines and notification emails from the Office of Human Resources to the designated administrators and managers are used to ensure that evaluations are conducted in a formal and timely manner. Evaluation intervals are defined in collective bargaining agreements for faculty [REF III.A.5-1] and classified staff [REF III.A.5-2], in Administrative Regulation

(AR) 7151: Evaluation for Academic Administrative Personnel [REF III.A.5-3] for academic administrators, and in AR 7262: Evaluation Program for Classified Managers for classified managers [REF III.A.5-4]. On a quarterly basis, the timelines are provided to the superintendent/president, who holds appropriate managers accountable for timely completion of the evaluations.

Evaluation forms include criteria in the areas of skill, knowledge, responsibility, and application of duties required to perform the job effectively. All evaluation forms can be accessed by employees and the public through the College's internal website. Evaluations culminate in a written rating report, which is retained in the employee's personnel file.

Board Policy (BP) 7152 [REF III.A.5-5] endorses the evaluation of job performance to improve the quality of the District's programs and services. The various types of evaluations that the College monitors are listed below.

### *Faculty Evaluations*

Institutional responsibilities for tenured faculty evaluations are outlined in AR 7221: Faculty Evaluation and Tenure Review Process [REF III.A.5-6] and in the Full-Time and Adjunct Faculty Handbook [REF III.A.5-7]. The evaluation procedures for faculty members are established in Article IX of the Guild collective bargaining agreement (CBA) [REF III.A.5-8] with Local 2276 of the American Federation of Teachers. Evaluation forms are referenced in Appendix E of the CBA [REF III.A.5-9].

**Tenure-Track and Tenured Faculty Members**. Tenure-track faculty members are evaluated by a tenure review committee.  The committee meets with the tenure candidate annually each fall for the four years of the tenure process. If the faculty member successfully completes the tenure process, he or she becomes a permanent tenured faculty member and is evaluated on a three-year cycle. A review of the previous year's activities, student evaluations, classroom observation(s), and pedagogy are discussed. These evaluation tools are directly linked to the established criteria listed on the performance evaluation. Goals set for the upcoming year are also discussed.

Tenured faculty are evaluated every three years by an evaluation committee. As stated in Article IX, Section 1 of the Guild CBA [REF III.A.5-8], the evaluation committee is "composed of the faculty member's division chair, a volunteer peer instructor selected by the faculty member, and the appropriate vice president or designee." The formal evaluation process is to be completed by the spring semester of the year the faculty member is being reviewed.

In the case of a tenured instructional faculty member, with satisfactory performance and no unsatisfactory ratings, the evaluation process is complete. However, if at least one committee member rates a faculty member's work as "unsatisfactory," the Evaluation Committee will reconvene for the purpose of attempting to reach a consensus. The faculty member has the right to provide a written statement supporting her/his case. In the case of an unsatisfactory evaluation of a tenured faculty member, a mentor is assigned and a plan for improvement and reevaluation is created, in accordance with the Guild CBA, Article IX, Section 4.

For a tenure candidate, the evaluation process is of four years' duration and is also specified in the Guild CBA, Article IX, Section 6. The process culminates with the superintendent/president forwarding the Tenure Review Committee's recommendation to the Board of Trustees for its approval. "The decision by the Board of Trustees is final and non-grievable except as defined in Education Code 87607 to 87611" (Guild CBA, Article IX, Section 6J).   Regarding documentation, "After the Board of Trustees has acted, only those materials presented to the Board shall be placed in the faculty member's personnel file. All other materials produced by the Tenure Review committee shall be given to the faculty member" (Guild CBA, Article IX, Section 6K).

**Adjunct and Hourly Instructional or Student Services Faculty Members**. New adjunct faculty are evaluated during the first semester of employment through classroom observation and student evaluations as outlined in the CBA and AR 7221. After the initial evaluation, adjunct faculty are reviewed once every three years. Evaluations are completed by the division chair, associate dean, dean, or designee. Self-evaluations are optional [REF III.A.5-10].

In the case of an unsatisfactory evaluation, an adjunct faculty member may request an additional evaluation. The re-evaluation data goes to the relevant vice president, who reviews it and provides a written report and final decision. Further action may also include another formal evaluation the following semester and/or a decision not to offer the instructor further employment. Whether or not the evaluation is placed in the faculty member's file is the decision of the relevant vice president. This process is specified in the Guild CBA, Article IX, Section 9.

**Temporary Contract Faculty Members**. The associate vice president of human resources and the vice president of instructional services coordinate the schedule for temporary contract faculty evaluations annually. An evaluation committee is established upon hire and the evaluation must be completed before the end of the contract year. The first year of evaluation for temporary contracts counts toward the four-year tenure process if the employee is hired into a tenure-track position immediately upon completing the year of the contract as stated in "Evaluation of Contemporary Contract Faculty Members" in Article IX, Section 8 of the Guild CBA.

**Division Chairs.** Division chairs are faculty members elected by their division faculty. As stated in Article IX, Section 11, of the Guild CBA, the division chair is evaluated as a faculty member (in the regular three-year cycle) and in his or her role of division chair on the third year of every five-year term he or she serves. For division chair evaluations, the Chief Human Resources Officer coordinates the scheduling of the evaluation with the appropriate vice president [REF III.A.5-11]. The evaluation is completed by an evaluation committee consisting of another division chair, a full-time faculty member and an adjunct faculty member (appointed by the Guild), and a classified staff member (approved by CSEA).

**Released Time/Extra Pay Assignments**. Released time/extra pay (RT/EP) positions are evaluated on an annual basis. These evaluations are independent of evaluations established by the District and the union collective bargaining agreements. RT/EP positions specifically outlined in the Guild CBA (i.e., Guild and/or Senate Officers) or Title V grants are not subject to evaluations.

The recipient of an RT/EP position is evaluated on his/her ability to meet the objectives of the position as outlined in AR 7162: Released Time/Extra Pay for Faculty [REF III.A.5-12]. The recipient completes a self-evaluation of his/her performance and the RT/EP position's supervisor (division chair, administrator, or other individual or committee) completes a report on the project and the faculty member's contribution to it.

### *Classified Staff Evaluations*

The California School Employee Association (CSEA) CBA provides that "Regular and continuous feedback shall be provided the employee concerning both the strong and the weak points, if any, of his/her performance." (CSEA CBA Article XVII, Section 1A) [REF III.A.5-13]. The evaluation form provides for this feedback [REF III.A.5-14].  The contract also specifies "taking the necessary corrective steps when evaluator assistance fails to bring about a satisfactory level of performance." (CSEA CBA – Article XVII, Section 1D).

Institutional responsibilities for classified staff evaluations are outlined in AR 7152: Philosophy and Purpose of Performance Appraisal [REF III.A.5-15]. The evaluation procedures for classified staff are outlined in Article XVII of the CSEA collective bargaining contract. All classified employees are evaluated every other year on or before their anniversary month. New hires are evaluated by their immediate supervisor or the head of the department in the second and fifth months of the employee's probationary period. Human Resources emails the evaluation deadlines twice a year to the department managers/administrators. Actions taken following evaluations are formal, timely, and documented.

In the case of an unsatisfactory evaluation, an employee will receive a written action plan from the immediate supervisor. The action plan identifies performance expectations and how to improve. The action plan must be provided and discussed with the employee within five working days of the completion of the evaluation, and must be re-evaluated within 69 days of the unsatisfactory evaluation (CSEA CBA Article XVII, Section 5).  A permanent employee may submit a written response to his/her evaluation (CSEA CBA Article XVII, Section 6). A permanent employee also has the right to appeal the process used in conducting his/her evaluation (CSEA CBA Article XVII, Section 7).

### *Administrator/Classified Manager Evaluations*

**Academic Administrators and Classified Managers.** While the criteria used for evaluations of the faculty and classified staff are established through contract negotiations with their respective unions, evaluations of management personnel are established by the District. Board Policies and Administrative Regulations outline the process of administrative evaluations. During the fall 2015 and spring 2016 semesters, the superintendent/president led a review of the processes used for administrator and manager evaluations. That activity resulted in changes in AR 7151: Evaluation of Academic Administrative Personnel [REF III.A.5-3] and BP 7151: Evaluation Program for Administrative and Management Personnel [REF III.A.5-16, see pp. 45-47] (previously BP 7150); changes are described in the changes/plans section at the end of this Standard. Classified managers are evaluated according to the procedures defined in AR 7262: Evaluation Program for Classified Managers [REF III.A.5-4].

**Superintendent/President.** As designated by BP 2435: Evaluation of Superintendent/ President [REF III.A.5-17], the evaluation of the superintendent/president is conducted by the Board of Trustees. The Board sets the schedule for the president's evaluation, which includes the review of the president's contract and goal development. Beginning in the second year, and every year thereafter, the Board seeks input from faculty, staff, and students in preparing its evaluation of the president. The dean of research, planning, and grants gathers all input, which includes an extensive survey, and presents the information to the Board in such a way as to preserve the anonymity of individuals providing input. The current superintendent/ president has been evaluated following this process in 2014, 2015, and 2016. Following the first evaluation, a review of the process occurred by the Board and the College Executive Committee (known as the Campus Executive Committee until 2016) and amendments were made to improve the process. These changes are reflected in BP 2435.

**Analysis and Evaluation**

The College meets this Standard. The Board Policies, Administrative Regulations, and collective bargaining agreements in place set forth the processes for systematic evaluation at stated intervals for the evaluation of all GCC employees. These include written criteria that tie to a person's duties, expectations, and areas for improvement. Evaluations are reviewed and updated as needed to ensure effectiveness and to encourage improvement.

**Table III.A-2. Evaluation Criteria**

| Overlapping Evaluation Criteria* | Faculty | Librarian | Counseling | Div. Chair |
|---|---|---|---|---|
| Develops assignments to elicit student critical thinking | X | X | X | |
| Provides opportunities for student participation | X | X | X | X |
| Environment is conducive to learning | X | X | X | |
| Respects students | X | X | X | X |
| Respects colleagues | X | X | X | X |
| Participates in evaluations | X | X | X | X |
| Participates in professional development | X | X | X | X |
| Participates in governance | X | X | X | X |
| Participates in meetings | X | X | X | X |
| Works with peers to improve programs | X | X | X | X |
| Program review | X | X | X | X |
| Curriculum development and assessment | X | X | X | X |
| *Each evaluation has many more criteria listed to reflect the position. | | | | |

The District makes every effort to make the process fair and consistent by offering training to tenure committees. Bargaining agreements also provide guidelines to maintain a fair process for all evaluations. Currently, the Office of Human Resources is in the process of transitioning from a manual spreadsheet tracking and email notification system to a comprehensive, automated performance tracking system. This system will provide an online platform for tracking, storing, creating reports, and notifying managers of evaluations.

The table below shows the number and percentage of evaluations completed, as of July 2016.

**Table III.A-3. Completion of Evaluations**

| Category | Total Employees | # Not Completed | % in Progress |
|----------|-----------------|-----------------|---------------|
| FT Faculty | 225 | 24 | 10.66% |
| Admin/Mgrs. | 60 | 15 | 25% |
| Confidential | 8 | 1 | 13% |
| Classified | 295 | 32 | 11% |

**Evidence**

- REF III.A.5-1 Guild Contract, http://glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.5-2 CSEA Contract, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185
- REF III.A.5-3 AR 7151 Evaluation for Academic Administrative Personnel, http://www.glendale.edu/modules/showdocument.aspx?documentid=31179
- REF III.A.5-4. AR 7262 Evaluation Program for Classified Managers, http://www.glendale.edu/modules/showdocument.aspx?documentid=26828
- REF III.A.5-5. BP 7152: Evaluation & Supervision, http://www.glendale.edu/modules/showdocument.aspx?documentid=26792
- REF III.A.5-6. AR 7221: Faculty Evaluation and Tenure Review Process, http://www.glendale.edu/modules/showdocument.aspx?documentid=26868
- REF III.A.5-7 Faculty/Adjunct Handbook, http://www.glendale.edu/index.aspx?page=1254
- REF III.A.5-8. Guild Contract, Article IX, Evaluation Procedures, Sections 1-10, http://glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.5-9. Faculty Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8110
- REF III.A.5-10. Academic Adjunct Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8110
- REF III.A.5-11. Division Chair Evaluation Form, http://www.glendale.edu/modules/showdocument.aspx?documentid=30058
- REF III.A.5-12. AR 7162: Released Time/Extra Pay Committee, http://www.glendale.edu/modules/showdocument.aspx?documentid=26264
- REF III.A.5-13. CSEA Contract – Article XIV Section 1, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185

- REF III.A.5-14. Classified Evaluation Form, http://www.glendale.edu/modules/showdocument.aspx?documentid=30241
- REF III.A.5-15. AR 7152: Philosophy and Purpose of Performance Appraisal, http://www.glendale.edu/modules/showdocument.aspx?documentid=26873
- REF III.A.5-16. BP 7151: Evaluation for Academic Administrative Personnel and Classified Managers in Board Agenda of June 21, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=31050
- REF III.A.5-17. BP 2435: Evaluation of Superintendent/President, http://glendale.edu/modules/showdocument.aspx?documentid=25651

**III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

**Evidence of Meeting the Standard**

Article III, Section 3 of the Guild collective bargaining agreement (CBA) states, "Assessing student learning outcomes (SLOs) and reporting the results are part of the obligations of all instructors, including adjunct instructors" [REF III.A.6-1]. As a result, the evaluation forms for all employees directly responsible for SLOs indicate their effectiveness in student learning [REF III.A.6-2]. Evaluators may review submitted SLOs and provide feedback on the employee's evaluation on how well they have completed the SLO cycle [REF III.A.6-3]. Currently, the faculty evaluation form [REF III.A.6-4] has six different grading criteria for "Evidence of Student Learning", and the librarian [REF III.A.6-5] and counselor evaluation [REF III.A.6-6] forms have five different grading criteria for "Evidence of Student Learning." The evaluation form for division chairs also includes evaluation for Student and Program Learning Outcomes [REF III.A.6-7].

A review in 2015-2016 of the evaluation processes for academic administrators and classified managers resulted a newly written Administrative Regulation 7151 (as noted in III.A.5) in an additional evaluation criterion related to using the results of assessment of learning outcomes to improve teaching and learning. The new evaluation process and criteria will be effective with evaluations conducted during the 2016-17 academic year. Evaluation forms for administrators and managers also include a section on the manager/administrator role in improving teaching, learning, and/or institutional effectiveness will be ready by the end of fall 2016.

**Analysis and Evaluation**

The College meets this Standard. All personnel directly responsible for student learning have a component in their evaluation that assesses student learning.

**Evidence**

- REF III.A.6-1. Guild Contract Article III, Section 3, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.6-2. SLO Web Page, http://www.glendale.edu/index.aspx?page=3294
- REF III.A.6-3. Division SLO Reports, http://www.glendale.edu/index.aspx?page=5139
- REF III.A.6-4. Instructor (full time and adjunct) Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8110
- REF III.A.6-5. Library Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8105
- REF III.A.6-6. Counselor Evaluation Form, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8107
- REF III.A.6-7. Division Chair Evaluation Form, http://www.glendale.edu/modules/showdocument.aspx?documentid=30058

**III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

**Evidence of Meeting the Standard**

Program review [REF III.A.7-1] provides a platform for self-assessment of the instructional and student services divisions' programmatic needs. This process includes forecasting staffing needs for faculty, based on programs, the number of course offerings, and student enrollment. The program completes a hiring allocation request form to identify and provide justification for staffing needs that support the College mission statement and the Educational Master Plan. The request form is forwarded to the Instructional Hiring Allocation Committee (IHAC) or Student Services Hiring Allocation Committee (SSHAC) —Academic Senate committees that prioritize faculty staffing requests and make recommendations to the Budget Committee [REF III.A.7-2]. The procedures for IHAC are outlined in the Instruction Hiring Allocation Committee Manual [REF III.A.7-3]. The Student Services division voted for a new SSHAC policy manual in September 2014 [REF III.A.7-4].

Staffing levels are determined by enrollment management data, the Faculty Obligation Number (FON, as provided by the California Code of Regulations, Title 5), planning, and the program review process. Requests for additional faculty are submitted through the College's planning and program review process, and forwarded to the respective committees for validation, recommendation, and prioritization.

The vice president of instructional services, in collaboration with division chairs, instructional deans, and the executive vice president of administrative services, establishes student enrollment targets, tracks enrollment, and evaluates course offerings. Enrollment data is collected and analyzed to project student needs. Faculty staffing levels are directly tied to the number of students, programs, and classes that are offered.

An integrated planning, program review, and resource allocation process, developed and overseen by the Institutional Planning Coordination Committee (IPCC), is utilized to assess and identify personnel and non-personnel needs for programs and plan goals. College plans and program review are submitted annually in the fall.

In 2014-2015, the total number of Full Time Equivalent Students (FTES) attending the College was 16,331, including non-residents. The College employed 218 tenured or tenure-track (full time) faculty members and 602 part-time faculty members.

California state law recommends maintaining staffing levels for instruction using a ratio of 75/25 full-time/part-time, measured in full-time equivalents. The full-time equivalent number of full-time faculty in 2015 was 225.09 and the number of full-time equivalent part-time faculty was 171.36 (see Table III.A-4), for a ratio of 56.78 percent.

**Table III.A-4. Full-Time Faculty Percentage**

| Fall | Full-Time Faculty FTE | Part-time Faculty FTE | Percentage of Full-time |
|------|----------------------|-----------------------|-------------------------|
| 2015 | 225.09 | 171.36 | 56.78% |
| 2014 | 212.03 | 187.39 | 53.08% |
| 2013 | 209.4 | 191.93 | 52.18% |
| 2012 | 220 | 167 | 56.85% |
| 2011 | 231 | 131 | 63.81% |
| 2010 | 229 | 135 | 62.91% |
| 2009 | 232 | 125 | 64.53% |

The College has also looked at faculty staffing compared to other community colleges in the area, all single-college districts to provide valid comparisons. Data on faculty staffing are shown in the table below. The source of the data is the Chancellor's Office report on staffing for fall 2014 [REF III.A.7-5].

**Table III.A-5. Faculty Staffing Ratios, Fall 2014**

| College | Full-Time Equivalent (FTE) Faculty by Category | | | Percent of Total College FTE | | | Ratio of Enrollment FTES to FTE | | |
|---|---|---|---|---|---|---|---|---|---|
| | Tenured/Tenure Track (Full-Time) Faculty | Temporary (Part-Time) Faculty | Total All Faculty | Tenured/Tenure Track (Full-Time) Faculty | Temporary (Part-Time) Faculty | Total All Faculty | Tenured/Tenure Track (Full-Time) Faculty | Temporary (Part-Time) Faculty | Total All Faculty |
| Cerritos | 315.8 | 236.9 | 552.7 | 35.1% | 26.3% | 61.4% | 27.2 | 36.3 | 15.6 |
| El Camino | 350.1 | 240.5 | 590.6 | 33.2% | 22.8% | 56.0% | 25.1 | 36.5 | 14.9 |
| **Glendale** | **215.9** | **263.0** | **478.9** | **26.4%** | **32.2%** | **58.6%** | **30.2** | **24.8** | **13.6** |
| Long Beach | 363.4 | 288.1 | 651.5 | 32.2% | 25.5% | 57.7% | 25.6 | 32.3 | 14.3 |
| Mt. SAC | 337.6 | 288.5 | 626.1 | 28.4% | 24.3% | 52.7% | 37.5 | 43.9 | 20.2 |
| Pasadena | 275.4 | 238.2 | 513.6 | 30.4% | 26.3% | 56.8% | 41.3 | 47.7 | 22.1 |
| Santa Monica | 329.1 | 441.0 | 770.1 | 25.8% | 34.6% | 60.4% | 33.1 | 24.7 | 14.1 |
| | | | | | | | | | |
| Average | 312.5 | 285.2 | 597.6 | 30.2% | 27.4% | 57.7% | 31.4 | 35.2 | 16.4 |

The column titled "Percent of Total College FTE" shows the percent of total full-time equivalent employees represented by the faculty group shown at the top of the table. For Glendale, 58.6 percent of employees, measured in full-time equivalents, are faculty members, which is slightly higher than the average of 57.7 percent for these single-college districts. Full-time faculty members at Glendale Community College represent a smaller than average percentage of employees, while part-time faculty members represent a larger than average percentage, indicating that instruction and services rely on a greater proportion of part-time faculty than the average for these single-college districts.

The column titled "ratio of enrollment FTES to FTE" shows full-time equivalent student (FTES) enrollments divided by the faculty FTE for each category of faculty members. A higher ratio means more students are served by each faculty member. The overall ratio is smaller for Glendale than the average for these colleges, indicating that Glendale's student to faculty ratio (measured in FTE) is smaller than the average for these colleges; in fact, it is the lowest ratio in the table.

**Analysis and Evaluation**

The College meets this Standard. A sufficient number of qualified part-time and full-time faculty members are hired to assure that the quality of the institution's educational programs and services is fulfilled to achieve the College's mission and purposes.

An analysis of Table III.A-5 shows that, relative to other single-college districts in the area, the College's level of faculty staffing is above average, looking at both the percentage of employees who are faculty members and the ratio of student enrollments to faculty members.

**Evidence**

- REF III.A.7-1. Program Review Vision Statement, http://www.glendale.edu/index. aspx?page=1824
- REF III.A.7-2. Link to Budget Minutes, http://www.glendale.edu/index. aspx?page=4413&parent=166
- REF III.A.7-3. Instructional Hiring Allocation (IHAC) Committee Manual, http://www. glendale.edu/modules/showdocument.aspx?documentid=24126
- REF III.A.7-4. Student Services Hiring Allocation (SSHAC) Manual 2014, http:// glendale.edu/Modules/ShowDocument.aspx?documentid=30622
- REF III.A.7-5. California Community Colleges Chancellor's Office Report on Staffing, Fall 2014, http://employeedata.cccco.edu/fte_by_college_14.pdf

**III.A.8. An institution with part-time and adjunct faculty has employment policies and practices that provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

Adjunct faculty members are invited to attend the new faculty orientation. They also receive the Full-time and Adjunct Faculty Handbook [REF III.A.8-1], which helps to orient adjunct faculty to their rights and responsibilities at the College. Section 6 of this document, "Personnel Information," includes information for policies where they differ from those for full-time faculty, including academic ranks, contracts, and flex activities. Additionally, some divisions have developed training sessions for their adjunct faculty members.

Governance workshops are offered to help encourage adjunct faculty to become part of the governance process. Flex hours are offered to all adjuncts willing to participate in governance committees, as well as Division & Guild meetings. In addition to service in the Academic Senate and the Guild, adjunct faculty members have taken leadership roles on important campus efforts including editor of the campus staff newsletter, Chaparral, and chair of the Student Equity Committee. Others serve the accreditation review process as well as the program review process. Several adjunct faculty members have become active in student life by serving as advisors to student organizations, including Alcohol & Drug Studies, Anime Club, Astronomy and Space Exploration, American Sign Language, and Aviation & Space Club [REF III.A.8-2].

Adjunct faculty members are subject to regular performance evaluations according to Education Code Section 8748.25 and Administrative Regulation 7221: Faculty Evaluation and Tenure Review Process [REF III.A.8-3]. Reemployment rights, as stated in the Guild contract, are tied to the adjunct evaluation process and number of semesters taught [REF III.A.8-4].

All professional development programs are inclusive of both part-time and full-time faculty. This policy encourages participation in faculty development by part-time/adjunct faculty. These programs are well attended by part-time faculty. In aggregate, adjunct faculty earned 3,590 hours of flex credit by attending staff development events in 2012-2013; in 2013-2014 that number was 3,241. Adjunct faculty have also been active in presenting faculty development workshops.

The Guild CBA provides an annual budget of $25,000 to fund adjunct faculty ancillary activities stipends to encourage participation in significant College activities, projects, and initiatives for which adjunct faculty would otherwise not be compensated [REF III.A.8-5] [REF III.A.8-6]. The Guild also holds separate meetings, twice a year on both the Verdugo and Garfield campuses, for all adjunct faculty members. These meetings address issues that relate directly to them [REF III.A.8-7].

The Guild also maintains a web page specifically addressing the needs of adjunct faculty [REF III.A.8-8]. This page helps adjuncts understand their pay, how to collect unemployment, retirement options, and other important adjunct information.

Adjunct faculty members are also welcomed and encouraged to participate in the Academic Senate. They comprise a voting unit of the electorate and as such have a representative senator elected by the adjunct electorate, as defined in the Senate bylaws [REF III.A.8-9] and constitution [REF III.A.8-10]. The second vice president is an adjunct faculty member. Adjunct faculty members may also be elected to the position of senator-at-large and serve as senate executive officers. In 2006, the Academic Senate implemented an annual Exceptional Adjunct Faculty Award (EAFA) to recognize an exemplary adjunct for "distinguished contributions to Glendale College" [REF III.A.8-11].

Adjunct faculty members are encouraged to participate in the life of the College. In addition to annual training sessions offered by the Office of Instruction, the Staff Development Office, the Guild, and the Academic Senate work to ensure that these members of the faculty have opportunities to participate on multiple levels.

In recognition of the contributions of adjunct faculty members, based on the joint recommendation of the Academic Senate president and Guild president, the College Executive Committee unanimously approved a statement of principle on adjunct faculty participation: "Glendale Community College recognizes the significant contribution and value that adjunct faculty bring to the college and welcomes and encourages their participation in all capacities for which their experience and education qualify them" [REF III.A.8-12].

**Analysis and Evaluation**

The College meets this Standard. The College maintains policies and practices that provide for the orientation, oversight, evaluation, and professional development of its adjunct faculty. Many opportunities exist for adjunct faculty members to integrate and participate fully in the life of the College.

**Evidence**

- REF III.A.8-1. Full-time and Adjunct Faculty Handbook, Section 6: Personnel Information, http://www.glendale.edu/index.aspx?page=1254
- REF III.A.8-2. ASGCC Campus Clubs & Organizations – Fall 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26083
- REF III.A.8-3. AR 7221: Faculty Evaluation, http://www.glendale.edu/modules/showdocument.aspx?documentid=26868
- REF III.A.8-4. Guild Contract:  Article IX, Section 21: Reemployment Rights for Adjunct Faculty, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.8-5. Guild Contract:  Article VIII, Section 16, E: Adjunct Faculty Ancillary Activities Stipends, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.8-6. Ancillary Stipend Form, http://glendale.edu/modules/showdocument.aspx?documentid=6151
- REF III.A.8-7. Minutes from Adjunct Meetings, http://www.glendale.edu/index.aspx?page=6057
- REF III.A.8-8. Adjunct Web Page, http://www.glendale.edu/index.aspx?page=2539
- REF III.A.8-9. Academic Senate Bylaws, Article III, Section 1, Voting Units, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6543
- REF III.A.8-10 Academic Senate Constitution, Article IV, Section 2, Number and Election, A and B, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=5136
- REF III.A.8-11. Academic Senate Awards, http://www.glendale.edu/index.aspx?page=4295
- REF III.A.8-12. Campus Executive Committee Minutes, November 10, 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29248

**III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.**

**Evidence of Meeting the Standard**

The College has processes in place to assure that sufficient numbers of qualified staff are employed at GCC. The following table includes employee data from the California Community College Chancellor's Office that categorizes the numbers of full-time equivalent employees at the College for the year 2013 (most recent data available at the time of this writing). The table shows this data in comparison with six area community colleges, all of which are single-college districts like Glendale. The source of the data is the Chancellor's Office report on staffing for fall 2014 [REF III.A.9-1].

**Table III.A-6. Classified Employee Staffing Ratios, Fall 2014**

| College | Full-Time Equivalent (FTE) Classified Staff | Percent of Total College FTE | Ratio of Enrollment FTES to Classified Staff FTE |
|---|---|---|---|
| Cerritos | 299.8 | 33.3% | 28.7 |
| El Camino | 407.8 | 38.7% | 21.5 |
| **Glendale** | **279.2** | **34.2%** | **23.3** |
| Long Beach | 427.4 | 37.9% | 21.8 |
| Mt. SAC | 487.2 | 41.0% | 26.0 |
| Pasadena | 336.5 | 37.2% | 33.8 |
| Santa Monica | 412.5 | 32.3% | 26.4 |
| | | | |
| Average | 378.6 | 36.4% | 25.9 |

In the table above, the column titled "Percent of Total College FTE" shows the percent of all College employees represented by classified staff members, measured in full-time equivalents. Glendale's percentage is somewhat lower than the average for the seven colleges. The column titled "ratio of enrollment FTES to classified staff FTE" shows total full-time equivalent students (FTES) for fall 2014 divided by the number of FTE classified staff. A higher ratio means more students are served by each classified staff member. Glendale's ratio is lower than the average for this group of colleges, indicating that classified staffing is relatively high when enrollments are taken into account.

The process for staffing has become the foundation upon which departments can lobby for, appeal, and work toward their programmatic needs. Program review of GCC defines processes, tools, and guidance for all programmatic self-assessments [REF III.A.9-2].

The Program Review Committee reviews data provided by the divisions, departments, and the Office of Research, Planning, and Grants and then forwards personnel requests to the Classified Hiring Allocation Committee (CHAC) [REF III.A.9-3]. Positions are prioritized in CHAC, then the committee forwards its recommendation to the Administrative Executive Committee and then to the Budget Committee [REF III.A.9-4]. The Budget Committee forwards its recommendation to the College Executive Committee [REF III.A.9-5]. Human Resources is notified of the positions that are to be filled.

Qualifications of staff are sufficient, as described in the hiring and evaluation processes discussed under Standard III.A.1.

**Analysis and Evaluation**

The College meets this Standard. GCC is currently developing processes for using data to determine appropriate staffing levels. An analysis of the data in Table III.A-6 indicates that, compared to other area single-college districts, the percent of employees who are classified

staff members is somewhat lower than average, but the number of enrollments per classified staff member is lower than the average.

**Evidence**

- REF III.A.9-1. California Community Colleges Chancellor's Office Report on Staffing, Fall 2014, http://employeedata.cccco.edu/fte_by_college_14.pdf
- REF III.A.9-2. Program Review Website, http://glendale.edu/index.aspx?page=1824
- REF III.A.9-3. CHAC Document, http://www.glendale.edu/modules/showdocument.aspx?documentid=17506
- REF III.A.9-4. Budget Committee Minutes, http://www.glendale.edu/index.aspx?page=4413&parent=166
- REF III.A.9-5. College Executive Committee Minutes, http://www.glendale.edu/index.aspx?page=4413&parent=155

**III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.**

**Evidence of Meeting the Standard**

The Administrative Executive Committee decides on the hiring of administrators based on College needs and budget. Program review, the Educational Master Plan, and other College plans for informational technology, facilities, etc. provide the framework for identifying institutional resource needs [REF III.A.10-1]. Personnel requests for additional staffing of administrators may be included in either a plan or program review, and are submitted with all requests for the fiscal year. The Cabinet prioritizes personnel requests for new and replacement administrators, classified managers, and confidential-level positions, and forwards their recommendation to the Budget Committee. The Budget Committee's recommendation is then forwarded to the superintendent/president and the College Executive Committee for a final decision. The job descriptions for all new positions and the replacement administrator and management positions are reviewed by Human Resources and the applicable vice president to ensure that the qualification, skills, knowledge, and responsibilities match the needs of the institutional plan or program. Administrative Regulation 7250: Hiring of Administrative and Management Personnel [REF III.A.10-2] outlines the recruitment and selection process for hiring administrators and management personnel. Applications are screened for qualifications by Human Resources and the committee chair and then forwarded to the hiring committee to select the most qualified candidates based on the job qualifications and requirements provided in the job description.

Table III.A-7 shows staffing ratios for management employees, separated for academic administrators and classified managers. The source of the data is the Chancellor's Office report on staffing for fall 2014 [REF III.A.10-3].

**Table III.A-7. Management Employee Staffing Ratios, Fall 2014**

| College | Full-Time Equivalent (FTE) Faculty by Category | | | Percent of Total College FTE | | | Ratio of Enrollment FTES to FTE | | |
|---|---|---|---|---|---|---|---|---|---|
| | Academic Administrators | Classified Managers | Total Management Employees | Academic Administrators | Classified Managers | Total Management Employees | Academic Administrators | Classified Managers | Total Management Employees |
| Cerritos | 25.5 | 22.2 | 47.7 | 2.8% | 2.5% | 5.3% | 337.3 | 387.5 | 180.3 |
| El Camino | 27.0 | 29.0 | 56.0 | 2.6% | 2.8% | 5.3% | 325.0 | 302.6 | 156.7 |
| **Glendale** | **26.7** | **32.4** | **59.1** | **3.3%** | **4.0%** | **7.2%** | **244.0** | **201.1** | **110.2** |
| Long Beach | 23.0 | 27.0 | 50.0 | 2.0% | 2.4% | 4.4% | 404.8 | 344.8 | 186.2 |
| Mt. SAC | 34.1 | 41.0 | 75.1 | 2.9% | 3.5% | 6.3% | 371.5 | 309.0 | 168.7 |
| Pasadena | 14.7 | 40.0 | 54.7 | 1.6% | 4.4% | 6.0% | 773.6 | 284.3 | 207.9 |
| Santa Monica | 46.1 | 46.8 | 92.9 | 3.6% | 3.7% | 7.3% | 236.0 | 232.4 | 117.1 |
| | | | | | | | | | |
| Average | 28.2 | 34.1 | 62.2 | 2.7% | 3.3% | 6.0% | 384.6 | 294.5 | 161.0 |

In the table above, the column titled "Percent of Total College FTE" shows the percent of all college employees represented by administrators and managers, measured in full-time equivalents. Glendale's percentage is somewhat higher than the average for the seven colleges.

The column titled "Ratio of Enrollment FTES to FTE" shows total full-time equivalent students (FTES) for fall 2014 divided by the number of FTE administrators and managers. A higher ratio means more students are served by each administrator/manager. Glendale's ratio is lower than the average for this group of colleges, indicating that the number of administrators and managers is relatively high when enrollments are taken into account.

The College follows state regulations on minimum qualifications for administrators, as referenced in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" manual [REF III.A.10-4]. According to Section 53420 of Title 5 of the California Code of Regulations, minimum qualifications for service as an educational administrator include possession of a master's degree and one year of related experience. These requirements are included in administrator job descriptions and used by hiring committees. Additional information about processes for ensuring appropriate administrator qualifications are discussed in detail under Standard III.A.3.

**Analysis and Evaluation**

The College meets this Standard. An analysis of the data in Table III.A-7 indicates that Glendale's administrative staffing levels are relatively high compared to the other single-college districts in the comparison group. The College's policies match state regulations on minimum qualifications for administrators.

**Evidence**

- REF III.A.10-1. Educational Master Plan, http://www.glendale.edu/index.aspx?page=4480
- REF III.A.10-2. AR 7250: Hiring of Administrative and Management Personnel, http://www.glendale.edu/modules/showdocument.aspx?documentid=25853
- REF III.A.10-3. California Community Colleges Chancellor's Office Report on Staffing, Fall 2014, http://employeedata.cccco.edu/fte_by_college_14.pdf
- REF III.A.10-4. Minimum Qualifications for Faculty and Administrators in California Community Colleges, Chancellor's Office Publication, http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf


**III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

**Evidence of Meeting the Standard**

The Institution establishes personnel policies and procedures through Human Resources, shared governance, and collective bargaining units. Human Resources recommends new and updated personnel-related Board Policies and Administrative Regulations to the Administrative Affairs Committee. Human Resources administers policies and procedures consistently and fairly. HR policies and procedures are published on the Human Resources website [REF III.A.11-1].

The Equal Employment Opportunity (EEO) Advisory Committee ensures fairness and equitable treatment of all applicants and employees in compliance with federal/state laws, Board Policies, and hiring procedures. For example, there is an EEO representative on all hiring committees. Complaints are handled fairly and equitably in accordance with Administrative Regulations 3410: Non Discrimination [REF III.A.11-2], 3420: Equal Employment Opportunities Non-compliance Complaints [REF III.A.11-3] and 7216: Complaint Review Procedure [REF III.A.11-4]. Board Policy 7368: Complaints Concerning College Personnel sets guidelines for how to handle complaints concerning College personnel [REF III.A.11-5]. Grievance processes are defined in the collective bargaining agreements for the Guild [REF III.A.11-6] and CSEA [REF III.A.11-7]. Human Resources is currently researching and developing a system to track and archive employee complaints, student complaints, and union grievances.

**Analysis and Evaluation**

The College meets this Standard. The institution publishes and adheres to written personnel policies. With the implementation of the new tracking system for employee complaints, student complaints, and union grievances, the District will be able to monitor complaints and ensure that all such matters are resolved fairly and equitably.

There were a total of 15 complaints in the last two years. The following chart provides a breakdown of complaints by each employment category:

**Table III.A-6. Summary of Complaints**

**Glendale College Complaints**

| Year | # of complaints | Employee Category | Type of Complaint | # of Days to Resolve | Policy Applied |
|---|---|---|---|---|---|
| 2014 | 1 | Faculty | Discrimination | 560 | AR 3420 [REF III.A.11-3] |
| | 1 | Classified | Discrimination | 60 | AR 3420 [REF III.A.11-3] |
| | 1 | Student | Discrimination | 185 | AR 5530 [REF III.A.11-8], BP 7102 [REF III.A.11-9], 7131 [REF III.A.11-10] |
| Total | 3 | | | | |
| 2015 | 4 | Faculty | Discrimination | 60 | AR 3420 [REF III.A.11-3], 3435 [REF III.A.11-11] |
| | 3 | Classified | Discrimination | 60 | AR 3420 [REF III.A.11-3] |
| | 1 | Unclassified | Discrimination | 60 | AR 3420 [REF III.A.11-3], 3435 [REF III.A.11-11] |
| | 2 | Student | Discrimination | 90 | AR 5530 [REF III.A.11-8], BP 7102 [REF III.A.11-9], 7131 [REF III.A.11-10] and 7100 [REF III.A.11-12] |

| | 1 | Student | Sexual Harassment | | AR 5530 [REF III.A.11-8], BP 7102 [REF III.A.11-9], 7131 [REF III.A.11-10] and 7100 [REF III.A.11-12] |
|---|---|---|---|---|---|
| | 1 | Student Worker(s) | Discrimination | | AR 5530 [REF III.A.11-8], BP 7102 [REF III.A.11-9], 7131 [REF III.A.11-10] and 7100 [REF III.A.11-12] |
| Total | 12 | | | | |

**Evidence**

- REF III.A.11-1. Human Resources Website: Benefits, Policies and Handbooks, http://www.glendale.edu/index.aspx?page=1249
- REF III.A.11-2. AR 3410: Non Discrimination, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=4199
- REF III.A.11-3. AR 3420: Equal Employment Opportunity Non-Compliance Complaints, http://www.glendale.edu/modules/showdocument.aspx?documentid=25880
- REF III.A.11-4. AR 7216: Complaint Review Procedure, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8192
- REF III.A.11-5. BP 7368: Complaints Concerning College Personnel, http://www.glendale.edu/modules/showdocument.aspx?documentid=25005
- REF III.A.11-6. Guild Collective Bargaining Contract, Article IV Grievance Procedures, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.11-7. Classified Bargaining Contract, Article VI Grievance Procedures, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185
- REF III.A.11-8. AR 5530: Student Grievances, Student Grade Appeals, Campus Judicial Board, http://www.glendale.edu/modules/showdocument.aspx?documentid=26917
- REF III.A.11-9. BP 7102: Title IX, Education Amendments of 1972 Compliance Policy, http://www.glendale.edu/modules/showdocument.aspx?documentid=26750
- REF III.A.11-10. BP 7131: Equivalence to Minimum Qualification, http://www.glendale.edu/modules/showdocument.aspx?documentid=26800
- REF III.A.11-11. AR 3435: Discrimination and Harassment Investigations, http://www.glendale.edu/modules/showdocument.aspx?documentid=25150
- REF III.A.11-12. BP 7100: Commitment to Diversity, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2692

**III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Evidence of Meeting the Standard**

The College has created and maintains programs, practices, and services that support its diverse personnel. The following table is an overview of the Glendale College staff composition:

**Table III.A-7. Staff Composition by Gender, Fall 2014**

| Category | Female | | Male | | Total | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Management | | | | | | |
| Academic Management | 16 | 59% | 11 | 41% | 27 | 100% |
| Classified Management | 15 | 50% | 15 | 50% | 30 | 100% |
| Faculty | | | | | | |
| Tenured/Tenure Track | 116 | 53% | 102 | 47% | 218 | 100% |
| Temporary (Adjunct) | 324 | 54% | 278 | 46% | 602 | 100% |
| Classified | | | | | | |
| Classified/Professional | 10 | 91% | 1 | 9% | 11 | 100% |
| Classified/Support | 180 | 65% | 97 | 35% | 277 | 100% |
| Total | 661 | 57% | 504 | 43% | 1,165 | 100% |

The following table is an overview of the staff composition by ethnicity. Armenian employees are included in the White category.

**Table III.A-8. Staff Composition by Ethnicity, Fall 2014**

| Category | Asian | Black | Filipino | Hispanic | Native American | Pacific Islander | White | Two or More Races | Unknown | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Management | | | | | | | | | | |
| Academic Management | 0 | 1 | 1 | 3 | 0 | 1 | 20 | 0 | 1 | 27 |
| Classified Management | 2 | 2 | 0 | 6 | 0 | 0 | 20 | 0 | 0 | 30 |
| Faculty | | | | | | | | | | |
| Regular (Full-Time) | 14 | 5 | 8 | 22 | 2 | 4 | 161 | 1 | 1 | 218 |
| Temporary (Adjunct) | 52 | 17 | 7 | 61 | 4 | 13 | 442 | 6 | 0 | 602 |
| Classified | | | | | | | | | | |
| Classified/Professional | 2 | 0 | 0 | 1 | 0 | 0 | 7 | 0 | 1 | 11 |
| Classified/Support | 11 | 10 | 14 | 72 | 0 | 4 | 162 | 1 | 3 | 277 |
| Total | 81 | 35 | 30 | 165 | 6 | 22 | 812 | 8 | 6 | 1,165 |

| Category | Asian | Black | Filipino | Hispanic | Native American | Pacific Islander | White | Two or More Races | Unknown | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Management | | | | | | | | | | |
| Academic Management | 0% | 4% | 4% | 11% | 0% | 4% | 74% | 0% | 4% | 100% |
| Classified Management | 7% | 7% | 0% | 20% | 0% | 0% | 67% | 0% | 0% | 100% |
| Faculty | | | | | | | | | | |
| Regular (Full-Time) | 6% | 2% | 4% | 10% | 1% | 2% | 74% | 0% | 0% | 100% |
| Temporary (Adjunct) | 9% | 3% | 1% | 10% | 1% | 2% | 73% | 1% | 0% | 100% |
| Classified | | | | | | | | | | |
| Classified/Professional | 18% | 0% | 0% | 9% | 0% | 0% | 64% | 0% | 9% | 100% |
| Classified/Support | 4% | 4% | 5% | 26% | 0% | 1% | 58% | 0% | 1% | 100% |
| Total | 7% | 3% | 3% | 14% | 1% | 2% | 70% | 1% | 1% | 100% |

In serving its diverse personnel, the College is guided by Board Policy (BP) 7100: Commitment to Diversity [REF III.A.12-1], which outlines the College's commitment to recognizing diversity in the institution. Additionally, it states that the College is committed to hiring and professional development processes that provide opportunity, diversity, and equal consideration for all candidates. The College has also listed "Global Awareness and Appreciation" as one of the College's Institutional Learning Outcomes [REF III.A.12-2]. Recognition of cultural, social, and environmental issues from multiple perspectives is expected of all employees and students alike.

Hiring policies related to working conditions, sexual harassment, unlawful discrimination, grievances, integrity and fairness, conflict of interest, and the student grievance procedure are addressed in BP 7102: Title IX Compliance [REF III.A.12-3] and BP 7104: Board Policies for the Investigation and Resolution of Complaints [REF III.A.12-4]. Policies and procedures for working conditions, discipline, grievances, and evaluations are also addressed in the collective bargaining agreements.

The Diversity Task Force, a subcommittee of the EEO Advisory Committee [REF III.A.12-5], developed a diversity plan that is now included in the updated EEO Plan. The plan outlines the District's measures of its institutional commitment to diversity.

The Equal Employment Opportunity Advisory Committee's mission is "to promote diversity and ensure equitable treatment of all applicants and employees through education and compliance with federal/state laws, board policies, and established hiring procedures" [REF III.A.12-6]. To that end, the EEO Advisory Committee plans and presents programs that promote diversity in employment at the College. To insure that hiring practices are fair and non-discriminatory, an EEO representative serves on all hiring committees.

Staff Development supports diversity through programs and events, including the Cultural Diversity Lecture Series, an annual campus wide celebration of Women's History Month, Black History Month, Armenian Remembrance Week, and other lectures, panel discussions, and film presentations.

The mission of the Cultural Diversity Program is to "foster a desire to understand" and "nurture the tolerance for difference that follows understanding, and finally develop within our community an ability to fully appreciate humanity in all its forms" [REF III.A.12-7]. The aim of the committee's cultural diversity lecture series is "to encourage the development of dialogue within the campus community through the organized interchange of ideas and research…with the aim of inclusivity and equity across all groups." In 2014, there were 20 diversity programs and activities with 600 attendees (141 faculty, 75 classified, and 392 students).

There are several tools used to assess diversity and employment equity at the College. The Campus Profile [REF III.A.12-8], updated annually, demonstrates demographic diversity of the College's student body, faculty, and staff. Evaluation forms for diversity-related events and activities are distributed at and collected from the events. These evaluations are designed to assess not only the content and organization of these events, but also to gather information

from the attendees' response to content and value to the participant as a consequence of attendance and participation. Beginning in spring 2015, Staff Development has been gathering data from the evaluation forms for analysis of effectiveness of the programs.

The annual faculty/staff survey [REF III.A.12-9] includes diversity-related questions in the following areas of Human Resources: the handling of grievances and opportunities for personal and professional development.

The award-winning publication Chaparral [REF III.A.12-10] demonstrates the College's commitment to equity and diversity by publishing articles on equity and diversity. Published three to four times per semester, "Chaparral is published by and for the entire staff of GCC. … [and] is dedicated to providing timely information on the campus community about any issues that affect our College, higher education, and our professional lives."

The College is developing a multi-modal approach to determining what kinds of programs are needed to support its diverse personnel by linking the Equal Employment Opportunity Plan (EEOP), the Cultural Diversity Plan, and institutional statistics. Collectively, this approach will provide significant input towards the institution's determination of personnel support needs.

**Analysis and Evaluation**

The College meets this Standard. The College has created and maintains programs, practices, and services that support its diverse personnel. Employment equity and diversity are assessed regularly in order to assure that they are consistent with the College's mission.

**Evidence**

- REF III.A.12-1. BP 7100: Commitment to Diversity, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2692
- REF III.A.12-2. Institutional Learning Outcomes: Global Awareness & Appreciation, http://www.glendale.edu/index.aspx?page=4034
- REF III.A.12-3. BP 7102: Title IX, Education Amendments of 1972 Compliance Policy, http://www.glendale.edu/modules/showdocument.aspx?documentid=26750
- REF III.A.12-4. BP 7104: Regulations for the Investigation and Resolution of Complaints of Unlawful Discrimination, http://www.glendale.edu/modules/showdocument.aspx?documentid=26748
- REF III.A.12-5. EEO Advisory Committee, http://www.glendale.edu/index.aspx?page=366
- REF III.A.12-6. EEO Mission Statement, http://www.glendale.edu/index.aspx?page=6941
- REF III.A.12-7. Cultural Diversity - The Road to Social Change Website, http://www.glendale.edu/index.aspx?page=5931
- REF III.A.12-8. Campus Profile, http://www.glendale.edu/index.aspx?page=7092
- REF III.A.12-9. Campus Views, http://www.glendale.edu/index.aspx?page=7167
- REF III.A.12-10. Chaparral, http://campusguides.glendale.edu/chaparral

**III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

**Evidence of Meeting the Standard**

The College is committed to ensuring that all employees act with integrity and conduct themselves in an ethical manner in accordance with its stated values, policies, and procedures.

Administrative Regulation (AR) 3050: Conflict of Interest Code [REF III.A.13-1] and Board Policy (BP) 3050: Employee Code of Conduct and Conflict of Interest [REF III.A.13-2] clearly define the expectation of professional behavior required on and off campus for all employees. In addition, BP 2715: Ethical Responsibilities of the Board of Trustees [REF III.A.13-3] outlines the ethical responsibilities of the Board of Trustees.

Employees participate in the shared governance process, which aids in ensuring ethical practices on campus. AR 7365: Discipline Procedures [REF III.A.13-4] applies to all employees and outlines disciplinary procedures for a variety of causes, including, but not limited to, fraud, neglect, dishonesty, and sexual harassment. AR 7362: Dismissal/ Suspension/Disciplinary Action [REF III.A.13-5] and BP 7365: Discipline [REF III.A.13-6] specify disciplinary action for all classified staff who violate a District, Board, or departmental rule, policy, or procedure. The CSEA contract specifies disciplinary action for a variety of violations, including ethical violations [REF III.A.13-7]. Additionally, the Guild contract states, "Nothing in this…contract prevents the District from taking disciplinary action against a faculty member for unprofessional or unlawful conduct" [REF III.A.13-8].

A code of ethics was adopted by the Managers and Confidential Employees Group (MaC) at a meeting on May 20, 2014 [REF III.A.13-9]. The Senate has a code of ethics for faculty members that was updated in October 2014 [REF III.A.13-10]. Classified leadership developed a code of ethics for classified staff members that was adopted in February 2016 [REF III.A.13-11].

**Analysis and Evaluation**

The College meets this Standard. The College has established policies and procedures to ensure that all employees uphold the written code of professional ethics. These policies outline the College's expectations regarding ethical behavior and consequences for violation.

**Evidence**

- REF III.A.13-1. AR 3050: Conflict of Interest Code, http://www.glendale.edu/modules/showdocument.aspx?documentid=27749
- REF III.A.13-2. BP 3050: Employee Code of Conduct and Conflict of Interest, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2567
- REF III.A.13-3. BP 2715: Ethical Responsibilities of the Board Trustees, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2544

- REF III.A.13-4. AR 7365: Discipline Procedures, http://www.glendale.edu/modules/showdocument.aspx?documentid=26888
- REF III.A.13-5. AR 7362: Dismissal/Suspension/Disciplinary Action, http://www.glendale.edu/modules/showdocument.aspx?documentid=26887
- REF III.A.13-6. BP 7365: Discipline, http://www.glendale.edu/modules/showdocument.aspx?documentid=26853
- REF III.A.13-7. CSEA Contract, Article XVIII, http://glendale.edu/Modules/ShowDocument.aspx?documentid=1184
- REF III.A.13-8. Guild Contract, Article III, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.13-9. MaC Group's "Glendale Community College Administrators, Managers, Confidentials - Statement of Professional Ethics," http://www.glendale.edu/index.aspx?page=6356
- REF III.A.13-10. Faculty Ethics Statement, http://www.glendale.edu/index.aspx?page=3769
- REF III.A.13-11 CSEA Code of Ethics, http://www.glendale.edu/index.aspx?page=7619

**III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

**Evidence of Meeting the Standard**

The College has established two released time positions for professional development. The faculty development coordinator and classified development coordinator are responsible to work respectively with the dean of library and learning support services and the associate vice president of human resources for planning, scheduling, and evaluating professional development for faculty and classified staff at the College. Professional development goals and plans at the College are guided by the Staff Development Committee, a governance committee. Management professional development is administered by the superintendent/president.

The Staff Development Committee [REF III.A.14-1, REF III.A.14-2] meets regularly to identify institutional needs, create meaningful training via workshops to address those needs, and evaluate the effectiveness of those workshops. The College offers dozens of professional development activities every semester [REF III.A.14-3]. The Educational Master Plan [REF III.A.14-4] guided the development of the 2014-2016 Staff Development Plan [REF III.A.14-5]. The two-year plan identified needs in the areas of classroom pedagogical practices, innovations in STEM pedagogies, requirements in Distance Education, faculty identification and evaluation of SLOs, improving faculty involvement in curriculum and instruction, leadership training, and coordination with the Faculty Innovation Center [REF III.A.14-6].

Faculty and staff may coordinate workshops with the faculty and classified development coordinators to address specific area-identified needs across the campus. This method of self-directed workshop development ensures that workshops will meet the unique needs of the diverse groups that make up the campus community.

Since 2012-2013, the Staff Development Committee has identified the need to train faculty in evolving educational technologies. During the six-week winter intersessions in 2013 and 2014, comprehensive technology workshops were offered that moved beyond simply introducing new technologies, by helping faculty find the means to integrate these new technologies into their classrooms [REF III.A.14-7]. Instructional technology topics have included resources for distance education [REF III.A.14-8] and certification to teach courses using online and hybrid methods [REF III.A.14-9].

The College fosters professional development for all employees through various campus workshops, lecture series, tuition reimbursement, and off-campus programs. Participation is encouraged by offering flex credit for faculty and Professional Growth Units (PGUs) for classified staff; these activities are supported through both the faculty [REF III.A.14-10] and classified staff [REF III.A.14-11] collective bargaining agreements. For example, in 2013, the interim superintendent/president sponsored a yearlong Leadership Academy offered to all employees [REF III.A.14-12]. Additionally, a leadership program was offered at the Glendale Community College Professional Development Center in 2014-2015 for managers. In 2013-2014 there were a total of 201 workshops offered, with a total attendance of 3,707 participants (1,543 faculty members, 697 classified staff, and 1,467 students and administrators). As of 2016, the College has five participants in the San Gabriel/ Foothill Association of Community Colleges (SanFACC) Mentor/Mentee Program [REF III.A.14-13]. The College also subscribes to Lynda.com as a resource for faculty and staff [REF III.A.14-14].

In order to better address the needs of professional development for classified employees, the District separated faculty development from staff development in October 2015. By 2016, the District plans to increase the number of job-related training opportunities for classified staff.

The College has developed standard forms to evaluate professional development activities [REF III.A.14-15, REF III.A.14-16].

**Analysis and Evaluation**

The College meets this Standard. While the College offers a variety of programs and workshops for faculty, the programs and workshops offered for CSEA/Classified are being improved. Since the reorganization of staff development to include separate positions coordinating faculty professional development and classified staff development, the College has begun developing new systems to evaluate development activities and use the results for improvement.

**Evidence**

- REF III.A.14-1. Staff Development Committee Web Page, http://glendale.edu/index. aspx?page=4318
- REF III.A.14-2. Staff Development Committee Meeting Minutes, http://glendale.edu/ index.aspx?page=4363&parent=219
- REF III.A.14-3. Staff Development Workshop Offerings Report, http://glendale.edu/ Modules/ShowDocument.aspx?documentid=30083
- REF III.A.14-4. Educational Master Plan (EMP), http://www.glendale.edu/modules/ showdocument.aspx?documentid=30491
- REF III.A.14-5. Two Year Staff Development Plan 2014-2016, http://glendale.edu/ Modules/ShowDocument.aspx?documentid=30084
- REF III.A.14-6. Faculty Innovation Center, http://www.glendale.edu/index. aspx?page=274
- REF III.A.14-7. 2013 and 2014 Winter Workshop fliers, http://www.glendale.edu/ modules/showdocument.aspx?documentid=17723
- REF III.A.14-8. Distance Education Resources, http://www.glendale.edu/index. aspx?page=5897
- REF III.A.14-9. Distance Education Certification Program, http://www.glendale.edu/ modules/showdocument.aspx?documentid=24078
- REF III.A.14-10. Guild Bargaining Agreement Article VI, Sec 23; Article XIII, Sec 24, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186
- REF III.A.14-11. Classified Bargaining Agreement: Article XXI Professional Growth, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1185
- REF III.A.14-12. Board of Trustees Minutes Acknowledging Leadership Academy February 25, 2013, http://www.glendale.edu/modules/showdocument. aspx?documentid=17789
- REF III.A.14-13. SanFACC Website, http://www.mtsac.edu/pod/programs/ sanfaccmentorprogram.html
- REF III.A.14-14. Lynda.com Website, http://www.glendale.edu/modules/ShowDocument. aspx?documentid=9273
- REF III.A.14-15. Professional Development Workshop Evaluation Form, http://glendale. edu/Modules/ShowDocument.aspx?documentid=30607
- REF III.A.14-16. Classified Staff Development Workshop Evaluation Form, http:// glendale.edu/Modules/ShowDocument.aspx?documentid=30608

**III.A.15. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**Evidence of Meeting the Standard**

All physical personnel records are securely stored and accessible only to authorized personnel. Personnel records are maintained in Human Resources, and all employees must sign in to acknowledge access to their individual file. Employees may visit Human Resources during business hours to review personnel files. All archived records are stored in a secured storage location that is accessible only to authorized personnel.

Personnel employment data is also stored digitally. Each employee has a secure, confidential login and access to his or her leave balances and general employment information online, through Oracle Self Service [REF III.A.15-1]. Human Resources provides new employees with their login information during their first week of hire. Safety measures such as password authentication, monitoring, auditing, and encryption have been implemented by Information Technology Services to safeguard the integrity of digital employee information.

Board Policy 3310: Retention and Destruction of Records [REF III.A.15-2] and Administrative Regulation (AR) 3310: Records Retention and Destruction [REF III.A.15-3] outline the policy for the retention and destruction of records. AR 3310 outlines the classification of all records in accordance with federal and state laws and Title 5 of the California Code of Regulations. The College also publishes its Web Security and Privacy statement online [REF III.A.15-4]. A review of records is conducted annually by the executive vice president of administrative services to determine whether records should be retained or destroyed.

**Analysis and Evaluation**

The College meets this Standard. The College's policy and procedures outline the provisions for the security and confidentiality of personnel records. All employees have access to their personnel files in accordance with the law.

**Evidence**

- REF III.A.15-1. Oracle Self Service Website, https://ebprdapp.glendale.edu/OA_HTML/AppsLogin
- REF III.A.15-2. BP 3310: Retention and Destruction of Records, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2565
- REF III.A.15-3. AR 3310: Records Retention and Destruction, http://glendale.edu/Modules/ShowDocument.aspx?documentid=6601
- REF III.A.15-4. Glendale Community College's Web Security Policy/Privacy Policy, http://www.glendale.edu/index.aspx?page=1783

**Standard III.A: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Faculty, Counselor, and Librarian Evaluation forms were updated in 2014 to include evidence of student learning. | Stronger link between employee evaluation and student learning assessments | Completed | III.A.6 | 3.12 |
| Classified leadership developed and approved a code of ethics for classified employees | Clear understanding of expectations of employees regarding ethical standards | Completed | I.C.8, III.A.13 | |
| A review of the Staff Development plan recognized that the specific needs of CSEA were not being met. As a result, Staff Development has been split into two groups, one for faculty and one for CSEA. | Increase in number, quality, and focus of development opportunities for classified staff members | Completed | III.A.14 | |
| In late fall 2015, an RT/EP announcement was posted for a new Staff Development Officer for CSEA. The individual will work together with the current Faculty Staff Development Officer and work at creating new exit surveys to assist in the evaluation of programs. | Increase in number, quality, and focus of development opportunities for classified staff members | Completed | III.A.14 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Division chair and administrator evaluations are currently being revised to reflect evidence of Student Learning. | Stronger link between employee evaluation and student learning assessments | Spring 2016 | III.A.6 | 3.12 |
| The College is in the process of creating consequences for violation of its code of ethics. | Clear consequences for ethics violations | Fall 2016 | III.A.13 | |
| Update AR 7123: Recruitment and Selection to reflect current practices including hiring committee composition and roles. | More detailed information about hiring procedures | Spring 2017 | III.A.1 | |
| Update AR 7255: Division Chairs, Duties & Election Procedures to include qualifications necessary to perform the duties of division chair. | Clear qualifications for division chair to better inform faculty members running for chair and voting for chair | Spring 2017 | III.A.3 | |
| Develop regular systems for evaluating professional development activities. | Enhanced professional development activities for faculty and staff | Spring 2017 | III.A.14 | 3.12 |
| Develop methods for using data to determine appropriate staffing levels. | Improved ability to assess staffing needs in different categories | Fall 2017 | III.A.9 | |

**Standard III.B. Physical Resources**

**III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**Evidence of Meeting the Standard**

Glendale Community College offers courses, programs, and services at the following primary locations throughout the academic year.

- **Verdugo Campus.** The Verdugo Campus is located at 1500 North Verdugo Road in Glendale. It comprises approximately 59 acres of hillside land, with 24 permanent buildings, 15 modular buildings, and a parking structure, for a total of approximately 600,000 square feet. Most course offerings at the Verdugo Campus are credit courses, with some noncredit courses also offered.

- **Garfield Campus.** The Garfield Campus is located approximately 2.5 miles from the Verdugo Campus at 1122 East Garfield Avenue in Glendale. The College offers noncredit courses and community education courses at the Garfield Campus. (Although its name includes "campus" rather than "center," the Garfield Campus is a state-approved educational center.)

- **Professional Development Center (PDC).** The PDC is located approximately four miles from the Verdugo Campus at 2340 Honolulu Avenue in Montrose. It comprises one building and a parking lot. Offerings at the PDC are primarily customized state-funded workforce training.

In addition to these primary facilities, the College offers a small number of courses at different facilities, generally during specific sessions and semesters. The following site is the only permanent location consistently used by the College to offer courses during intersessions.

- **Bahia de Los Angeles Field Station**. This field station is the primary location for the Baja California Field Studies Program. GCC students travel to the field station for courses in the summer and winter sessions.

Improving physical access to facilities is an ongoing concern. The College continues to address Americans with Disabilities Act (ADA) requirements for students and staff through architectural design and physical remedies and through the ADA Ad-Hoc Group, a task force under the Campus Development Committee established in 2013 [REF III.B.1-1].

The College ensures that the physical resources at all locations where it offers courses, programs, and services are safe and sufficient. In order to ensure the safety of its facilities,

the College follows the laws, codes, and regulations of state, regional, and local agencies, including the Division of the State Architect (DSA), Fire Marshal, Health Department, Air Quality Management District, Occupational Safety and Health Administration, Vector Control, and ADA.

Glendale Community College's facilities are constructed and maintained to assure access, safety, security, and a healthful environment. Architects meet with area administrators, division chairs, faculty, and staff to develop designs based on College needs within the confines of the budget. During construction, inspectors approved by the California DSA are on site to ensure building code compliance.

The College's risk management program, Safety Committee, and College Police continuously monitor and improve the safety of physical resources. The Risk Manager, contracted by the Alliance of Schools for Cooperative Insurance Programs (ASCIP), ensures compliance with all federal and state laws with regard to safety and safety training for all staff and is a resource for the identification of unsafe conditions on campus [REF III.B.1-2].

The Safety Committee is a subcommittee of the Administrative Affairs Committee that meets monthly. According to its mission statement, the committee "has the responsibility to consult with its appointing constituencies, the District Risk Manager, College Police, and other administrative departments to address occupational health and safety issues, as well as to develop recommended suggestions to proactively address and remediate campus safety issues." [REF III.B.1-3].

Police officers of the GCC Police Department are armed, duly sworn peace officers of the State of California [REF III.B.1-4]. The GCC Police Department is accredited by the State of California Commission on Peace Officers Standards and Training (P.O.S.T.). The department is audited for compliance annually by the Commission on P.O.S.T. and the Department of Justice. In addition to police officers, the GCC Police Department also employs police cadets to support the patrol division, and in turn provides cadets with experience in the field of law enforcement. GCC police cadets are trained in police tactics and emergency response. As of 2016, the College has seven peace officers: one chief, two sergeants, one corporal, three officers, and up to 25 cadets. As of December 15, 2015, the BOT approved an agreement between the College, the GCC Police, and the City and its Police Department to handle campus security between the hours of midnight and 6:00 a.m. [REF III.B.1-5]

The Glendale College Police:

- Maintain mutual aid agreements with local police and fire agencies.
- Maintain an opt-in mass mobile phone/text messaging system and call boxes throughout both campuses as well as other means of emergency communications.
- Post an annual security report on the GCC website, which includes statistics regarding campus crimes occurring for the previous three years in compliance with the Clery Act [REF III.B.1-6].

- Address graffiti issues and other defacement of College property in conjunction with the Facilities Department.
- Maintain a Disaster Response Plan and a National Incident Management System (NIMS) plan as mandated by federal and state agencies.

Highlights of the NIMS plan include:

- An Emergency Procedures "flipchart" in all classrooms and offices.
- Annual workshops on disaster preparedness, response, and safety, which are open to all employees, students, and community members.
- Implementation of an Emergency Operations Plan; all key staff members have received training and participated in simulation exercises.

Recently, the College has implemented the following documented emergency procedures [REF III.B.1-7] that address the safety concerns of the College:

- Updated equipment and installed portable generator for emergency situations
- Provided campus wide training on disaster preparedness and planning
- Revised the Emergency Procedures Guide
- Conducted advanced officer training for College Police and joint mutual aid training (topics included cultural diversity, terrorism, traffic collision, DUI, and other skills training)
- Implemented a phone transfer system to route calls directly to Glendale Police Department (PD) if needed
- Collaborated with Glendale PD for continual professional training as required by P.O.S.T.
- Conducted annual active shooter trainings
- Implemented a two-year cycle for campus wide departmental emergency preparedness trainings
- Established the first campus wide Civilian Emergency Response Team (CERT) training for all faculty and/or staff (a class that will be taught multiple times per year)
- Implemented agreement with Glendale PD for drive-by monitoring between 12 a.m. and 6 a.m.

The College also works to maintain a healthful learning and working environment. An example of improving the healthfulness of the environment is the decision to make the College's facilities smoke-free, approved by the Board of Trustees in April 2013 as Board Policy (BP) 3570: Smoking Policy [REF III.B.1-8]. This smoking policy was also covered in the student newspaper, *El Vaquero* [REF III.B.1-9].

The College addresses healthfulness and other environmental concerns through its Environmental Affairs Committee, a subcommittee of Administrative Affairs [REF III.B.1-10]. The mission of the Environmental Affairs Committee is to raise campus awareness of sustainability and support the implementation of sustainable practices, as well as to integrate environmental awareness into all aspects of the College, including facilities,

curriculum, purchasing, and transportation. Because of the increasing number of energy conservation and modernization projects on campus, the Environmental Affairs Committee has developed into the ideal vehicle for presenting updates on these projects through the Governance process. Information on these projects flows from the Environment Affairs Committee to Administrative Affairs and the College Executive Committee (known as the Campus Executive Committee until 2016).

The student survey from spring 2015 reports that 83 percent of credit students rated their safety on campus "excellent" or "good," and 93 percent of noncredit students rated safety on campus "excellent" or "good" [REF III.B.1-11]. The U.S. Department of Education database ranks Glendale Community College's safety as "High" [REF III.B.1-12].

**Analysis and Evaluation**

The College meets this Standard. The development of the Facilities Index has identified areas that need improvement. These areas are being addressed with the help of engineering consultants to provide an improved working and healthful learning environment [REF III.B.1-13].

A risk assessment done by the GCC Chief of Police has identified staffing issues at the Garfield Campus and other vulnerabilities to comprehensive police coverage of the College. The Budget Committee approved a request for an additional police officer at the Garfield Campus [REF III.B.1-14]. Vulnerabilities are being addressed by program review and other governance processes. Some deficiencies, such as a need for a remodel of the Sierra Madre Building which includes the police offices, were identified by the Budget Committee [REF III.B.1-15] and planned for in the Facilities Master Plan [REF III.B.1-16].

**Evidence**

- REF III.B.1-1. Campus Development Minutes of September 5, 2013, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=23442
- REF III.B.1-2. Safety Web Page, http://www.glendale.edu/index.aspx?page=392
- REF III.B.1-3. Safety Committee Minutes, http://www.glendale.edu/index.aspx?page=4369&parent=432
- REF III.B.1-4. College Police Website, http://www.glendale.edu/index.aspx?page=4385
- REF III.B.1-5. BOT Minutes December 15, 2015, http://glendale.edu/modules/showdocument.aspx?documentid=29516
- REF III.B.1-6. Clery Act Web Page, http://www.glendale.edu/index.aspx?page=5173
- REF III.B.1-7. Emergency Procedures, http://www.glendale.edu/index.aspx?page=5662
- REF III.B.1-8. Board Policy 3570: Smoking Policy, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2564
- REF III.B.1-9. El Vaquero "Campus Smoke Free Effective Immediately, May 28, 2013, http://elvaq.com/news/2013/05/28/campus-smoke-free-effective-immediately/
- REF III.B.1-10. Environmental Affairs Committee, http://www.glendale.edu/index.aspx?page=4672

- REF III.B.1-11. Student Survey Results, http://www.glendale.edu/index.aspx?page=7134
- REF III.B.1-12. U.S. Department of Education: Campus Safety and Security, http://ope.ed.gov/security/
- REF III.B.1-13. BOT Minutes July 15, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=20093
- REF III.B.1-14. Budget Committee Minutes, June 24, 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=25075
- REF III.B.1-15. Budget Committee Minutes, January 14, 2016, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=29985
- REF III.B.1-16 Facilities Master Plan, http://www-01.glendale.edu/adminservices/2015FacilitiesMasterPlanAmended.pdf

**III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

**Evidence of Meeting the Standard**

The District assures effective utilization and continuing care of new and existing physical resources through the implementation of the following processes:

**Facilities Master Plan (FMP).** The FMP [REF III.B.2-1] guides planning for construction, acquisition, maintenance, upgrading, and renovation of facilities. The College last revised its FMP in 2015 in conjunction with the architecture firm HMC Associates. The FMP was developed with the participation of all constituency groups. The Board of Trustees approved the FMP document in December 2015. Its recommendations include options for expanding the Garfield Campus by acquiring land for parking and new facilities, constructing new buildings on the Verdugo Campus, and renovating the Professional Development Center.

Following its past facilities plans, the College has worked to achieve its mission and serve students better through both the acquisition of property and the construction of new buildings. An example of acquisition is the purchase of property to expand the Garfield Campus, which resulted in additional parking and a new building, the Mariposa Building, which opened in 2011. An example of construction of new buildings is the completion of the Sierra Vista Building on the Verdugo Campus, scheduled to be occupied in 2016.

**Energy Conservation and Modernization.** The Energy Conservation and Modernization Plan [REF III.B.2-3], developed in 2013 with an engineering consulting firm, addresses the problems of an aging infrastructure. It addresses issues related to energy conservation, facility modernization, sustainability, and improvement of physical structures and space to promote learning and teaching. The plan includes 46 facility-improvement measures designed for implementation within five years. The Director of Facilities presented this plan at **Community College Facility Coalition** (CCFC) 2015, per invitation of the Chancellor's

Office, under the session title "Proposition 39: Meeting Community College Challenges in 2015 and Beyond." The implementation of this plan comprehends three phases:

Phase 1 (completed) – estimated at $2.9 million
- Engineering and DSA submittals
- Central Plant #2 Optimization
- Lighting and retro-commissioning: Advanced Technology Building, Arroyo Seco, Aviation Arts, Health Sciences, Library, and San Gabriel Buildings
- Library Mechanical and Controls Upgrade
- Library: Air Handler Unit Upgrade
- Arroyo Seco Fume Hood Retrofits
- Building level metering to determine electrical usage

Phase 2 (In progress) – estimated at $2.5 million
- Central Plant #1 upgrade
- Lighting and other upgrades for: Auditorium, Administration Building, Camino Real, Child Development Center, Cimmarusti Science Center, EOPS Annex, Elevator/ Tower Bridge, Life Skills Building, San Rafael Building; Santa Barbara Building, Sierra Madre Building, and the Verdugo Gym
- Water conservation campus wide
- Exterior Lighting Upgrades
- Lighting Upgrades for San Fernando Complex
- Central Plant 1 Auditorium and Administration Building System Optimization
- Control and Comfort Optimization for: San Gabriel, Library, Bookstore/Student Center, Arroyo Seco, Auditorium, Camino Real, San Rafael, Sierra Nevada, EOPS Annex

Phase 3 (To follow Phase 2) – estimated at $1.9 million
- Solar Installation Panels in Lot B

**Facilities Management Five-Year Construction Plan**. Every year, the campus is assessed on building and equipment conditions for age, condition, premature wear, and damage. The College reevaluates its needs, adjusts the State Five-Year Construction Plan, and applies for state-scheduled maintenance and repair funding on a yearly basis. Please refer to Facility Utilization Space Inventory Option Net (FUSION), Chancellor's Office [REF III.B.2-5].

The State Five-Year Construction Plan identifies needs and evaluates these needs based on the capacity load ratio [REF III.B.2-6]. In addition, the College periodically conducts a facilities utilization study prepared by an outside consultant. The College has been successful at obtaining state funds for its capital projects through the calculation of space utilization and capacity loads ratio calculations.

The 2014-2015 Projects Priority Order lists project projections from 2014-2015 to 2020-2021: Sierra Vista, 1937 Physical Education Building, Aviation/Arts Building Modernization, Auditorium Modernization; for detailed information of each project, refer to FUSION, Chancellor's Office, above.

**Other Planning Activities.** Funded through a federal HSI STEM grant, Library Consulting Services was contracted to conduct a space analysis study of the two-story library located on the Verdugo Campus, which resulted in a report that provided recommendations on the library space. The redesign is to include the following: compilation of feedback from various campus constituencies, including students, faculty, and staff; incorporation of current best practices of college library design; recommendations for a learner-focused, collaborative space to foster active "social learning" among students; reconfiguration of staff area in order to provide a greater variety of public spaces to accommodate preferred learning styles, including the addition of a larger lab instruction classroom to seat up to 40 students; increasing the required number of computer workstations per full-time equivalent students (FTES); improving security and safety issues; improving acoustical issues to accommodate a working information commons as well as quiet study space; redesigning the Reference Desk to facilitate the mission of the instructional library; redesigning the Circulation/Reserves Desk to promote efficient service provision; improving wireless access [REF III.B.2-7].

Further improvements include the assessment of egress, to include road and parking structure repairs. Bond funds financed the parking structure. Revenue generated from parking permits is fully dedicated to paying for future repairs and improvements of the parking structure. The College Police Department has an ongoing surveillance program that identifies and prioritizes improvements of parking and roads.

The San Gabriel Building remodel is one of the projects solely financed by College funds with the purpose of accommodating secondary effects projects. (See III.B.3 for more information.)

**Facilities Index** [REF III.B.2-4]. The index is a proactive way of managing and tracking information used to design appropriate preventive maintenance and adequate personnel needed to maintain facilities services and assets. The index is important for extending the life expectancy of assets and equipment.

**Maintenance.** The maintenance of physical resources is the responsibility of the Facilities Department [REF III.B.2-2]. The director of facilities ensures the implementation of the directives of the Facilities Master Plan and the Educational Master Plan. The manager of maintenance and operations, who reports to the director, coordinates maintenance, custodial services, grounds upkeep, repair operations, and recycling, and also oversees the Energy Management System and the Computerized Maintenance Management System (CMMS).

**Analysis and Evaluation**

The College meets this Standard. GCC has successfully utilized the processes mentioned above in a manner that assures effective utilization and quality necessary to support GCC programs and continues to use relevant data to improve its physical resources.

The GCC maintenance program is proactive to ensure that relevant data is incorporated in the decision-making process. Facilities processes take into account the direction of the Facilities Master Plan, professional consultants, and the governance process.

**Evidence**

- REF III.B.2-1. Facilities Master Plan, http://www-01.glendale.edu/adminservices/2015FacilitiesMasterPlanAmended.pdf
- REF III.B.2-2. Facilities Web Page, http://www.glendale.edu/index.aspx?page=2306
- REF III.B.2-3. Energy Conservation and Modernization Presentation (PowerPoint), http://www.glendale.edu/index.aspx?page=2306
- REF III.B.2-4. GCC Facilities Index (PowerPoint), http://www.glendale.edu/index.aspx?page=2306
- REF III.B.2-5 Chancellor's Office - FUSION, http://foundationccc.org/What-We-Do/System-Support-and-Services/Facilities-Research-FUSION
- REF III.B.2-6. 2015-2019 Five Year Capital Outlay Plan, http://www.glendale.edu/modules/showdocument.aspx?documentid=22797
- REF III.B.2-7. Glendale College Library Public Services Redesign, July 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30572

**III.B.3. 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.**

**Evidence of Meeting the Standard**

GCC continues to promote a number of initiatives and measures to ensure the effective utilization of assets to support its programs and services.

As discussed under Standard III.B.2, the College completed its most recent Facilities Master Plan [REF III.B.3-1] in 2015. The facilities planning process included a comprehensive evaluation of the facilities at the Verdugo Campus, the Garfield Campus, and the Professional Development Center. Based on this evaluation and data on enrollments and usage of the facilities at different locations [REF III.B.3-2], recommendations were made about facilities changes to meet the College's and students' needs.

A. Capital projects completed since the last accreditation include:

- Major electrical and mechanical overhaul to the infrastructure of the College's existing Data Center. The completion of this project provides for necessary upgrades in order to protect GCC's Data Investment Center. (Cost estimated at $1.5 million)

- Energy Conservation and Modernization for GCC. This project consists of implementing 46 facilities improvement measures tailored to improve energy consumption, reduce maintenance and repair expenses, reduce future capital expenses, solve regulatory compliance requirements and reduce greenhouse gases. (Cost estimated at $7 million)

- San Rafael Third Floor Renovation

    The project reconfigured the computer lab on the third floor of San Rafael to accommodate "A Student-Centered Experimental Learning Strategy for First-Year Computer Science & Information Systems Students" by expanding the computer lab and transforming the space into a more collaborative and easily reconfigured environment to accommodate various instructional styles. Additionally, a new air handler unit was replaced on the rooftop, the roof was retrofitted with a 30-year warranty, and the restrooms were renovated to meet the latest ADA standards. (Cost estimated at $990 thousand)

B.  Current projects under construction and design from the Facilities Master Plan 2002 and 2015 include:

- 94,224 square foot Lab/Student Services Building, scheduled for completion in fall 2016
- Seismic replacement/retrofit of the 1937 building and men's gymnasium locker room (see 2016-2020 Five Year Capital Outlay Play [2016-2017 First Funding Plan])
- Renovation of the Aviation/Arts Building to reconstruct space vacated by the elimination of the Aviation program
- Renovation of the Auditorium to bring the building up to current code

C.  Scheduled Maintenance Projects:
    The College engages in regular maintenance and periodic upgrades to buildings and facilities via Scheduled Maintenance Funds. The College received $3,085,002 from the Chancellor's Office, covering budget years 2013-2014, 2014-2015, and 2015-2016.

D.  Secondary Effects:
    As the new Sierra Vista building becomes populated, other spaces within campus will be vacated. The scope of the Secondary Effects project ensures that vacated areas are re-configured and enhanced in order to improve security, safety, and access. This will be implemented by the following processes:
- Reconfiguring non-instructional rooms for instructional purposes, retrofitting classrooms, and improving egress (access and safety) of exits
- Relocating and centralizing services and programs offered to disabled students as noted in Campus Development minutes of February 6, 2014 [REF III.B.3-3].

E.  Learning Center Renovation (currently in process)
    The proposed scope of work for the Learning Center is a result of a Feasibility Study dated April 15, 2014. The scope of the project includes ensuring compliance with the current California Building Code and remodeling of the interior to improve visibility and supervision of staff and student tutors. (Source of Funding: federal Title V)

F. Sierra Madre Building Police Renovation (currently permitted by the Division of State Architect)
The scope of this project is to reconfigure the College Police Department to achieve enhanced security and efficiency to improve monitoring and egress.

**Analysis and Evaluation**

The College meets this Standard. Substantial, ongoing improvements of campus assets and equipment ensure that programs and services are well supported and contribute to the mission of the College.

GCC has been recognized for its commitment to quality and excellence by being awarded the "Honorable Mention" for energy and sustainability from the California Community Colleges Board of Governors. [REF III.B.3-4] The College continues to upgrade, maintain, and improve its facilities according to the Facilities Master Plan 2002 and 2015 and other needs as they arise to ensure a safe and effective environment to support the programs and services of the College.

**Evidence**

- REF III.B.3-1. Facilities Master Plan 2015, http://www-01.glendale.edu/adminservices/2015FacilitiesMasterPlanAmended.pdf
- REF III.B.3-2. Planning Data Separated Online and Off Campus 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30614
- REF III.B.3-3. Campus Development Committee Meeting Minutes February 6, 2014, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=24297
- REF III.B.3-4. Energy and Sustainability Honorable Mention by CCC Board of Governors, http://www.glendale.edu/index.aspx?page=7278

**III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Evidence of Meeting the Standard**

The College utilizes key performance indicators and several sources of funds to promote its long-range capital plans, including the cost of ownership of new facilities and equipment.

As discussed under Standard III.B.2, the College developed a new Facilities Master Plan (FMP) in 2015 [REF III.B.4-1]. Institutional goals were integrated with FMP goals and strategies, and the faculty planning, program review, and accreditation coordinator participated on the task force that developed the FMP.

The College considers total cost of ownership for new construction projects. For the Sierra Vista Building, the College funded three additional custodians and augmented the utility

budget. Other support costs were minimal as the staffing for this building were existing staff moved from other locations on campus. Additional funding was allocated to remodel the vacated locations of those departments that moved into the Sierra Vista Building.

Program review is one important avenue by which project requests (along with estimated costs) are forwarded to governance committees (Administrative Affairs, Academic Affairs, Student Affairs, and the Campuswide Computer Coordinating Committee) for prioritization and recommendation to the Budget Committee for funding consideration. The Budget Committee then makes recommendations to the superintendent/president in compliance with the integrated model for planning, program review, and resource allocation.

GCC strives to develop and maintain high-quality physical resources in order to provide a positive environment to support excellence in instruction and learning. The College has been able to support excellence by maintaining current physical resources while planning for the future needs of its learning programs and services in spite of recent economic downturns and spending cuts. Planning has resulted in the receipt of funds for projects from a variety of sources.

A. Measure G Fund [REF III.B.4-2]

As with all institutions, funding is a major issue in maintaining and improving facilities for the benefit of students and instructional services. In 2002, the voters of Glendale passed Measure G, a construction bond in order to increase educational opportunities and reduce campus overcrowding. Measure G funds provided for such improvements as:
- New classrooms
- Job-training facilities
- Science and computer labs
- Student support facilities
- Renovations to existing instructional buildings
- Additional parking
- Energy efficiency
- Telecommunications and technology infrastructure
- Acquisition of property for future instructional needs

B. Proposition 39 Fund [REF III.B.4-3]

Adopted by the California voters in November 2012, Prop 39 provided funds to GCC to support energy efficiency and clean energy-related workforce training. The Prop 39 fund is estimated at $2.3 million. It was applied to the GCC Energy Conservation Program, Phases I and II.

C.  Federal Title III Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Mathematics (STEM) Grants [REF III.B.4-4]

- The College's federal Title III Gateway and GAUSS grants serve a three-fold purpose:
- To improve the academic performance of Latino and other at-risk student populations;
- To expand and enhance programs and course offerings for those students;
- To help low-income individuals complete their College education.

Moreover, Title III STEM grants help low-income students achieve success in science-related fields, improve their learning outcomes, and develop better partnerships between community colleges and transfer institutions.

Title III grants have funded the following projects:
- Major renovations of the Math Discovery Center (MDC), four adjacent classrooms, and the self-paced testing area. The renovations included installation of key-card access locks for the MDC and the four adjacent classrooms.
- Major renovations of the Manufacturing Technology space (previously the machine shop) and seven adjacent classrooms. This project included major equipment and furniture purchases. As part of that project, some work was also completed in the Aviation & Arts building.
- Minor renovations in the Santa Barbara building included transforming a classroom into a robotics and physiological psychology lab.
- Several rooms in the San Fernando building were converted into computer labs. In addition, key-card access locks were installed in the Faculty Innovation Center and the active learning classroom.
- A computer lab renovation for a portion of the third floor of the San Rafael building.
- A major renovation of the Learning Center is under implementation.

D.  Associated Student Government

Student Government provided funds to renovate the Student Center patio.

E.  Other Funding

Utility incentives and grants from Southern California Gas and the California Energy Commission as result of the Energy Conservation Plan, Phases I and II.

**Analysis and Evaluation**

The College meets this Standard. The College successfully obtains funds to advance its long-range capital plans. The Sierra Vista Building, for example, initiated construction in September of 2013 for completion in 2016. The cost of ownership is already determined via applying Facilities Index indicators to determine its cost of maintenance, including labor.

The College is in the process of advancing Energy Savings projects and several renovation projects because of careful attention to planning. The College will continue to support long-range capital plans via implementation of the Facilities Master Plan (FMP) 2015. As of June 2015, the College is investigating the possibility of a new local bond measure to provide funding to help support the goals and projects of the FMP.

**Evidence**

- REF III.B.4-1. Facilities Master Plan 2015, http://www-01.glendale.edu/adminservices/2015FacilitiesMasterPlanAmended.pdf
- REF III.B.4-2. Measure G, http://glendale.edu/index.aspx?page=305
- REF III.B.4-3. Proposition 39, http://www.lao.ca.gov/ballot/2000/39_11_2000.html
- REF III.B.4-4. Gateway and GAUSS Title III HSI STEM Programs, http://campusguides.glendale.edu/titlevstem

**Standard III.B: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Established formal agreement with Glendale Police Department to handle College security between midnight and 6:00 a.m. | Improved security during hours when Glendale College Police are not available | Completed | III.B.1 | |
| Revised Emergency Procedures Guide and distributed guides to all offices | Improved awareness of emergency procedures | Completed | III.B.1 | |
| Established Civilian Emergency Response Team | Improved ability to respond to emergencies | Completed | III.B.1 | |
| Established Glendale Community College as smoke-free | Improved healthfulness of learning and working environment | Completed | III.B.1 | |
| Developed and approved Facilities Master Plan 2015 | Clarified plans for new facilities | Completed | III.B.2, III.B.3, III.B.4 | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Remodel Library according to recommendations from Library Consulting Services | Improved learning spaces in Library | Summer 2016 | III.B.2 | |
| Investigate possibility of a new local bond measure to fund facilities improvements | Identified funding sources for capital improvements identified in the Facilities Master Plan | Fall 2016 | III.B.4 | |

**Standard III.C**
**Technology Resources**

**III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

**Evidence of Meeting the Standard**

Instructional and administrative support systems are designed to enhance the operation and effectiveness of the institution. Instructional and administrative support systems are maintained by the Information and Technology Services department (ITS). This department is subject to administrative review, oversight by multiple governance committees, and a regular program review process. A chief information systems officer (CISO) provides oversight of ITS with support from two key managers—the director of network, systems and support services and the director of administrative information services. The director of network, systems and support services manages the network, systems, and operations with a staff that includes network administrators, system administrators, database administrators, ITS specialists, a Web coordinator, a graphic analyst, and lab technicians, as shown in the ITS organizational chart [REF III.C.1-1]. The director of administrative information services directs, plans, organizes, and participates in administrative information system (AIS) activities dedicated to providing technical support, expertise, maintenance, and troubleshooting of software applications, including enterprise resource planning (ERP) systems managed by ITS. The director of AIS also oversees and provides technical guidance to staff and functional users on a variety of complex technical matters—including, but not limited to, programming, scripting, Web development, reporting, upgrades, and managing software throughout the software development lifecycle. In addition, the director of AIS is responsible for providing oversight, execution, and security of ERP and other AIS projects.

Technology is infused into every aspect of each student's learning experience at the College. Students have access to technology-enhanced classrooms, computer classrooms, labs, web-enhanced courses, online courses, web-enhanced library resources, technology-enhanced learning resources, and assistive technologies.

More than 95 percent of the classrooms have a minimum standard set of technologies, including projection systems, DVD/VHS players, instructor computers, sound reinforcement, and wired Internet connections, as documented in the Technology Master Plan (TMP) [REF III.C.1-2, Appendix F]. These classrooms also provide connectivity for faculty wanting to use their own devices in the classroom. Special-use classrooms have access to video conferencing equipment, document cameras, audio recording equipment, and other specialized technologies.

There are more than 1,400 computers for student use that are dispersed across 34 classrooms and nine academic labs. Technical support is provided by an ITS lab supervisor and three computer lab technicians. Instructional support is provided by 14 senior instructional

computer lab technicians, eight instructional computer lab technicians, seven senior computer lab technicians, three instructional lab technicians, and one assistant instructional computer lab technician for specialized classrooms. Each of the 15 academic divisions has at least one computer classroom. A number of programs utilize specialized software for Computer Aided Design (CAD), music, animation/ videogame design, graphic arts, and photography. A variety of Windows PC and Mac computers are being utilized throughout these classrooms. A number of classrooms have computers with the ability to dual-boot into either a Windows or Mac operating system. The Math Discovery Center is leveraging Virtual Desktop Infrastructure (VDI) to manage approximately 250 thin clients. Adaptive computers are available for students with disabilities. The College's Computer Refresh Plan, established by the Campuswide Computer Coordinating Committee (4Cs) and initially included as the cascade policy (Appendix C) in the 2007-2012 Technology Master Plan [REF III.C.1-3], recommends that computers be replaced on a five-year cycle [REF III.C.1-2, p. 7].

ITS worked closely with Facilities during the construction of the new Sierra Vista Building to ensure that the infrastructure is in place to deliver technology services to new classrooms, labs, and offices. A predictive Wi-Fi heat-map survey was conducted using the Sierra Vista blueprints to verify that adequate wireless service is in place. Technology equipment standards set by the 4Cs are applied to the new classrooms [REF III.C.1-4]. Technology projects for the Sierra Vista Building appear on the ITS Action Items list [REF III.C.1-5].

The Committee on Distance Education (CoDE), chaired by the faculty distance education coordinator, works with existing instructional programs to facilitate and improve online education and learning. ITS provides the hosting, software updates, backups, and technical support for the Learning Management System (LMS), Moodle, used to deliver distance education. ITS worked in collaboration with CoDE on establishing a Moodle Roadmap to ensure technology currency while mitigating the disruption to learning. ITS also provides the one-way integration of course information into Moodle and the creation of course shells. Faculty support and training is provided by Instructional Services. Faculty and students also have access to 24/7 support from Embanet Educational Services.

The Learning Resource Center currently provides students with six desktop computers for Internet research and browsing and 31 laptop computers for workshop use in the lab. In April 2016, a major remodel of the Learning Center was started to convert it to an active learning classroom in which the Learning Center workshop series will be housed. The objective is to provide students with access to tablets and/or laptops during the workshops.

The GCC Library provides approximately 71 open-access computers and 39 laptops for student use as they conduct research and complete work assignments. One hundred iPads also are available for checkout. In addition, the library has a lab classroom with 27 computer stations. Printing, photocopying, and scanning services are also available to students. Students are also able to utilize wireless printing to print directly from their own laptops. Librarians provide technology services including online reference, support for Campus Guides, a content management system used for research guides and course guides for traditional "face-to-face" courses, and training for faculty and staff on the use of library

resources such as databases and other instructional support resources [REF III.C.1-6]. Support for library technology resources is provided by librarians and classified staff. Library resources include subscription databases, the library catalog, research guides, and information competency multimedia materials, including videos, tutorials, and quizzes.

ITS maintains an online help desk system and a walk-in support desk Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. After-hours classroom support is provided by computer lab technicians. ITS has a service level agreement (SLA) that establishes support guidelines and specifies priority to classroom learning. ITS maintains a bank of 12 computers and provides one-on-one assistance on a walk-in basis [REF III.C.1-7]. Many adjunct instructors utilizes these computers throughout the day. Because of the centralized location of ITS, many students stop by, seeking support for accessing email, PeopleSoft, and general information. ITS provides a number of informational handouts for students and directs their questions to the appropriate departments.

The Garfield Campus provides noncredit students access to more than 400 computers dispersed throughout 30 classrooms. Three computer labs provide specialized software for ESL (English as a Second Language), math, and keyboarding classes. A mobile lab for the Student Success Center provides 30 computers as well as wireless printing. All classrooms are technology-enhanced with a standard set of media equipment. The Garfield Library provides students with three open-access computers for conducting research and completing assignments. Decentralized technology management, coordination, planning, and support are provided by a computer lab supervisor reporting to the Continuing Education Division. An assistant IT specialist provides help desk support and reports to the lab supervisor. Instructional technology support is provided by an instructional computer lab technician, a part-time instructional computer lab technician, one assistant instructional computer lab technician, and four part-time assistant instructional computer lab technicians, reporting to the computer lab supervisor. Centralized network, server, and communications support is provided by ITS.

The Professional Development Center (PDC) in Montrose provides state-funded and fee-based training to help local companies meet workforce needs. Resources available at the PDC include three labs and six offices with approximately 80 computers, as well as two mobile laptop carts used for off-site training programs. A program manager provides decentralized IT support and reports to the program director of the PDC.

Technology plays an important role in the support services provided to students at the College. Students apply for admission, have access to orientation, register for classes, schedule counseling appointments, apply for scholarships, and receive College information through the use of technology.

Oracle's PeopleSoft Campus Solutions was implemented in 2010 to manage student records and provide services to students online. To ensure reliability and high availability, the system was designed to be fully redundant with failover and load-balancing capabilities. Every student registered at the College is provided an account in PeopleSoft through the MyGCC

login. This account allows students to browse a schedule of classes, register for or drop classes, pay fees, and obtain their grades from any computer with Internet access.

Planning for PeopleSoft is conducted by the PeopleSoft Steering Committee—a non-governance committee—the purpose of which is to guide the implementation of enterprise systems and provide a forum for users to share issues that might affect other departments. This committee reviews pending projects and sets system priorities. In addition to maintenance and support, ITS works closely with Student Services to provide appropriate software support and development.

Current projects recently completed include the implementation of Open CCCApply, E-Transcripts, Student Education Plan (SEP), Early Alert, Online Orientation, and a number of Student Success Initiatives. Custom applications have been created within the PeopleSoft environment to extend the capabilities and functionality of the Student Information System (SIS). Several third-party applications, such as Online Orientation, CCCApply, SARS Grid, SARS Anywhere, SARS Trak, Moodle, and Oracle R12 E-Business, have been integrated with PeopleSoft to provide additional student services.

Development projects are assigned to the director of AIS and three ITS programmer analysts. Several applications have been developed and are being managed by ITS, including Library and Learning Center workshop scheduling, online scholarship applications, and noncredit applications, to name a few.

Maintenance and upgrades to PeopleSoft are completed by a senior database administrator, database administrator, and a systems administrator. Both the programmers and the systems administrators strive to maintain strong relationships with the functional leads in the major Student Services departments. The financial aid operations analyst works as a PeopleSoft power user and liaison between Financial Aid and ITS.

The Web Oversight Committee reviews the current and future state of the College's Web presence and makes recommendations for plans, policies, and procedures [REF III.C.1-8]. ITS also supports the MyGCC website, which provides students access to PeopleSoft, class schedules, and links to additional student services.

Student Services provides approximately 150 computers for student access throughout Counseling, the Career Center, the Veterans' Center, EOPS, Student Development, and the Assessment Center, and maintains two level III classrooms, all of which are supported by ITS specialists. Both Counseling and EOPS also provide students access to 60 laptops for use during group workshops.

The ITS department supports the technology needs of the offices of the president, administrative services, human resources, facilities, and College police.

The Oracle R12 E-Business ERP system is being utilized by Administrative Services for Accounts Payable, General Ledger, Accounts Receivable, timekeeping, and purchasing.

Human Resources uses E-Business to manage benefits, employee assignments, new employee workflow, board slips, and position control. Maintenance, support, and development of the E-Business Suite is provided by the ITS staff. Third-party and custom applications such as NeoGov, for employee recruitment; payroll; asset management; and custom financial reporting are integrated into the E-Business Suite. An upgrade to the Oracle E-Business Suite was prioritized by the 4Cs and approved by the Budget Committee in October 2014 [REF III.C.1-9] [REF III.C.1-10]. The upgrade to Oracle R12 E-Business was completed in June 2015.

The PBX Operators rely on ITS for support and management of the Unified Attendant Console used for all calls directed to the College. Administrative Services also extensively uses the document imaging system, which was upgraded to Oracle Imaging systems (OSI) in fall 2014. OSI is also utilized by Business Services, Admissions and Records, Financial Aid, Garfield Campus, CalWORKS, Human Resources, Counseling, and International Students.

ITS provides various levels of support for the systems used by Facilities. The Security Management System (SMS), managed by Facilities for keyless entry, is housed in the ITS Data Center. ITS supports the hardware and operating system. Systems hosted or managed by off-campus vendors include the facilities Web-based work order system and the Energy Management System (EMS).

College Police rely on ITS for several critical services. ITS maintains the T1 data connection between the Verdugo Campus and the Los Angeles County Sheriff's Department. Support and programming of the e911 service, Cisco Emergency Responder (CER), SA Announce emergency campus notification, and the emergency phones located throughout the Verdugo Campus and Garfield Campus are supported by ITS Network Services staff. The Emergency Operations Center (EOC) is located in the conference area of ITS. In the event of an emergency, College Police rely on ITS to set up communications and provide designated office space to emergency personnel.

**Analysis and Evaluation**

The College meets this Standard. Through a combination of College wide planning and governance committees, the College's technological needs are identified and addressed.

A College wide employee survey addressing Standard III.C. was conducted in spring 2014 to gain insight regarding technology [REF III.C.1-11]. The survey generated 243 responses — 24 administrators/managers, 72 classified staff, 83 full-time faculty members, 61 adjunct faculty members, and three unclassified staff. Results of this survey indicate that more than half (53 percent) of employees agree that technology services at GCC are appropriate and adequate (see Question 2). Similarly, 50 percent felt that the College provides adequate technological resources to support innovation (see Question 3). The majority of employees (61.7 percent) indicated that they are aware of the technological tools that are available at the College (see Question 5).

More than half of all employees (53.5 percent) agree that the College website is easy to navigate (see question 26). The campus website was rated as "Excellent" or "Good" by 76 percent of credit students and 86 percent of noncredit students.

While the majority of employees (63.4 percent) did not know or were not sure whether the College website is accessible and in compliance with ADA 508C, of those who expressed an opinion, more than 75 percent agreed that the College website is accessible (see question 27). The Web Oversight Committee recognized the need to improve the Web services offered to students. A number of recommendations were made by the Web Oversight Committee Task Force and submitted to the 4Cs for inclusion in the 2014 TMP. Highlights include enabling reset password functionality for faculty and students, simplifying faculty access to PeopleSoft, implementing a mobile version of PeopleSoft for students, and a complete redesign of the glendale.edu website.

The Standard III.C. survey results also indicated that the majority of employees did not know or were not sure if the College's technological resources adequately meet the needs of distance education (DE) programs and courses; 20.6 percent of all respondents indicated that they agree that the College's technological resources were adequate for the needs of distance education, while 16.5 percent indicated that they disagree (see question 4). However, when the "Don't know/Not sure" responses are excluded, 38 percent of all respondents and 48 percent of faculty agreed that technological resources for distance education were adequate (see question 4). The relatively low percentage of satisfaction indicated by DE faculty in the survey was reflective of technology support, which was fragmented between an ITS system administrator, an ITS specialist, and a technology support specialist reporting to Instructional Services. As a response, ITS has created an online support system with the email address helpdesk@glendale.edu, and a support escalation process to assist faculty teaching in DE courses. Furthermore, ITS worked in collaboration with CoDE on establishing a Moodle Roadmap to ensure technology currency while mitigating the disruption to learning.

The annual spring student survey includes items about student satisfaction with technology. In the spring 2015 survey, MyGCC, the student interface to PeopleSoft, was rated as "Excellent" or "Good" by 79 percent of credit students and 90 percent of continuing education students; 76 percent of credit students rated the quality of computer labs at GCC as Excellent/Good, and 92 percent of continuing education students rated the quality of computers and technology as Excellent/Good. Online registration for classes was rated as Excellent/Good by 72 percent of credit and 81 percent of continuing education students [REF III.C.1-12].

**Evidence**

- REF III.C.1-1. ITS Org Chart, http://glendale.edu/Modules/ShowDocument. aspx?documentid=30139
- REF III.C.1-2. 2014-2019 Technology Master Plan, http://www.glendale.edu/modules/ showdocument.aspx?documentid=27345
- REF III.C.1-3. 2007-2012 Technology Master Plan, http://glendale.edu/Modules/ ShowDocument.aspx?documentid=31182
- REF III.C.1-4. 4Cs Minutes of March 15, 2012, http://glendale.edu/index. aspx?page=4409&parent=12055
- REF III.C.1-5. ITS Action Items list, http://glendale.edu/Modules/ShowDocument. aspx?documentid=30140
- REF III.C.1-6. Library Campus Guides, http://campusguides.glendale.edu
- REF III.C.1-7. Service Level Agreement, http://glendale.edu/Modules/ShowDocument. aspx?documentid=30141
- REF III.C.1-8. Blue List Description of Web Oversight Committee, http://www.glendale. edu/index.aspx?page=1514
- REF III.C.1-9. 4Cs Minutes from May 15, 2014, http://www.glendale.edu/index. aspx?page=4409&parent=19715
- REF III.C.1-10. Budget Committee minutes from October 9, 2014, http://www.glendale. edu/Modules/ShowDocument.aspx?documentid=26329
- REF III.C.1-11. Spring 2014 Standard III.C Survey, http://glendale.edu/Modules/ ShowDocument.aspx?documentid=30142
- REF III.C.1-12. Spring 2015 Student Views Survey, http://www.glendale.edu/modules/ showdocument.aspx?documentid=24710

**III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.**

**Evidence of Meeting the Standard**

Decisions about technology services, facilities, hardware, and software are identified, prioritized, and addressed through a comprehensive planning process that involves multiple governance committees and several assessment activities. Technology requests resulting from program reviews are prioritized by the Campus wide Computer Coordinating Committee (4Cs) and sent to the Budget Committee for funding (see committee descriptions in the Blue List) [REF III.C.2-1]. These requests are incorporated as action items in the Technology Master Plan (TMP) [REF III.C.2-2]. An annual review of the TMP is completed by the 4Cs and updated to reflect student needs and the changing technological landscape. In the TMP, there is an established Computer Refresh Plan approved by the 4Cs for technology upgrades in the classrooms, labs, conference rooms, and meeting areas.

The Educational Master Plan (EMP) [REF III.C.2-3] establishes a framework for serving students, taking into consideration the major demographic, economic, and educational issues facing the greater Glendale area. The TMP provides the technology framework to support the strategic directions outlined in the EMP. The foundation for the TMP was built on the following EMP strategic goals:

Strategic Goal 1: Students' Awareness, Access, Persistence, and Success
Strategic Goal 2: Economic and Workforce Development
Strategic Goal 3: Instructional Programs and Student Services
Strategic Goal 4: Fiscal Stability and Diversification (Enrollment Management)

The planning process included the review of several unit plans, campus input, Accreditation Self-Study, Web Oversight Committee recommendations, program review, and survey data.

The Web Oversight Committee formed a Web Oversight Committee Task Force in 2014 to assess campus websites. Based on their assessment, a number of recommendations were made and appear as action items in the TMP [REF III.C.2-2, Appendix C]. Technology requests resulting from program review documents are prioritized by the 4Cs, and sent to the Budget Committee for funding. These requests appear as action items in the 2014-2019 TMP.

Three goals are identified in the TMP and are linked to strategies with action items, measurable outcomes, timelines, and responsibilities.

**Goal 1. Maintaining technology currency**
**Strategy:** Proactively maintain, virtualize, decommission, upgrade, or expand systems, network, software, computers, classrooms, labs, and information systems to meet the technological needs of students, faculty, and staff.

**Goal 2. Planning and managing information technology**
**Strategy:** Manage ITS staff, create and update ITS policies, procedures, and plans to support the mission of the College.

**Goal 3. Providing access to secure, reliable, and easy-to-use information systems**
**Strategy:** Proactively improve and deliver seamless, secure, easy-to-use, highly available and integrated access to information systems to promote student success.

Areas addressed in the TMP include:

- Systems, network, software, computers, classrooms, labs, and administrative information systems.
- Managing Information Technology Services staff, policies, procedures, and plans.
- Proactively improving and delivering seamless, secure, easy-to-use, highly available, and integrated access to information systems.

The College has an active program review process for programs and services. Program review occurs for some 120 programs from the instructional, student services, and administrative areas. Program review is supported by an instructional program manager, and a Program Review Committee. Programs are presently assessed tri-annually with follow-up reports in Years 2 and 3 of the cycle.

Program review and TMP documents are formally integrated into the institutional planning process through the establishment of program and institutional strategic goals and assessment activities. The necessary resources identified by these plans are reviewed in combination with the resource requests from other College program reviews and plans and are prioritized by governance committees through the annual resource allocation process. The process is driven in part by the EMP goals; funding priorities are influenced by the match between a resource request and the EMP goals and the year's annual goals [REF III.C.2-4], which are shorter-term College priorities. One component of the annual goals for 2016-2017 is to "allocate adequate funding to support the Technology Plan."

Updates and replacements to technology are mapped out in the College's Computer Refresh Plan. The plan includes a five-year cycle for replacing computers in classrooms and labs, and replacement of 20 percent of office computers each year. Whenever possible, upgrades to hardware and software are scheduled between semesters in order to minimize impact on instruction. TMP includes an established timeline for technology replacements for all of the College's academic labs, classrooms, conference rooms, and meeting areas.

The spring 2014 Standard III.C survey indicated that approximately the same number of employees agree (34.2 percent), and disagree (34.6 percent) that the institution continuously plans for, updates, and replaces technology (see question 8) [REF III.C.2-5]. Only 25.5 percent of employees agreed that technology updates or replacements are timely; 42.8 percent disagreed (see question 11). State budget and cuts to community college systems in the recent past have hindered timely updates to technology resources.

As a result of this assessment, and because the current budget outlook is more promising, the emphasis of the 2014-2019 TMP is weighted toward technology currency. Much of the technology planning over the next five years will focus on "catching up" as major upgrades and replacements of technology are needed in order to deliver critical services and foster student learning [REF III.C.2-2, p. 6]. Furthermore, an annual review of the TMP is completed by the 4Cs and updated to reflect the constantly changing technological landscape and student needs. Updates to the inputs and additional assessments are conducted on an ongoing basis.

The TMP addressed the need for a major network upgrade. The last campus wide network upgrade was completed in 2005, and the core router, with more than 150 switches, firewalls, routers, and network servers was not able to keep up with the exponential growth of demand for network bandwidth. In fall 2015, the College allocated a capital outlay fee of $180,000 for technology upgrades, including the network upgrade to the industry standard of 10 GB, increasing internal network bandwidth ten times and accommodates for future bandwidth

growth. New network equipment expands bandwidth, monitors network traffic, detects intrusion, and manages network connectivity as usage increases.

Student and faculty demand for wireless connectivity to the Internet has dramatically increased over the last five years and will continue to do so as more users are turning to mobile devices. In the spring 2014 Standard III.C survey, only 38 percent of employees agreed that wireless coverage at the College is adequate; 41 percent disagreed (see question 6). The College addressed the higher demand for Wi-Fi by initiating a two-phase plan to upgrade the campus Wi-Fi network. The first phase provides the necessary coverage, and the second phase identifies and addresses the density needs. In fall 2014, the 4Cs prioritized the need for additional Wi-Fi routers to provide campus wide coverage; the Budget Committee approved the plan. In early 2015, 80 additional wireless access-points were installed throughout the campus, effectively increasing Wi-Fi coverage campus wide. In spring 2016, 80 additional access points were added to address the density needs.

Other recent updates include upgrades to various systems, including the Document Imaging System, which was upgraded to Oracle Imaging systems (OSI) in fall 2014. The Oracle E-Business (Enterprise Resource Planning) System upgrade to Oracle R12 E-Business was completed in June 2015. PeopleTools 8.52 was upgraded to 8.54 in December 2015. Furthermore, quarterly bundle updates are done each year.

When asked whether they know how to initiate a request for the acquisition of a technological tool if it is not currently available at the College, 43.6 percent indicated they did (see question 9). Most employees were not sure or did not know whether the process for evaluating technological resource requests functions effectively (44.9 percent); 16 percent agreed that the process for evaluating technological resource requests functions effectively, while 22 percent disagreed (see question 10). In spring 2014, ITS launched a central system for submitting technology help requests via an online help desk ticketing system. Employees are now notified through the ticketing system from initiation request, progress, and completion of help requests. Emails are sent to employees submitting requests online or by phoning the help desk. Furthermore, the survey was created to assess satisfaction with service provided by the ITS staff.

**Analysis and Evaluation**

The College meets this Standard. Many planned action items were implemented over the last few years, including major renovations to the ITS Data Center, improvements to systems reliability, implementation of the PeopleSoft Student Information System, and the procurement of a diesel backup generator. Decisions about technology services, facilities, hardware, and software are identified, prioritized, and addressed through a comprehensive planning process that involves multiple governance committees and several assessment activities.

In order for the College to maintain appropriate and adequate technology resources, the Computer Refresh Plan to replace 20 percent of office computers each year (established by the 4Cs) needs to be followed to ensure productive, efficient, and trouble-free computing

for staff. The current budget climate is more promising than what the College has faced in recent years, and therefore the College is more capable of financially supporting technology replacements and upgrades. Furthermore, an assessment of the 34 computer classrooms is needed to determine where consolidating special-use computer classrooms could lead to more efficient use, better support, and increased refresh cycles.

**Evidence**

- REF III.C.2-1. Blue List, http://www.glendale.edu/index.aspx?page=1514
- REF III.C.2-2. 2014-2019 Technology Master Plan, http://www.glendale.edu/modules/showdocument.aspx?documentid=27345
- REF III.C.2-3. Educational Master Plan 2016 Update, http://www.glendale.edu/modules/showdocument.aspx?documentid=30491
- REF III.C.2-4. Annual Goals for 2016-2017, http://www.glendale.edu/modules/showdocument.aspx?documentid=30489
- REF III.C.2-5. Spring 2014 Standard III.C Survey, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30143

**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

**Evidence of Meeting the Standard**

The College's information technology infrastructure is detailed in the TMP [REF III.C.3-1]. A converged network supports the transmission of data, voice, and video. The College has standardized Cisco networking equipment for switches, routers, and wireless APs (Access Points). At the core of the network is a Cisco Catalyst 6513 Switch. Most campus buildings connect to the core switch over gigabit fiber links. Some smaller buildings connect over long-range Etherlink copper cables. The fiber links consist of a combination of multi-mode and single-mode air-blown fiber. Air-blown fiber allows for relatively easy and inexpensive additions or changes to the backbone without necessitating the installation of conventional fiber.

In addition to the central core switch, each of the 26 campus buildings has a distribution switch and a number of access switches that provide network connectivity throughout the building. Desktop computers, campus Voice Over IP (VOIP), telephones, wireless access points, building energy management systems, security cameras, card key access systems, and a variety of other devices connect to the network through these building switches. There are more than 150 building switches providing approximately 7,500 Ethernet ports on the Garfield and Verdugo campuses. Most switch ports are Fast Ethernet ports. Some are gigabit Ethernet ports.

The Garfield Campus connects to the Verdugo Campus by way of a 45 mbps Telco DS3 leased line and associated routers. This connection provides voice and data paths between the campuses.

Both the Garfield and Verdugo campuses have independent connections to the Corporation for Education Network Initiatives in California (CENIC) statewide educational network. CENIC, in turn, connects to the Internet. The Garfield Campus CENIC connection is over a 45 mbps Telco DS3 path. The Verdugo Campus CENIC connection is over a Telco 1 gbps high speed primary path and a 45 mbps Telco DS3 backup path.

The Professional Development Center (PDC) of the College is located in downtown Montrose. It provides state-funded and fee-based training to help local companies meet their changing workforce needs. The PDC has approximately 80 computers dispersed across three labs and six offices. Two computing labs serve state-funded training programs and one lab provides noncredit continuing education courses. In addition, the PDC has two mobile laptop carts used for off-site training programs. A program manager l provides decentralized IT support and reports to the program director of PDC.

The campus phone system is a Cisco Unified Communications VOIP System. Phone traffic on campus is carried over the same network as data traffic. The phone system consists of a redundant pair of Call Managers to process and handle calls, a redundant pair of Unity Voice Mail servers, a redundant pair of Emergency 911 servers, a Paging Server, a Call Center Server, and an Operator Attendant server. There are a number of special-purpose routers that provide Telco trunk connectivity for connection to the public switched telephone network and backup phone line support. There are approximately 800 digital telephones on campus and an additional 150 analog phones, which includes emergency phones, fax machines, and other data devices.

Wi-Fi wireless connectivity to the Internet is provided to students, faculty, staff, and visitors on the Garfield and Verdugo campuses. The College offers both an open, unsecured, guest Wi-Fi network and a secure encrypted Wi-Fi network. As of spring 2016, approximately 200 wireless access points are located throughout 24 campus buildings, with density and coverage upgrades ongoing. At times more than 1,500 laptops, smart phones, and portable wireless devices are simultaneously using the campus wireless network. The access points are managed by a Cisco 5508 Wireless Controller, which coordinates, provides security services, and configures the access points for optimum performance. Wireless standards supported on campus include 802.11a, 802.11b, 802.11g, 802.11n, and 802.11ac. Additionally, the Professional Development Center provides one wireless access point for student and staff access.

The Data Center, located at the Verdugo Campus, is a secure, environmentally controlled facility that houses a variety of servers used for academic and administrative purposes, Storage Area Networks, automated tape backup libraries, network equipment necessary to support the servers, an Uninterruptible Power System (UPS), and two redundant chilled water and DX 20-ton air conditioning units. In addition, the Data Center is served by a diesel generator to protect against electrical power interruptions. All servers are backed up daily from Monday through Friday and monitored to ensure immediate recovery from a system failure, system crash, or natural disaster. Backup tapes of mission-critical data are stored off-site on a weekly basis. Approximately one month of backups are kept off-site at any given point in time. Access to the Data Center is allowed only to authorized personnel via electronic locks.

Approximately 125 application servers are housed inside the Data Center. These mission-critical servers include PeopleSoft ERP, Oracle R12 E-Business, Moodle, Exchange email, Oracle Document Imaging system, and numerous department specific services.

The College's voice and data network is protected from internal and external threats by two redundant pairs of firewalls, one pair at each campus. Firewall rules are designed to permit only specific Internet addresses and protocols to traverse the firewalls, thus protecting campus server and workstations from malicious attacks from unknown or untrusted sources. An Intrusion Detection and Prevention System is employed to detect anomalies and attacks by deeply inspecting each data packet passing through the network. Network threats are classified, prioritized and then remediated by the IPS based on rules configured in the system. The IPS detects and stops malware that can be missed by firewalls alone.

The spring 2014 Standard III.C survey indicates that 42.4 percent of employees agree that the College's technology resources are implemented and maintained to assure reliable access, safety, and security; 21.4 percent disagree (see question 13) [REF III.C.3-2]. Furthermore, 41.2 percent agree that technology resources at the Verdugo campus are sufficient (see question 14). While most employees indicated they did not know or were not sure if technology resources at the Garfield campus are sufficient (76 percent), of those who did respond (N=38), 68 percent indicated they agree that technology resources at the Garfield campus are sufficient, while the other 32 percent disagreed (see question 15).

The College implemented a virtual server environment in 2012 to consolidate servers and virtualize remaining servers. In 2015, the virtual server environment was expanded to accommodate new systems and migration of physical servers, which provides redundancy. ITS is also investigating cloud computing services to streamline operations, increase system availability, and reduce costs associated with technology infrastructure.

**Analysis and Evaluation**

The College meets this Standard. As described earlier, significant labor and financial commitment has been made to infrastructure such as network, phone, wireless connectivity, and data servers in order to assure reliable access, safety, and security.

**Evidence**

- REF III.C.3-1. 2014-2019 Technology Master Plan, http://www.glendale.edu/modules/showdocument.aspx?documentid=27345
- REF III.C.3-2. Spring 2014 Survey, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30144

**III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

**Evidence of Meeting the Standard**

The institution provides appropriate technology instruction and support for faculty, staff, students, and administrators. ITS maintains an online help desk system and a walk-in support desk Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. After-hours classroom support is provided by computer lab technicians. ITS has a Service Level Agreement (SLA) that establishes support guidelines and specifies priority to classroom learning. ITS maintains a bank of twelve computers and provides one-on-one assistance on a walk-in basis. Many adjunct instructors utilize these computers throughout the day. Because of the centralized location of ITS, many students stop by, seeking support to access email, PeopleSoft, and general information. ITS provides a number of informational handouts for students and directs their questions to the appropriate departments.

The College is committed to supporting students with disabilities and ensuring that they are all given equal opportunity to earn a quality education. Compliance at the College is monitored by staff at the High Technology Center with higher-level technical support provided by ITS. The College's High Technology Center has its own specialized lab and offers specialized computer classes, computer evaluations, and test proctoring for students with disabilities. Additionally, the Center for Students with Disabilities provides services to faculty and students to help make content or classroom learning accessible. A series of tutorials [REF III.C.4-1] are available to all College employees addressing issues of disability and accessibility.

The Staff Development Center, composed of a staff development officer and the Staff Development Committee, is charged with overseeing the instruction and training opportunities provided to faculty, staff, and students. These professional development offerings include presentations and workshops on emerging technologies and how to use learning technologies effectively in the classroom. The Staff Development Committee has worked with ITS to conduct training sessions that are relevant to the faculty and staff in the performance of their jobs. The training sessions are usually provided internally by local campus staff, ITS staff, instructional technology staff, or faculty. When new technology is implemented, training is available in some form, such as workshops, webinars, tutorials, screencasts, and instructor-led classes (off-campus or on-campus).

The Faculty Innovation Center (FIC) provides Moodle and Lynda.com to faculty and students. Custom tutorials are available for students and faculty with instructions on how to login, change passwords, and use the system effectively. FIC also has a mobile lab with 30 iPads for faculty to use in their classrooms. Furthermore, Committee on Distance Education (CoDE) has established guidelines, procedures and certification for faculty teaching online/hybrid classes, and students taking these classes. The online learning community, the Online Wired Learning (OWL) Academy, was established to support faculty teaching distance

education courses, as well any faculty interested in exploring emerging technologies to facilitate instruction. OWL Academy also includes workshops coordinated through the Staff Development office for introducing faculty to distance education instructional technologies. CoDE and Academic Senate have established guidelines for training and professional development of faculty teaching hybrid/online courses, requiring full-time faculty a minimum of 20 percent or six hours of FLEX obligation to be on distance education (DE) training/development. Part-time faculty teaching hybrid/online have a similar requirement proportional to their teaching load.

The Library provides training and support to faculty, staff, and students on appropriate use of library resources (e.g., catalog, subscription databases), as well as appropriate use of technology (e.g., printing, scanning, photocopying).

The College has 15 academic divisions, two of which are based at the Garfield campus. All but one of these divisions has at least one computer lab that is managed directly by the respective division support staff. The day-to-day support in these labs is handled by instructional and non-instructional lab technicians. Instructional lab technicians have direct interaction with students along with other lab related responsibilities. Non-instructional lab technicians are directly responsible for the installation, maintenance, and repair of the computers in their respective labs. Support needs for higher-level technical issues in these labs, such as the network and server-based applications, are referred to the support staff in the Information and Technology Services department.

ITS remains responsive to the changing technological needs of the campus community. For example, as a response to reports of insufficient support for Mac users, the ITS help desk now has a designated technician to help users of Macs. More than 70 percent of employees indicated that if they have a technological problem, they know exactly how to find someone to help them (see question 19). The OWL Academy has also expanded the professional development opportunities related to technology.

**Analysis and Evaluation**

The College meets this Standard. Technology support for faculty, staff, and students is provided by ITS staff, as well as various lab assistants assigned to various divisions/ areas. Technology training and instruction for faculty and staff is provided through Staff Development workshops, as well as tutorials, Lynda.com access, webinars, screencasts, on- and off-campus training seminars, and Moodle training courses.

Analysis of survey results suggests that perceptions about technical support have been improving since 2014. The spring 2014 Standard III.C survey [REF III.C.4-2] showed that 45 percent of employees agreed that the College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems; 31 percent disagreed and 24 percent were neutral or did not know (see question 17). The annual faculty/staff survey [REF III.C.4-3, see the eight graph under "Technology Items"] has shown a recent increase in agreement with the statement "technical support is

appropriate and effective." In fall 2014, 77 percent of respondents with an opinion agreed with this statement; the agreement percentage increased in fall 2015 to 87 percent (note that neutral responses are not collected in the annual survey but were collected in the Standard III.C survey).

Regarding professional development and technology training, the spring 2014 Standard III.C survey showed that 43 percent of employees agreed that professional development related to technology is adequate, while 34 percent disagreed (see question 18). The annual faculty/staff survey [REF III.C.4-3, see the ninth graph under "Technology Items"] showed that 68 percent of respondents with an opinion agreed that "I get sufficient technology training for my work" in fall 2014. In fall 2015, the percent agreeing increased to 71 percent.

**Evidence**

- REF III.C.4-1. Tutorials Addressing Disability and Accessibility, http://gcc.glendale.edu/inservice/Overview_Page_1.htm
- REF III.C.4-2. Spring 2014 Standard III.C Survey, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30145
- REF III.C.4-3. Faculty/Staff Survey Results, http://www.glendale.edu/index.aspx?page=7167

**III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

**Evidence of Meeting the Standard**

Policies and procedures that guide the appropriate use of technology in the teaching and learning processes are addressed in Administrative Regulation (AR) 3720: Using Information Technology Resources at GCC [REF III.C.5-1]. This regulation was developed by a 4Cs Task Force, approved March 2014 [REF III.C.5-2], and approved by the College Executive Committee June 17, 2014 [REF III.C.5-3]. All employees sign a form on the acknowledgement of Appropriate Use of IT Resources. Furthermore, the class schedule has a section on Student Guidelines for the appropriate use of IT Resources, including the Student Email Policy [REF III.C.5-4].

ITS has a service level agreement (SLA) — Desktop/Portable Computer Support Policy — which was approved in November of 2013 [REF III.C.5-5].

CoDE established guidelines, procedures, and certification for faculty teaching online/hybrid classes, and students taking these classes. The online learning community, the OWL Academy was established to support faculty teaching distance education courses, as well as any faculty interested in exploring emerging technologies to facilitate instruction [REF III.C.5-6]. OWL Academy also includes workshops coordinated through the Staff Development Office for introducing faculty to distance education instructional technologies.

CoDE and the Academic Senate have established guidelines for training and professional development of faculty teaching hybrid/online courses, requiring that full-time faculty complete a minimum of 20 percent or six hours of FLEX obligation to be on distance education (DE) training and development. Part-time faculty teaching hybrid/online have a similar requirement proportional to their teaching load.

The College continues to review, revise, and update all documents that guide the appropriate use of technology in the teaching and learning processes to keep current with new and emerging technologies.

**Analysis and Evaluation**

The College meets this Standard. Policies and procedures guiding use of technology are periodically reviewed and updated by governance committees and approved through the College's shared governance system.

More than 44 percent of employees indicated that they agree that College policies and procedures guide the appropriate use of technology, while 13.6 percent disagree (see question 22) [REF III.C.5-7]. When asked if the College policies and procedures regarding technology use are easy to find by employees, 34.6 percent indicated they agree (21.6 percent disagreed; see question 23). However, when asked if the College policies and procedures regarding technology use are easy to find by students, most employees were not sure; only 22.2 percent of employees agreed while 21.4 percent disagreed (see question 24).

**Evidence**

- REF III.C.5-1. AR 3720: Using Information Technology Resources http://www.glendale.edu/modules/showdocument.aspx?documentid=24913
- REF III.C.5-2. 4Cs Minutes from March 20, 2014 Meeting, http://glendale.edu/index.aspx?page=4409&parent=19715
- REF III.C.5-3. College Executive Committee Minutes from June 17, 2014 (then called Campus Executive Committee), http://www.glendale.edu/index.aspx?page=4401&parent=19714
- REF III.C.5-4. Student Email Policy, http://glendale.edu/modules/ShowDocument.aspx?documentid=5236
- REF III.C.5-5. 4Cs Minutes from November 21, 2013 Meeting, http://glendale.edu/index.aspx?page=4409&parent=19715
- REF III.C.5-6. OWL, http://glendale.edu/index.aspx?page=2220
- REF III.C.5-7. Standard III.C Spring 2014 Survey, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30146

**Standard III.C: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Network Upgrade - network upgrade to the industry standard of 10 gb, increasing internal network bandwidth 10 times | New network equipment expands bandwidth, monitors network traffic, detects intrusion, and manages network connectivity as usage increases. | Completed | III.C.2 | |
| 80 Additional Wi-Fi Access Points | Increased Wi-Fi coverage campus wide. | Completed | III.C.2, III.C.3 | |
| Oracle R12 E-Business System Upgrade | Increased security, support, and interoperability with custom applications used by Administrative Services, including Accounts Payable, Accounts Receivable, timekeeping, and purchasing. | Completed | III.C.1 | 3.5.1 |
| PeopleTools 8.54 Upgrade | Better functionality and customization of PeopleSoft Campus solutions used for registering for classes, paying fees, and obtaining grades. | Completed | III.C.1 | 3.5.1 |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Redesign Glendale.edu Website using current Web standards, navigation best practices, modern design, and responsive browsing experience. | User-friendly College website with focus on students' ability to easily locate information. | In Progress | III.C.1 | 1.1.3 |
| MyGCC: Update to work on all devices using responsive modern look and feel. | Increased usability of MyGCC on mobile devices used by students to register for classes, pay fees, and obtain grades | In Progress | III.C.1 | 3.5.1 |
| Strive to maintain technology currency by proactively maintaining, virtualizing, decommissioning, upgrading, or expanding systems, networks, software, computers, classrooms, labs, and information systems | Improved currency of technology available to students and employees | Ongoing | III.C.1, III.C.3 | 3.5.1 |
| Endeavor to proactively improve and deliver seamless, secure, easy to use, highly available, and integrated access to information systems. | Greater access to information | Ongoing | III.C.1, III.C.2, III.C.3 | 3.5.1 |
| Continue to review, revise, and update all policies and procedures that guide the appropriate use of technology in support of the mission. | Current procedures that are effective and relevant in supporting the mission | Ongoing | III.C.5 | 3.5.1 |
| Follow Computer Refresh Plan to ensure updated technology available to students and employees. | Improved currency of technology available to students and employees | Ongoing | III.C.1, III.C.2 | 3.5.1 |

## Standard III.D. Financial Resources

**PLANNING**

**III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.**

**Evidence of Meeting the Standard**

Financial resources have been allocated to maintain student learning programs and services and to improve institutional effectiveness. However, additional resources are needed to fund all of the District's needs. In 2014-15, the District's Unrestricted General Fund had an annual operating budget of approximately $87 million [REF. III.D.1-1]. This budget amount has increased over previous years, but it still has not reached pre-recession levels.

The District has sought alternative funding, specifically through federal grants, to augment its budget and to provide funding for new initiatives. In September 2011, the District was notified that it was the recipient of two federal Title III Hispanic Serving Institution grants, Science, Technology, Engineering and Math (STEM) Gateway and GCC's Articulation with Universities for STEM Success (GAUSS). STEM Gateway focused on improving and integrating basic skills education and GAUSS focused on creating an interdisciplinary and experiential learning environment in STEM fields to attract more students to STEM majors and to support their success in these fields. The STEM Gateway grant provided $4.3 million and the GAUSS grant another $6 million over five years. The District has also been the recipient of numerous state grants in the Career Tech Education fields, such as the Nursing Enrollment Growth grant. These grants have allowed growth in the educational programs and improved classroom teaching tools without impacting the District's operating budget. They also have made it possible to upgrade classrooms, an action that might have gone unfunded without these grants.

To maintain sufficient resources for essential programs, a Budget Reallocation Subcommittee was established in 2010-11. This action was taken to address a recommendation from the 2010 Accreditation Self Study to implement a resource allocation process that wasn't solely dependent upon the receipt of new revenue, but rather focused on continuous improvement. This improvement required reallocation and reprioritizing of the use of existing resources. This Subcommittee reviewed all discretionary accounts over $10,000 to see if any budget cuts were possible. TOPS Managers were required to write justifications for the budget in these accounts. Accounts excluded from this process were permanent positions, benefits, adjunct instructors, utilities, audit, legal, election, and insurance. This process was so successful that it has continued even during years when funding was being restored. The threshold for review was reduced to $7,500 in 2011-12 and it is currently $6,000. In 2014-15, $1.5 million was cut from the budget and reallocated and in 2015-16 $829,000 was cut and reallocated.

The District has improved its hiring process for permanent employees to ensure the maximum benefit for institutional effectiveness. An Instructional Hiring Allocation Committee (IHAC) was formed in 2003; a Student Services Hiring Allocation Committee (SSHAC) was formed in 2004; and a Classified Hiring Allocation Committee (CHAC) was formed in 2008. These committees prioritize permanent instructors, student service faculty, and classified employees respectively. Faculty replacements due to retirement or resignation and new positions are prioritized in IHAC and SSHAC using program review data. Those departments with the greatest need will get funding for a new position. This often results in the replacement being filled in a department other than the one in which the retiree worked. CHAC prioritizes new classified position requests based on program review data. For classified replacements due to retirement or resignation, the vice president over the division has discretion on how to use the budget, whether to re-fill the vacant position or to use the budget for another position with a greater need. This decision is approved by Administrative Executive (superintendent/president, three vice presidents, associate vice president of human resources, and the administrative dean, Garfield Campus) before presenting to the Budget Committee.

The District plans and manages its financial affairs with integrity. The District has consistently received unqualified opinions on both its District and Bond audits. It has also responded to all findings and recommendations in a timely manner. On the 2013-2014 and 2014-2015 audits, there were no findings or recommendations for improvement.

The recent recession resulted in a significant reduction of funding to all community colleges. As a result of the budget actions taken to address the reductions, the District was able to meet the Board of Trustees' commitment to maintain a minimum five percent level of reserves for the Unrestricted General Fund. Following is a table that shows the trend for the level of reserves in both the Unrestricted General Fund and the Total General Fund:

**Table III.D-1. Reserves Trends**

| Fiscal Year | Unrestricted General Fund | Percent of Expenditures | Total General Fund | Percent of Expenditures |
|---|---|---|---|---|
| 2009-10 | $5,812,174 | 7.16% | $8,374,018 | 8.77% |
| 2010-11 | $6,090,472 | 7.52% | $7,744,353 | 8.06% |
| 2011-12 | $4,895,333 | 6.34% | $8,228,108 | 8.99% |
| 2012-13 | $4,960,429 | 6.42% | $8,224,716 | 8.88% |
| 2013-14 | $4,838,857 | 6.01% | $7,984,738 | 8.36% |
| 2014-15 | $4,688,393 | 5.63% | $8,331,921 | 8.25% |

The above table reflects a very stable reserve percent in both the Unrestricted General Fund and the Total General Fund. This financial stability shows that the District did not rely on reserves to weather the recession but was able to accomplish this through conservative fiscal planning and increased efficiency. Some of the budget actions taken to maintain this stability were the reduction of class offerings, a hiring freeze, and a retirement incentive. Employees

agreed to take pay cuts and furloughs in 2009-2010, 2010-2011, and 2012-2013 and as a result, no permanent employee was laid off to balance the budget.

**Analysis and Evaluation**

The College meets this Standard. The District has been able to support and maintain its essential student learning programs and services, even during times of reduced funding. It has become more efficient and has implemented practices such as the Budget Reallocation Committee and the Hiring Allocation Committees, which ensure that funding is allocated according to the greatest needs to improve institutional effectiveness.

The District's conservative fiscal practices and budget actions have enabled it to maintain services without drawing upon its reserves. These practices have provided financial stability to the District.

The District has been able to attain additional funding through alternative sources. As a recipient to two Gateway & GAUSS Title III HIS Stem grants, it has been able to improve student learning programs without impacting the District's operating budget.

**Evidence**

• REF III.D.1-1. District's 2014-2015 Unrestricted General Fund Annual Operating Budget, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29744


**III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with, and supports all, institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

**Evidence of Meeting the Standard**

The main committee involved in the master planning process is the Master Planning Committee, known as Team A. Team A consists of approximately 60 members who represent all major constituent groups throughout the College, including administrators, division chairs, faculty, classified employees, and students. Team A reviews and updates the College's Mission and Core Values as part of its annual review. In addition, as part of the fiscal planning process, Team A develops the annual goals [REF III.D.2-1] to support the College's mission. These goals are then used to prioritize new resource requests in the College's resource allocation process.

The Budget Committee is responsible for monitoring the budget development process and the ongoing implementation of the annual College budget. This committee is responsible for setting priorities within both short-term and long-term income and expense expectations.

It is made up of all the major constituent groups and includes the coordinators of the major institutional plans as resource members. These members include the following:

- Faculty accreditation coordinator
- Program review coordinator
- Associate vice president, human resources
- Chief information systems officer

The College's budget development and financial planning processes have been strengthened to ensure that financial resources are used to support institutional planning. During the program review process, managers are given the opportunity to request budget augmentations for those needs that cannot be funded through their current allocation. These resource requests are initiated by completing a resource request form [REF III.D.2-2]. This form has sections for the requestor to describe the request, provide a justification, and estimate an amount. In addition, the requestor must indicate which Educational Master Plan (EMP) goal, plan, or learning outcome (student, program, or institutional) is being addressed. The resource request forms are reviewed and validated by a subcommittee of Program Review. Those resource requests that are linked to a plan or a learning outcome (student, program, or institutional) and are supported by data are forwarded to the appropriate standing committee (Academic Affairs, Student Affairs, Administrative Affairs, and Campus Wide Computer Coordinating Committee) for prioritization.

Once the new resource requests from each Standing Committee are prioritized, they are forwarded to the Budget Committee. The Budget Committee reviews the requests and funds those requests identified as a "Must Do" and other requests that qualify for alternative funding such as Instructional Equipment and Scheduled Maintenance. Examples of "Must Do" requests are as follows:

- Legal (minimum wage, hazardous waste disposal, accreditation)
- Bargaining unit agreement (police uniform allowance)
- Contractual obligation (licensing fee, maintenance agreement)
- Health and safety
- College commitment (new facility support staff)

Those new resource requests that have not been classified as "Must Do" or are funded through alternative funding are forwarded to the Expanded Budget Committee, which consists of the Budget Committee, Cabinet, and the Executive Committee members. It also includes additional representatives from the Senate, Guild, CSEA, and Associated Students of Glendale Community College (ASGCC). This committee was formed to provide a wider range of input in the budget process. Each year, the Expanded Budget Committee meets to review the prioritized resource requests from each standing governance committee. The Expanded Budget Committee then consolidates the lists of new resource requests from the standing committees into a final College wide prioritized list. One of the factors used by the Expanded Budget Committee to prioritize the budget requests includes an identified link to one of the College's annual goals. Items on this consolidated final list are funded based on the

amount of available funds. This process ensures that additional funding is allocated to those items that best support the mission and goals of the College.

The Board and other institutional leadership receive information about fiscal planning to ensure that it links to institutional planning. The process was developed through the Institutional Planning Coordination Committee, which consists of all the leaders of the major constituent groups, senior administration, and all managers responsible for a College wide plan. This membership ensures that all major constituents groups and planners are informed and can participate at every step. The Board receives information in its planning retreat, the budget presentations, and the actual budget documents.

The College has policies and procedures to ensure sound financial practices and financial stability. An example is Board Policy (BP) 6305: District Reserves [REF III.D.2-3]  and Administrative Regulation (AR) 6305: District Reserves [REF III.D.2-4]. This regulation requires a five percent general reserve. In addition, it provides for a contingency reserve of up to one percent and a salary stabilization reserve at a level of up to four percent. Other Board Policies that ensure sound financial practices include the following:

- BP 6100:  Delegation of Authority [REF III.D.2-5]
- BP 6200: Budget Preparation [REF III.D.2-6]
- BP 6250: Budget Management [REF III.D.2-7]
- BP 6300: Fiscal Management [REF III.D.2-8]
- BP 6301: Fiscal Management of Major Projects [REF III.D.2.9]
- BP 6320: Investment of District Funds [REF III.D.2.10]

The College regularly distributes financial information throughout the institution in a timely manner. The College has used the following methods to provide information:

- Financial reports: tentative budget, final budget, quarterly financial reports, etc.
- Board presentations: budget study session, public hearing
- College website:  budget section [REF III.D.2.11]
- Campus wide emails: used to update all employees on major financial information
- Meetings: Budget Committee, faculty, classified, Town Hall, etc.
- Online, real-time access to detailed account information

**Analysis and Evaluation**

The College meets this Standard, having made great strides in strengthening the link between financial planning and institutional plans. The current process allows the College to make informed and intelligent decisions related to the allocation of new resources as recommended by the 2010 Accreditation report. All requests for new funding are initiated and validated through the program review process and must refer to a College plan or annual goal as a justification for the request. Each year, the College's budget process has been assessed to improve this link.

As documented above, the College has numerous board policies and administrative regulations to ensure sound financial practices and financial stability. The College has used multiple methods to disseminate financial information throughout the College. Financial reports, board presentations, the GCC website, emails and governance meetings have all been effectively used to inform the campus community.

**Evidence**

- REF III.D.2-1. Team A Annual Goals for 2016-2017, http://glendale.edu/modules/showdocument.aspx?documentid=30489
- REF III.D.2-2. Program Review Resource Request Form, http://www.glendale.edu/modules/showdocument.aspx?documentid=29273
- REF III.D.2-3. BP 6305: District Reserves, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9255
- REF III.D.2-4. AR 6305: District Reserves, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2475
- REF III.D.2-5. BP 6100:  Delegation of Authority, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8584
- REF III.D.2-6. BP 6200: Budget Preparation, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2677
- REF III.D.2-7. BP 6250: Budget Management, http://www.glendale.edu/modules/showdocument.aspx?documentid=19264
- REF III.D.2-8. BP 6300: Fiscal Management, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2676
- REF III.D.2-9. BP 6301: Fiscal Management of Major Projects, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=10330
- REF III.D.2-10. BP 6320: Investment of District Funds, http://www.glendale.edu/modules/showdocument.aspx?documentid=19263
- REF III.D.2-11. College Website: Budget Information, http://www.glendale.edu/index.aspx?page=7311

**III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**Evidence of Meeting the Standard**

The College has institutionalized its budget development process through Board Policy (BP) 6200: Budget Preparation [REF III.D.3-1] and Administrative Regulation (AR) 6200: District's Budget [REF III.D.3-2]. BP 6200 establishes the superintendent/president as ultimately responsible for the preparation of the budget. AR 6200 defines the organization, development, and management of the budget. All BPs and ARs are posted on the GCC website so that they are available to all employees. The budget development policies were developed in a shared governance process. The policies were drafted in the Budget

Committee, and then reviewed and approved by Administrative Affairs and finally the College Executive Committee (known as the Campus Executive Committee until 2016). All of these committees are governance committees that have representatives from all major College constituencies.

The development of the budget is discussed in detail by the Budget Committee. The Budget Committee is a shared governance committee with representation from all the major constituent groups (Academic Senate, Guild, CSEA, Administration, and Associated Students). The Budget Committee meetings are open to anyone on campus and often have more guests than committee members in attendance. In developing the budget, all proposed revenue and expense changes are reviewed and approved by the Budget Committee.

The Budget Committee reports to the College Executive Committee, the highest committee of the District. The College Executive Committee consists of the presidents of all the major constituent groups plus the superintendent/president of the College and the three vice presidents (Administrative Services, Student Services, and Instructional Services). All actions taken by the Budget Committee are reviewed and approved by the College Executive Committee.

In developing its budget, a Budget Calendar [REF III.D.3-3] [REF III.D.3-4] is created for compliance with the guidelines in the California Code of Regulations and the College's policies. Specifically, the Budget Calendar ensures that the Board of Trustees adopts a tentative budget by June 30 and a final budget by September 15. Study sessions are provided at a board meeting prior to each budget adoption in a public session for all College employees and the community. A public hearing on the budget is conducted at the August Board of Trustee meeting. The presentations for the study sessions are placed on the College's website for those employees who could not attend the board meeting.

**Analysis and Evaluation**

The institution meets this Standard. The District has a formal budget development process defined in BP 6200, Budget Preparation and AR 6200, District's Budget. These policies were developed through the shared governance process and provide ample opportunities for all major constituencies to participate in the development of the budget. The budget recommendation is prepared by the Budget Committee and initially approved by College Executive before adoption by the Board of Trustees. Constituent groups can provide input at either the Budget Committee or College Executive Committee meetings. In addition, a public hearing on the budget is held at the August board meeting, at which anyone can make comments.

**Evidence**

- REF III.D.3-1. BP 6200: Budget Preparation, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2677
- REF III.D.3-2. AR 6200: District's Budget, http://www.glendale.edu/modules/showdocument.aspx?documentid=27408

- REF III.D.3-3. Governance Update April 2015 Budget Calendar Distributed, http://www.glendale.edu/modules/showdocument.aspx?documentid=27188
- REF III.D.3-4. 2016-2017 Budget Calendar, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29756

### III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

**Evidence of Meeting the Standard**

The College's annual budget development process begins with an assessment of the expected revenues for the new fiscal year. The executive vice president of administrative services and the controller estimate revenues for the new year. In making these estimates, information is gathered from a variety of sources, including the state Chancellor's Office, enrollment projections, and internal accounting records. This information is incorporated into an overall resource projection and presented to the Budget Committee as a parameter for developing the new year's budget.

The College has made a practice of using conservative estimates in its assessment of revenues. The College had a policy of not budgeting growth revenues until they were earned. However, in order to recover from the state budget cuts imposed on community colleges, this policy was modified in 2013-2014 [REF III.D.4-1] and 2014-2015 [REF III.D.4-2]. During these years, growth revenues were anticipated, but only to the extent of funding additional classes needed to reach growth targets. This practice was discontinued in developing the 2015-2016 budget as financial conditions improved, both at the state level and at the District level. Most other revenue sources are projected, based on the prior year's actual amounts [REF III.D.4-3].

Growth revenues and cost of living adjustments (COLAs) are the main source of new discretionary revenue. The District has tried to allocate COLA for collective bargaining, which means that growth revenues must fund all of the inflationary cost increases and the expansion of any new services. The College is in a "mature" district that is not experiencing significant growth in population or high school graduates. As a result, growth revenues are limited if the state economy is strong. The College has acquired additional funding through alternative sources, including the Associated Students, the Glendale College Foundation, business partnerships, and grants.

The Associated Students have always supported the College's operations. Each year, they have pledged a portion of the ASB fee (40 percent) to the College. This has resulted in approximately $190,000 of revenue, which the College uses to balance its operating budget. An additional $156,000 per year was provided to pay for the debt service payment of a Certificate of Participation (COPS). The COPS was issued in 1997 (and paid off in 2014-15) and was partially used to construct the Bookstore and Associated Student offices. Finally, the

Associated Students also fund proposals for special College projects at levels of up to $2,500 per proposal [REF III.D.4-4].

The Foundation has provided significant funding for the College's capital projects. Included in their contributions are a $1 million donation from a private individual; funding for the electronic scoreboard on the football field; funding for the electronic sign, on which information is shared with students and the public; and a loan for the College to purchase its field station in Mexico. In recent years, the Foundation funded some of the budget requests that were not funded by the Budget Committee, provided that they met the criteria established by the Foundation. In addition, some eligible requests are selected for funding by the Foundation through a grant application process. Examples of some funded items are technology for the High Tech Center, a digital archive collection for the library, and computers for a biology research project. In 2014-15, almost $100,000 was provided for new budget requests [REF III.D.4-5] [REF III.D.4-6].

The College has also formed business partnerships that have given the College the ability to generate new student enrollment. Examples are the Tri-Cities Fire Academy, the Verdugo Power Academy, and the Institute of Heating and Air Conditioning Industries. These instructional service agreements provide vocational training and additional enrollment to help the District meet its growth targets.

The College is becoming more active in competing for grants that provide relief to the College's operating budget. The College was successful in being awarded two Title III Hispanic Serving Institution grants in 2011-12. The first grant ($4.3 million over five years), Science, Technology, Engineering, and Math (STEM), was awarded to increase the number of Hispanic and low-income students receiving degrees in STEM fields. The second grant ($6.0 million over five years) was awarded to attract more students to STEM majors and related careers and to collaborate with Universities to facilitate STEM transfers and degree completions. These grants have provided needed funding to upgrade instructional areas as proposed in the grant application.

The District's expenditure requirements begin with rolling over the current budget. Adjustments are then made to the "Exempt Cost" line items. The "Exempt Cost" classification consists of College wide line items that must be funded. Items within this classification include utilities, insurance, legal, benefits, step and column salary adjustments, full-time faculty hires, postage, collective bargaining, etc. After "Exempt Costs" are adjusted, "Must Do" items are then funded. At this point, the budget is reviewed to determine whether budget cuts are required to balance or if funding is available for new budget requests. District expenditures within the Unrestricted General Fund (operating budget) have historically been within one percent of the total budget for the year.

**Analysis and Evaluation**

The College meets this Standard. The District's budget development process has been very realistic in its assessment of financial resources and expenditure requirements. The District's

budget development policy requires the establishment of a five percent general reserve with all remaining funds available for appropriation. For the last six years, the ending balance has fluctuated between 6.01 percent and 7.52 percent. This stable ending balance is a reflection of the realistic assessment of financial resources and expenditure requirements.

The District has been resourceful in identifying alternative sources of revenue to support the operating budget. The Associated Students and the Foundation have been very generous in providing support to the District. Partnerships with external agencies have helped to address enrollment issues. Finally, competing for grants has provided additional funding to maintain and enhance existing programs.

**Evidence**

- REF III.D.4-1. Budget 2013-2014, http://www.glendale.edu/index.aspx?page=6505
- REF III.D.4-2. Budget 2014-2015, http://www.glendale.edu/index.aspx?page=6504
- REF III.D.4-3. Budget 2015-2016, http://www.glendale.edu/index.aspx?page=7311
- REF III.D.4-4. CPS Grants Spring 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30500
- REF III.D.4-5. GCC Foundation Grant Application, http://www.glendale.edu/modules/showdocument.aspx?documentid=17824
- REF III.D.4-6. GCC Foundation Grant Financial Data, http://www.glendale.edu/index.aspx?page=6910&parent=26909

**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

**Evidence of Meeting the Standard**

The District has appropriate internal control mechanisms to ensure the financial integrity of the institution and responsible use of its financial resources. Some of the internal control mechanisms practiced include the following:

- Proper authorization: All documents, such as purchase requisitions, personnel actions, invoice approvals, travel requests, budget transfers, etc. must be properly approved by an appropriate employee. The Oracle Financial and Human Resource System defines the level of authority (departments and dollar amounts) for each employee with approval responsibilities. In addition, budget controls are in place to ensure that budgets are not overdrafted.
- Security of Records:  The Oracle Financial system employs user IDs and passwords to secure financial data. Although all employees have the ability to inquire about account information and budget balances, only the centralized accounting staff has clearance to update records.

- Separation of Duties:  The Controller's Office organizational chart provides for proper separation of duties. Processes are broken down into tasks that are assigned to different employees. This practice protects the District from fraudulent activities and also provides a check to detect potential errors.
- Reconciliations:  The District performs various reconciliations, including those involving banks, labor distribution, county ledgers, student fees, etc. to ensure the accuracy of its financial records.

The College has regularly evaluated its internal controls to make improvements. Weekly meetings with the controller and executive vice president of administrative services are conducted to discuss financial matters. In addition, annual program review documents are prepared in each area to assess the effectiveness of their processes and make changes in a timely manner.

Each year, the District is audited by an independent CPA firm (Vavrinek, Trine, Day & Co). As part of the audit, they review the internal control systems. Besides the audit, the District has requested an independent review of its finances by external entities. In 2007, the Fiscal Crisis Management Assistance Team (FCMAT) was brought in to the District to review the budget and the District's financial practices. FCMAT produced a report with recommendations regarding District processes that included the California Community Colleges Sound Fiscal Management Self-Assessment Checklist [REF III.D.5-1]. The District has implemented many of the recommendations. In 2009, the District hired Vavrinek, Trine, Day & Co. to specifically review its financial processes. A report [REF III.D.5-2] was issued, which the District also used to improve operations.

The College regularly distributes financial information throughout the institution in a timely manner. The College has used the following methods in providing information:

1. Financial Reports: Each year the College prepares a Tentative Budget and a Final Budget that are presented to the Board by June 30 and September 15, respectively. These documents are provided to the Board of Trustees, Cabinet members, TOPS managers, Budget Committee members, the Guild, CSEA, Academic Senate, and Student Government. In addition, a public copy of the Final Budget is on file in the College library.

2. Board Presentations: Board presentations are conducted on both the Tentative Budget and Final Budget. In addition to the budget presentations, presentations are made to keep the Board and constituent groups informed on the financial health of the College. These presentations include mid-year budget reports, fiscal updates, and enrollment strategies to maximize state apportionment revenues.

3. College website:  The College has established a section on its website on which it posts financial information that both employees and the public can access [REF III.D.5-3]. The Final Budget PowerPoint presentation made to the Board, the Final Budget overview, and summary financial schedules are posted on the College's website.

4. Campus wide emails:  Emails are periodically sent to all employees regarding budget updates. This has been an effective method in keeping all employees informed with financial information [REF III.D.5-4].

5. Meetings: The Budget Committee meets twice a month. This is a shared governance committee responsible for making recommendations for budget development and is made up of all constituent groups. Detailed financial information regarding revenue and expenses is discussed with committee representatives taking the information back to their constituent groups. In addition to the Budget Committee, financial information is provided on a regular basis at the following meetings:

> a. Board meetings: see section above.
> b. All campus meetings: Updates are made by the president and vice presidents for their area of responsibility.
> c. Faculty meetings: Budget presentations are periodically done to update faculty on major budget issues. When the College was having financial problems, these meetings helped to clear up any rumors.

6. District Website: All employees have access to online, real-time financial information through the District's website. Staff can check budget, encumbrance, expenses, and available balances for all accounts. Drill-down capabilities were programmed so that users can go back to individual purchase orders, invoices, and employee charges.

**Analysis and Evaluation**

The College meets this Standard. The District has implemented strong internal controls to ensure financial integrity. It has regularly evaluated its internal controls with both internal meetings and external reviews. The District has worked to implement many of the recommendations from these external reviews. Finally, the District's audits have validated the presence of strong internal controls.

Disclosure of financial information is deemed important and is provided in a variety of forms and venues. Board presentations, meetings, emails, and the District's website have all been used to disseminate information. The College has shared financial and budget information throughout the College via multiple modes so that all staff members are informed.

**Evidence**

- REF III.D.5-1. California community Colleges Sound Fiscal Management Self-Assessment Checklist, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29755
- REF III.D.5-2. 2009 Report from CPA Firm Vavrinek, Trine, Day & Co.to Review the District's Financial Processes, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29753
- REF III.D.5-3. College Postings on the Web: The Final Budget PowerPoint Presentation Made to the Board, the Final Budget Overview and Summary Financial Schedules are Posted to the College's Website, http://www.glendale.edu/index.aspx?page=7311
- REF III.D.5-4. Campus Wide Emails, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29754


**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

**Evidence of Meeting the Standard**

The Final Budget [REF III.D.6-1] reflects the cost of carrying out the District's annual operating objectives. It incorporates the availability of state and local funding and identifies the activities that will be funded. The development of the budget is a very collaborative and transparent process coordinated by the Budget Committee. As a result, the budget is reviewed through multiple viewpoints and there is "buy-in" from the major constituent groups on campus.

The District's budget reflects an appropriate allocation and use of financial resources. All California community colleges are subject to certain regulations that define guidelines for operational expenditures. One of these regulations is the "Fifty Percent Law" (Education Code Section 84362), which requires that a community College spend at least fifty percent of its operating budget on direct instructional salaries. The District has always met this requirement.

**Table III.D-2. Percent of Operating Budget Spent on Instruction**

| Fiscal Year | % Spent on Instruction |
|---|---|
| 2008-09 | 50.85% |
| 2009-10 | 51.72% |
| 2010-11 | 50.37% |
| 2011-12 | 50.24% |
| 2012-13 | 50.37% |
| 2013-14 | 51.39% |
| 2014-15 | 52.60% |

The District's budget also supports student learning programs and services. Each year, annual goals [REF. III.D 6-2] are developed to improve the instructional and support services of the District. A new budget request must refer to these goals as a justification in order to receive funding. This approach has enabled the District to continue to make steady progress in its efforts to address the needs of its students.

In 2010-11, the Budget Reallocation Committee was established. This committee reviews all discretionary accounts with budgets over a defined threshold within the operating budget. The objective is to identify possible budget cuts. Discretionary accounts do not include permanent positions, adjunct instructors, benefits, utilities, insurance, or other College wide accounts. Managers with these discretionary accounts are required to complete a Reallocation of Funds form [REF III.D 6-3] listing items purchased and justifying the budget amount. These forms are reviewed by the Budget Reallocation Committee, and a recommendation for reallocation of funds is made to the Budget Committee. The budget reallocations made through this process ensure that critical programs and functions have adequate funding. It also provides additional funding for new budget requests. Originally, the threshold was set at $10,000. This process was so successful that the threshold was progressively reduced to the current level of $6,000.

**Analysis and Evaluation**

The College meets this Standard. The District's process in developing its budget has a high degree of participation, credibility, and accuracy.

The District has always placed a high priority on student learning and programs. Student learning and programs have consistently been on the annual goals of the District resulting in a high priority for new funding. The District has historically complied with the Fifty Percent Law, and its Budget Reallocation Committee has ensured that adequate resources are available to critical programs and functions. In 2014-2015, this committee identified almost $1.5 million of budget cuts.

**Evidence**

- REF III.D.6-1. The District's Final Budget 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=28759
- REF III.D 6-2. College's Annual Goals for 2016-2017, http://glendale.edu/modules/showdocument.aspx?documentid=30489
- REF III.D 6-3. Reallocation of Funds Form, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29752

**III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**

The District's Controller's Office is responsible for coordinating the annual audit [REF III.D.7-1] and responding to all audit findings and recommendations, in as timely a manner as is feasible. When the audit is received, it is presented to the Board of Trustees for acceptance. If findings are identified in the audit, they are reviewed and explanations are provided to the Board of Trustees. The Controller works with the appropriate department to develop corrective actions for each finding. After the audit is presented to the board, informational board reports are prepared on a quarterly basis [REF III.D.7-2]. These reports provide the recommended corrective actions taken and the status for each finding.

The College underwent an audit of expenditures by the Los Angeles County Office of Education in March 2016 [REF III.D.7-3]. No exceptions were found and the reviewers found that the College implemented the actions presented in the previous 2014 report.

**Analysis and Evaluation**

The College meets this Standard. The District's audited financial practices have always indicated a high level of fiscal responsibility. The District has consistently received an "unqualified" opinion with no material findings on internal controls and financial management. When findings are received, the District staff has worked with the appropriate departments to implement corrective actions to ensure future compliance. Findings are corrected within the next audit cycle.

**Evidence**

- REF III.D.7-1. District's Controller's Office Annual Audit, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29751
- REF III.D.7-2. Informational Quarterly Reports to the Board, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29750
- REF III.D.7-3. Audit Letter from Los Angeles County Office of Education, March 25, 2016, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30630

**III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

**Evidence of Meeting the Standard**

The College has regularly evaluated its financial management processes to determine if improvements are needed. The controller and executive vice president of administrative services meet weekly to discuss financial matters. In addition, the managers of the Administrative Services Division meet weekly to review current fiscal and facility issues within the District's operations. Managers present include the following:

- Executive vice president, administrative services
- Chief information service officer
- Controller
- Director, business services
- Director, facilities
- Chief of police
- Risk manager (contractor from Alliance of Schools for Cooperative Insurance Programs [ASCIP])

The Controller's Office prepares an annual program review document [REF III.D.8-1]. This document allows the departments to assess the effectiveness of their processes and make changes in a timely manner. It also aids in identifying funding needs that can be addressed through the resource allocation process.

Each year, the District is audited by an independent CPA firm (Vavrinek, Trine, Day & Co.). As part of the audit, they review the entire financial operations, including internal controls, compliance with laws and regulations, and the accuracy of the financial systems. Any findings issued are corrected in a timely manner to maintain the highest level of security and efficiency in the District's financial processes.

Besides the audit, the District has requested an independent review of its finances by independent entities. For example, in 2007, the Fiscal Crisis Management Assistance Team was brought in to the District to review the budget and the District's financial practices. The Fiscal Crisis Management Assistance Team produced a report with recommendations regarding District processes that included the California Community Colleges Sound Fiscal Management Self-Assessment Checklist [REF III.D.8-2]. The District has implemented many of the recommendations. In 2009, the District hired Vavrinek, Trine, Day & Co. specifically to review its financial processes and internal controls. This contract was for a more comprehensive review of practices than is done in the annual audit. A report [REF III.D.8-3] was issued, which the District also used to improve operations. The District hasn't seen a need for another external review since this time.

Each year, the Budget Committee conducts a self-evaluation of the District's resource allocation process [REF III.D.8-4]. This evaluation is reviewed by the institutional Planning Coordinating Committee, and improvements are made for the subsequent budget cycle.

**Analysis and Evaluation**

The College meets this Standard. The District regularly evaluates its financial management processes with the goal of improving them. The District has conducted internal assessments and external reviews. Staff meetings, program review documents, resource allocation assessments, and surveys have all been used to evaluate its processes. The District's audit and periodic reviews by outside entities, such as the Fiscal Crisis Management Assistance Team and its CPA firm, are examples of external reviews.

**Evidence**

- REF III.D.8-1. Controller's Office Program Review Document, http://glendale.edu/Modules/ShowDocument.aspx?documentid=31188
- REF III.D.8-2. California Community Colleges Sound Fiscal Management Self-Assessment Checklist, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29755
- REF III.D.8-3. District External Review Used to Improve Operations, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29753
- REF III.D.8-4. Budget Committee Annual Self-evaluation of the District's Annual Resource Allocation Process, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29749

**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

**Evidence of Meeting the Standard**

Recently all of the California community colleges have experienced a series of difficult financial years. The economic recession that accompanied the decline in the housing market had a major impact on the state's funding for community Colleges. In order to balance its budget, the state of California deferred apportionment funding to all community Colleges, which significantly reduced cash flow. The District was able to address its cash flow needs through its ending fund balance and the implementation of sound fiscal policies and procedures. As a result, the District has been able to continue to provide its service with minimal impact on operations.

The District's ending Unrestricted General Fund Balance has exceeded the state Chancellor's Office recommended five percent level of reserves. Following are the ending reserve balances and percent of total expenditures for the Unrestricted General Fund:

**Table III.D-3. Ending Balance Amount and Percent of Expenditures**

| Fiscal Year | Ending Balance | Percent of Expenditures |
| --- | --- | --- |
| 2009-2010 | $5,812,174 | 7.16% |
| 2010-2011 | $6,090,472 | 7.52% |
| 2011-2012 | $4,895,333 | 6.34% |
| 2012-2013 | $4,960,429 | 6.42% |
| 2013-2014 | $4,838,257 | 6.01% |
| 2014-2015 | $4,688,393 | 5.63% |

The District has been able to maintain the five percent level of reserves through conservative fiscal policies and accounting practices. In 2007-2008, the District strengthened its budget process by implementing a policy that required the establishment of a five percent general reserve as the first step. In 2013-2014, the District created a salary stabilization reserve, which is funded by unbudgeted growth revenues. This reserve is to be used in the event that salary cuts are required to balance the budget [REF III.D.9-1]. These reserves support fiscal stability and cash flow throughout the year. In addition, the District has a healthy balance in other funds, such as the Restricted General Fund and the Professional Development Center, which has on occasion provided temporary cash for operations. The Restricted General Fund has over $3 million and the Professional Development Center more than $1 million of funds available for short-term borrowing.

The District has also implemented a practice of issuing Tax Revenue Anticipation Notes (TRANS) through the Los Angeles County Pooled Financing Program each year. TRANS are short-term notes issued specifically for cash flow needs. Proceeds from the TRANS are deposited with the Los Angeles County Treasurer and are available for operational needs. However, with improvements in the state's Budget, the District has not needed to issue a TRANS since 2013-14, as it has had sufficient cash balances.

All of the District's funds are invested with the Los Angeles County Treasurer. As a last resort, the District has the option of short-term loans from the Treasurer if additional cash is required. The District has never needed to exercise this option.

The District has an established policy on insurance through Board Policy (BP) 6540: Insurance [REF III.D.9.2]. These policies require the following types of coverage to support risk management:

- Comprehensive liability insurance for damages for death, injury to person, or damage or loss of property
- Personal liability insurance for members of the Board of Trustees, officers, and employees of the District for damages for death, injury to a person, or damage or loss of property caused by the negligent act or omission of the member, officer, or employee when acting within the scope of his/her office or employment

- Fire insurance
- Insurance for property loss or damage
- Insurance for District vehicles
- Insurance against "other perils"
- Workers compensation insurance

The District is self-insured for property, liability, and workers' compensation through two Joint Power Authorities (JPAs): Schools Linked for Insurance Management (SLIM) and the Alliance of Schools for Cooperative Insurance Programs (ASCIP). SLIM provides workers' compensation coverage and ASCIP provides property and liability insurance and risk management services. These JPAs provide proactive strategies to manage risk for school districts. All members of the JPAs are educational institutions that pay an annual premium commensurate with the level of coverage requested. Both JPAs provide sufficient insurance and have sufficient reserves based on annual actuarial reports. They are also subject to independent annual audits by an external certified public accounting firm.

The District has also contracted with ASCIP for risk management services. Three days a week, a risk manager from ASCIP is on-site to ensure compliance with major safety and environmental rules and regulations pertaining to public schools. The risk manager identifies the types and magnitude of losses and exposures inherent in the operations and recommends improvements to reduce costs and liability. Specific areas that have been reviewed are air-quality monitoring, compliance with federal and state posting requirements, hazardous material surveys, sound-level studies, and safety inspections to numerous departments. The risk manager also coordinates staff training in the areas of trams and forklift operations, "back" training, CPR, and handling of asbestos.

Other actions the District has taken to address its risk management program include the following:

1. The District has been budgeting funds for handicap/safety repairs and ergonomic furniture each year from the Self Insurance Fund. These funds have been used to make sure that workstations are properly equipped and the campus is safe.
2. The Safety Governance Committee was formed to address facilities safety, working conditions, and student accident prevention.

Each year, to plan for financial emergencies, the District budgets a contingency reserve at an appropriate level as part of its budget process. The contingency reserve is established to meet financial emergencies and unforeseen occurrences. Currently, $450,000 is budgeted and this amount has been sufficient to meet any arising financial emergencies each year.

**Analysis and Evaluation**

The College meets this Standard. The District's fiscal policies and accounting practices have always provided sufficient cash flow and reserves to maintain stability and meet all identified obligations and financial emergencies. The utilization of the TRANS has provided the District with a source of cash to cover gaps in the timing of revenue and expenses.

The District has implemented policies for appropriate levels of risk management. The choice to be self-insured for liability, property, employees' blanket bond, and workers' compensation has so far been a prudent and cost effective decision.

The contingency reserve has exceeded the level needed to meet all financial emergencies and unforeseen occurrences.

**Evidence**

- REF III.D.9-1. AR 6305: District Reserves. Reserve to be Used if Salary Cuts are Required to Balance the Budget, http://www.glendale.edu/Modules/ShowDocument. aspx?documentid=2475
- REF III.D.9-2. BP 6540: Insurance, http://www.glendale.edu/Modules/ShowDocument. aspx?documentid=2668

**III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Evidence of Meeting the Standard**

The controller, under the direction of the vice president of administrative services, is responsible for developing strong internal controls to ensure that the District's finances are conducted in accordance with sound business practices and District policy. The District uses the Oracle Financial System to track and process all financial transactions. Separate accounts are established and maintained for all departments including Financial Aid, grants, and other externally funded programs. Controls are built into the Oracle system to verify that financial transactions are properly edited, approved, and within budget before processing. Each Oracle user is assigned a user ID, password, and access based on his or her job responsibilities. The system defines the accounts and the dollar limit that each user is authorized to expend funds. This ensures that all requisitions and purchase orders are properly approved. The District also developed a financial inquiry system that is accessed through its website so that all managers and support staff would have immediate up-to-date information on their program and department budgets for fiscal monitoring.

The District has implemented numerous Board Policies (BPs) and Administrative Regulations (ARs) that provide for effective oversight of the District's finances. The following policies require compliance with Title 5, The California Community Colleges Budget and Accounting Manual, and the Education Code:

   1. BP 6250: Budget Management  [REF III.D.10-1]
   2. BP 6300: Fiscal Management    [REF III.D.10-2]
   3. BP 6301: Fiscal Management of Major Projects  [REF III.D.10-3]

The District has also implemented fiscal practices that allow effective oversight of finances. These practices include the following:

1. On a daily basis, the Controller monitors cash for each fund.
2. On a monthly basis, starting in December, projections of revenue, expenses, and fund balance for the Unrestricted General Fund are prepared.
3. On a quarterly basis, financial statements for all funds are produced and presented to the Board. In addition, the Quarterly Financial Status Report (CCFS-311) is provided to the Board to assess the District's financial position.
4. On an annual basis, the financial records and internal controls are audited by an independent certified public accounting firm, Vavrinek, Trine, Day & Co.

The director of business services, under the direction of the executive vice president of administrative services has lead responsibility for overseeing the District's entry into contractual relationships for a wide variety of services. To maintain the integrity of the District and safeguard it from potential liabilities, the District has implemented practices and policies on contractual agreements through BP 6340: Contracts [REF. III.D.10-4]. All contracts are taken to the board individually for approval. The District also has access to attorneys whenever they are needed on contract issues.

The Associated Students of Glendale Community College (ASGCC) and the Foundation maintain their own accounting records on separate systems. The ASGCC's finances are overseen by the student legislature, under the direction of the dean of student activities. The Foundation is a separate entity with its own Board of Directors. The Foundation director is responsible for overseeing the Foundation's finances. Quarterly financial statements are provided to both the Foundation Board and the College Board. Both the ASGCC and Foundation are audited annually by Vavrinek, Trine, Day & Co.

The District has implemented BP 6320: Investments, which set the preservation of principal as the primary criteria. All of the District's cash is invested with the Los Angeles County Treasurer, which has its own investment policy and is overseen by the Los Angeles County Board of Supervisors.

**Analysis and Evaluation**

The College meets this Standard. The District's financial statements have always received an "unqualified" audit opinion. This opinion is applied to the District's instructional programs, grant, categorical funded programs, and financial aid programs. All audits have received positive reviews with no material findings.

The Foundation and ASGCC have also received "unqualified" audit opinions. Over the last six years, the market value of the Foundation's endowment has increased by $3,345,847, representing 45.8 percent growth. The ASGCC contracts out the bookstore operations, which provides a profitable operation. The Associated Students paid the District seventeen annual $150,000 payments for its share of a Certificate of Participation bond payment issued to

construct a new Bookstore, as well as more than $180,000 for operational needs. In 2015-16, the ASGCC provided more than $550,000 to fund the remodel of the Student Center. The strong financial performance of the ASGCC and Foundation has been due to their effective oversight of finances.

The provisions implemented in the contractual agreements with external agencies are sufficient. During the last 15 years, there have been no losses resulting from contract dispute.

**Evidence**

- REF III.D.10-1. BP 6250: Budget Management, http://www.glendale.edu/modules/showdocument.aspx?documentid=19264
- REF III.D.10-2. BP 6300: Fiscal Management, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2676
- REF III.D.10-3. BP 6301: Fiscal Management of Major Projects, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=10330
- REF III.D.10-4. BP 6340: Bids and Contracts, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2672

**III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

**Evidence of Meeting the Standard**

The College plans for both short-term and long-term financial solvency through the development of its annual budget. In the development of the 2014-15 budget, the College implemented a three-year budget forecast. In 2015-16, the budget forecast was increased to five years. Anticipated augmentations were made for all the major revenue and expense categories, including COLA, enrollment growth, step and column raises, full-time hires, employee benefits, utilities, and insurance. This has been a vast improvement over the previous one-year cycle and allows the College to begin its fiscal planning earlier.

The implementation of policies in developing the budget has provided the College with financial stability. This has ensured that the College has ended the year with a reserve above the state-recommended five percent level. Following are the policies that have been implemented:

1. Five Percent General Reserve
The first step in developing the College's budget is to establish a general reserve at a level equal to five percent of the estimated expenditures. Funds from this reserve are only available for budget purposes with a formal board resolution. Historically, the College has never had to request the use of these funds. This reserve ensures that the College will end the year above the state recommended five percent level [REF III.D.11-1].

2. Unbudgeted Growth Revenues
Growth revenues are budgeted only after they are earned. A deviation of this policy did occur in 2013-2014 and 2014-2015 when growth revenues were budgeted to fund additional classes. The policy was re-established in the 2015-2016 fiscal year.

3. Reserve for Salary Stabilization
In 2013-2014, the College established an additional reserve for salary stabilization. This reserve will provide up to 4 percent of additional funds in the future to avoid employee pay cuts and to balance the budget in times when funding is cut [REF III.D.11-2].

4. Ongoing Expenses Must Be Supported by Ongoing Revenue
When expense augmentations that are ongoing are made to the budget, an ongoing source of revenue must be identified.

As a result of implementing these policies, the College has exceeded the five percent state-recommended level of reserves. This was accomplished even during the years of significant budget cuts from the state. The ending-year reserve level has been very stable. The balance has always exceeded the five percent level but has not varied more than about two percent over the ten-year period. This has been accomplished through accurate revenue and expense projections in developing the budget.

The College has been very conservative in the issuance of long-term debt. As a result, resources for long-term commitments have been limited. In the last 20 years, only two bonds have been issued that required repayment by the College. In 1997 a Certificate of Participation (COPs) was issued for the construction of the Science Center and bookstore. Ten years later in 2007, a COPs was issued for the completion of the parking structure. In issuing these bonds, the College has always identified revenue sources for the bond payments. The 1997 issue is paid by approximately $300,000 from the College's operating budget and $157,000 from the Associated Students. This bond issue was retired on July 1, 2015. The 2007 issue is paid by parking permit revenues and will be fully paid off in 2027.

Most of the major capital construction projects on campus have been funded by either a state construction bond and/or Measure G. Measure G was a $98 million general obligation bond that was successfully passed in 2002. The repayment of both of these bond issues is from taxpayers within the state or District and does not impact the College's operating budget.

**Analysis and Evaluation**

The College meets this Standard. Its budget development policies have resulted in an adequate level of reserves to assure financial stability. Its conservative approach in incurring long-term liabilities has minimized future obligations.

**Evidence**

- REF III.D.11-1. BP 6305: District Reserves. College Reserves Above 5% Level, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9255
- REF III.D.11-2. AR 6305: District Reserves. Additional Reserves to Cover Salary Stabilization, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2475

**III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

**Evidence of Meeting the Standard**

The College allocates resources for the payment of its liabilities and long-term obligations each year as part of the development of its annual budget. The College has two types of bond issues outstanding: general obligation bonds and certificates of participation. The general obligation bonds are paid by property tax assessments and are managed by the County of Los Angeles Controller's Office. The College currently has one outstanding Certificate of Participation. Before this bond was issued, the revenue source for repayment was identified. Student parking permits were increased $10/semester to make these bond payments. This is the only bond issue requiring College funding for repayment. Approximately $2.4 million is outstanding and will be fully paid in 2027.

In addition to the bond issues, the College has the following long-term liabilities:

> 1. Accumulated Employee Compensation
> The accumulated employee compensation consists of accrued vacation ($3.5 million) and load bank time ($2.3 million). Load bank time is the time an instructor may work in a semester over his/her required load, but elects not to receive compensation and to use the time to reduce the work in a future semester. Both of these benefits have been capped to minimize the payoff liability when an employee leaves the College. Vacation is capped at two years of earnings, which results in a maximum payoff of 44 days. Load bank time is capped at one year of time. However, the payoff for this time is paid at a faculty member's hourly rate rather than his/her contract rate. As a result, most faculty members will use their load bank prior to retiring so there is minimal cost to the District for load-bank payoffs when an employee retires.

2. Post-Employment Benefits
Government Accounting Standards Board (GASB) Standard 45 requires the recognition of retiree health benefits. The College's benefits have been capped at $10,200 up to age 65 and from 65 to 75, $2,400. This level of benefits is not affected by inflation, which has minimized the College's liability. An actuarial evaluation of the retiree health liability is conducted every two to three years. The last actuarial evaluation was performed on August 29, 2015 [REF III.D.12-1] and shows an outstanding liability of $23,979,897 million.

In addition to the "pay as you go" payments for retiree health benefit costs, in October 2010, the College implemented a plan to set aside additional funding for this liability. This plan was as follows:

- A retirement benefit account shall be established for all new College employees, including categorical programs and grants, calculated at 2 percent of annual salary. This account shall be budgeted and expensed based on a 2 percent calculation of salary for each subsequent year or $50,000, whichever is greater.
- All new categorical programs and grants shall have benefits calculated to include the 2 percent of annual salary charge for retiree health benefits. However, this component has not been implemented due to system limitations with the Los Angeles County Office of Education's payroll system and the interpretation that this charge may not be appropriate for all grants.
- Fifty percent of all mandated cost reimbursement funds received (excluding Health Center reimbursements) shall be set aside towards funding the existing liability for current employees.
- Unrestricted Ending balances in excess of 6 percent, but not more than $200,000, shall be set aside towards funding the existing liability for current employees.
- Funds shall be held by the District for one year and deposited with the CalPERS Trust Fund.

The College has started to deposit funds into the CalPERS Trust Fund. In 2015-2016, almost $1.4 million was deposited. Based on the current policy, it is scheduled to deposit an additional $550,000 in 2016-2017 and $4.2 million in 2017-18.

3. Early Retirement Incentive
During the recession, the College was required to cut its budget and approved a retirement incentive as a strategy to balance its budget. An annuity was provided to employees at a cost to the College that was spread over five years. In December 2015, the College made its final payment for this retirement incentive.

**Analysis and Evaluation**

The College meets this Standard. Its actuarial for Other Post-Employment Benefits (OPEB) is current. In addition, the College has a plan to fund this liability, and funding is being set aside each year.

**Evidence**

- REF. III.D.12-1. Actuarial of Outstanding Liability Performed August 16, 2013, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29748


**III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

In the past 30 years, the College has issued only two long-term debt instruments for which the repayment is being made through College funding. Certificates of Participation (COPs) were issued in 1997 and 2007. In developing its annual budget, the College has always allocated funding for the repayment of these COPs and the issues have never been in a state of default. The 1997 COPs issued for the construction of the Science Center and bookstore were completely repaid on July 1, 2015. The 2007 COPs, which were issued for the completion of the College's parking structure, has dedicated parking permit revenues as the revenue stream for repayment.

The College has also issued $98 million in general obligation bonds that were approved through Measure G by the voters of the District in 2002. These general obligation bond repayments are made by taxpayers through their property taxes and do not impact the College's budget. However, the College has successfully kept its commitment for the repayment below the legally required $25/$100,000 of assessed value limit for property owners within the District.

The College periodically assesses its long-term debt instruments. In April 2014, an evaluation was performed on all bond issues [REF III.D.13-1]. As a result of this evaluation, the College refinanced $26.66 million of general obligation bonds. Although this refinance did not affect the College's budget, it saved taxpayers approximately $2.94 million through lower interest rates.

**Analysis and Evaluation**

The College meets this Standard. All of its bond issues are in good standing. The College has historically allocated funding for repayment and periodically assesses its bonds to see if actions are available to benefit the College or taxpayers within its District.

**Evidence**

- REF III.D.13-1. Evaluation of Bond Issues, April 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29747

**III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

**Evidence of Meeting the Standard**

The College practices effective oversight of its financial resources and has procedures in place to ensure that resources from bonds, auxiliary activities, fund-raising efforts, and grants are used in a manner consistent with the intended purpose of the funding source. Regular independent audits ensure that the College is maintaining high standards of internal controls and is using restricted funds in an appropriate manner.

Measure G was a $98 million facilities general obligation bond passed by the community in 2002. Its purpose was to authorize the repair of deteriorated educational facilities and to add classrooms and instructional support space at the Verdugo Campus and the Garfield Center. A Citizens' Oversight Committee was formed to oversee the projects and expenditures from the bond proceeds. Specifically, committee members ensure that Measure G funds are spent only in accordance with the Measure G ballot language and that no funds are used for salaries or general College operating expenses. In addition, the committee members review copies of the annual performance and financial audits, monitor progress of projects, and provide information to the public.

Measure G funds are audited annually. Two audits are conducted each year: a financial audit and a performance audit. A financial audit is performed to express an opinion on the bond's financial statements. A performance audit is conducted to verify that proceeds from the bonds are used only for the purpose specified in the ballot measure. These audits have never disclosed any questioned costs or other audit findings [REF III.D.14-1]. In addition, an informational report on the status of Measure G projects is prepared for the Board of Trustees each month.

The Associated Students of Glendale Community College (ASGCC) is funded by the Follett bookstore rental revenue and a Student Services fee. This revenue supports student clubs and co-curricular activities and provides students with organizational leadership skills that enhance their academic experience. The ASGCC budget is developed by established processes and is monitored and controlled by the student legislature under the general supervision of the dean of student activities. Their financial records are included in the College's annual audit.

The Glendale College Foundation is a 501c(3) organization that raises funds for student scholarships, College programs, and facilities. It also fosters community relationships and partnerships, and accepts donations from businesses and individuals on behalf of the College. In addition to providing student scholarships, the Foundation has identified donors that have established endowments for many College programs. In the development of the 2014-15 budget, the Foundation provided more than $95,000 of funding for budget requests that were

included in a department's program review reports. The Foundation has its own Board of Directors and a separate independent audit. The Foundation has always received a clean audit.

Restricted General Fund programs, which include grants and categorical programs, are established for the purpose of providing specialized services. These services are funded by revenues collected from program participants or from revenues provided by a federal, state, or local agency. Approval must be received by the appropriate vice president or the superintendent/president before preparing a proposal to compete for a grant. This ensures that the grant will support the overall goals and objectives of the College. Categorical programs are those state programs that provide funding, restricting the use of the funds for a particular purpose. Grants and categorical programs are audited annually and include a review of state and federal program compliance.

Besides the College's annual audit, individual audits are also performed by the grantor. These audits have not disclosed material findings and have never required the return of funding.

The College has also implemented practices to improve the oversight of grants. At the end of every fiscal year, grant managers meet with business office personnel to review the grant's budget. From time to time, the College has outside consultants review and evaluate grant operations and management. The College has two Title III HSI STEM and Articulation grants (the Gateway grant and the GAUSS grant), which are reviewed by WRD Consulting Group [REF III.D.14-2].

**Analysis and Evaluation**

The College meets this Standard. The College's audits have shown that the College is using funding in a manner consistent with the intended purpose of the funding source and there have been no financial liabilities. Any reported audit finding has not been material. Also, corrections for audit findings have been made in a timely manner.

**Evidence**

- REF III.D.14-1. Performance Audit on Bonds, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29746
- REF III.D.14-2. HSI STEM and Articulation Grants Reviewed by WRD Consulting, Group, http://glendale.edu/Modules/ShowDocument.aspx?documentid=29745

**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

**Evidence of Meeting the Standard**

The College has implemented a number of practices to monitor and manage its student loan default rates. Any student requesting a loan is required to attend an in-person counseling meeting. In this meeting, the obligation to re-pay the loan is stressed. For loan applications over $15,000, additional screening is performed.

The College's default rate for student loans has historically been lower than national and community college averages. The following table shows the cohort default rates for the College based on the U.S. Department of Education official cohort default rates [REF III.D.15-1]:

**Table III.D-4. Student Loan Default Rate**

| Fiscal Year | Rate Type | Default Rate | Community College National Average |
|---|---|---|---|
| 2012 | 3-year official cohort | 9.5% | 19.1% |
| 2011 | 3-year official cohort | 6.6% | 20.6% |
| 2010 | 2-year official cohort | 8.4% | 20.9% |
| 2009 | 2-year official cohort | 8.6% | 18.3% |
| 2008 | 2-year official cohort | 8.2% | 10.1% |

The College was selected by the Department of Education in 2014 to serve as an experimental site to pilot a program prohibiting unsubsidized loans for first-year students. This program should improve the College's future default rates.

The College has internal controls to ensure that federal revenue streams comply with standards. For financial aid awards, a procedure has been implemented to schedule the withdrawal of funds two days before checks are issued. This is in compliance with the three-day requirement for expending federal funds. On all other federal grants, revenue is drawn down on a reimbursement basis. This practice ensures that the College is not earning interest on federal money.

In 2012-13, the College implemented a new fixed asset system, AssetWorks. This action was taken to respond to a 2011-12 audit finding [REF III.D.15-2, p. 110]. AssetWorks is an inventory system for fixed assets. Included in the implementation of this system was a field attached to each inventory record to identify if the asset was purchased with federal funds. This field allows the College to maintain a federal fixed asset inventory.

**Analysis and Evaluation**

The College meets this Standard. The College's procedures on managing student loans have resulted in default rates that are below the national and community College averages.

The College's practices on federal funds ensure that funds are drawn down within federal regulations and interest is not being earned on federal money. Finally, the implementation of the AssetWorks fixed asset system allows the College to comply with federal asset requirements.

**Evidence**

- REF III.D.15-1. Glendale Community College Default Rates from Department of Education Website, http://glendale.edu/Modules/ShowDocument. aspx?documentid=31033 or search https://www.nslds.ed.gov/nslds/nslds_SA/ defaultmanagement/search_cohort_3yrCY_2012.cfm
- REF III.D.15-2. Board of Trustees Agenda, January 28, 2014 (see page 110 for reference to AssetWorks in response to audit findings), http://www.glendale.edu/modules/ showdocument.aspx?documentid=23765

**III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

**Evidence of Meeting the Standard**

To maintain the integrity of the College and to safeguard it against potential liabilities, the College has implemented policies on contractual agreements. All contracts go through the Business Services Department for compliance review. During this review, adherence to the following regulatory codes is confirmed as it relates to specific types of contracts:

- Public Contact Code
- Education Code
- Business and Professions Code
- Labor Code
- Government Code

Effective controls are in place to ensure that the College staff follows these regulations. These procedures include taking all contracts to the Board for approval. All contracts are listed individually in the Board report, which allows a review by all campus constituencies. In addition to the College's review, contractual relationships are monitored by the Los Angeles County Office of Education [REF III.D.16-1] for compliance with the regulations above and on the following:

- Manager and board approval
- Certificates of completion
- Proof of insurance
- Retention on construction contracts

Finally, processes are reviewed by external auditors for compliance during the field work of the District's audit.

Board Policy (BP) 6340: Bids and Contracts delegates the authority to enter into contracts that serve the best interests of the District to the superintendent/president or designee. A practice implemented by the District to improve internal controls limits the number of employees who are given authority to sign contracts for the District [REF III.D.16-2]. In addition, the policy references the Public Contract Code to define when bids are required.

As with all other expenses, new requests for funding contractual agreements are verified through program review documents and prioritized by how well the requests are linked to District wide plans and annual goals. This ensures that contractual agreements enhance the mission and goals of the District.

The College has instituted levels of contractual protection according to the scope of each project and the monetary amount. The complexity and legal requirements increase proportionately to the scope of work required. All contracts contain the following clauses and provisions as follows:

- Work to be performed or product to be delivered
- Dollar value involved
- Terms of payment
- Delivery/period of performance
- Indemnification or hold harmless
- Insurance for all parties involved
- Compliance with applicable laws including Section 508 of the Rehabilitation Act
- Handling of change orders to the original contract
- Acceptance terms of final payment and lien releases
- Termination clauses
- Signatures of parties involved

In addition to the above general conditions, a contract may include special and supplemental conditions outlining specific times when work can be performed. A Code of Conduct has been incorporated, outlining acceptable conduct of a contractor's employees and its obligation if a violation occurs. The District has other clauses in its contracts covering drug-free workplace, anti-discrimination, workers' compensation, minority, women, and disabled veterans' business enterprises. Furthermore, the District requires proper licensing, and bidder qualifications. Finally, the District has retained legal counsel to provide outside opinions and review as required.

The District has entered into contracts to partner with external agencies on instructional services. The Tri-Cities Fire Academy partnered with the cities of Burbank, Pasadena, and Glendale Fire Departments to provide training for the firemen. The Verdugo Power Academy was a partnership with Glendale Water and Power for utility training. Finally, a partnership with the Institute of Heating & Air Conditioning Industries was entered into for heating and air-conditioning training. All of these partnerships were evaluated by the Instructional Division as partnerships that were consistent with the mission and goals of the District and were a benefit to the community. These agreements were also reviewed and presented to the Board of Trustees for approval.

**Analysis and Evaluation**

The College meets this Standard. Contractual agreements with external entities are negotiated to ensure consistency with the District's mission and goals. They are governed by policies and contain appropriate provisions to maintain the integrity of the District. Legal counsel reviews contracts as appropriate, and final approval is always provided by the Board. As a result of the District's policies and procedures, there have not been any lawsuits regarding its contracts in the last six years.

**Evidence**

- REF III.D.16-1. LACOE Web Page, http://www.lacoe.edu/Home.aspx
- REF III.D.16-2. BP 6340: Bids and Contracts, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2672

**Standard III.D: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Establishment of Budget Reallocation Subcommittee to meet annually and reprioritize resources in existing accounts | Improved efficiency of resource allocation | Completed; ongoing | III.D.1 | |
| Move from one-year budget forecasting to three-year budget forecasting | More realistic assessment of available funding and future budget planning | Completed | III.D.4, III.D.11 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| No plans identified | | | | |

# Standard IV:
# Leadership and
# Governance

# Standard IV: Leadership and Governance

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.**

## Standard IV.A. Decision-making Roles and Processes

**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

### Evidence of Meeting the Standard

Institutional leaders and structures support a number of pathways for faculty, staff, and students to propose and implement innovative ideas — namely the extensive participatory governance structure, institutional planning processes (including program review and the more recent student equity projects), staff development, grant writing support, Campus Project Support funding by the Associated Students of Glendale Community College (ASGCC), Partnership for Excellence (PFE) funding by the Academic Senate, released time for faculty, and projects funded by the Ancillary Funds program for adjunct faculty.

One such avenue used to spur initiative and to promote excellence on campus occurs through the College's staff development activities overseen by the dean of library and learning support services with the collaboration of the faculty development coordinator and the classified staff development coordinator. In recent years, the expansion of distance education offerings to meet student needs was facilitated through the creation of the Committee on Distance Education (CoDE) and the development of a released time position for a distance education coordinator. CoDE, with the assistance of the Staff Development Office, has offered an extensive series of workshops and training sessions on distance education as well as best practices workshops on technology [REF IV.A.1-1]. The new Faculty Innovation Center (FIC) [2012], a teaching and learning place for—and spearheaded by—faculty, has been instrumental in facilitating the sharing of ideas among faculty and promoting innovation

in pedagogy [REF IV.A.1-2]. Examples of activities include classroom observations, staff development workshops, and educational technology support [REF IV.A.1-3].

The Academic Senate, through Partnership For Excellence funds, promotes a variety of new programs and ideas on campus [REF IV.A.1-4]. Students have benefited from a more well-rounded learning experience. The proposals approved in the 2014-2015 academic year include funding for the visual and performing arts students who were able to produce an animated short that was submitted to film festivals, monthly student recital series that provided more performing opportunities for students, and the participation of speech and debate students in competitive forensic tournaments.

The Student Equity Plan supports a series of initiatives on campus to close the achievement gap for select categories of students [REF IV.A.1-5]. This support is in the form of released time or stipend for faculty equity coordinators in English as a Second Language (ESL), English, and math; Summer Bridge programs; First Year Experience cohorts; the Transfer Academy; and outreach to high schools.

College leadership and the Board of Trustees have encouraged competing for grants for improving practices and programs. As a result, a number of grants have been awarded to the College by outside agencies with the intent to support innovation, enhance learning, close the achievement gap for select underrepresented populations, or promote the pursuit of Science, Technology, Engineering, and Math (STEM) studies among students. Through the grant application process developed by the College, faculty leaders, staff members, and key administrators work collaboratively to apply for such grants [REF IV.A.1-6]. Recent grants supporting innovation and improvement of pedagogy include the following federal Hispanic Serving Institutions (HSI) grants focusing on STEM fields.

**STEM Gateway Grant.** Focusing on basic skills instruction and services, the Gateway program facilitates student progress from developmental courses to transferable courses [REF IV.A.1-7].

**GCC's Articulation with Universities for STEM Success (GAUSS).** The GAUSS program focuses on transfer-level STEM courses, including project-based instruction in Engineering, as well as partnerships with universities in STEM areas [REF IV.A.1-8].

**Aspire, Initiate, and Master (AIM).** The AIM program is a collaboration with the College of Engineering and Computer Science at California State University, Northridge (CSUN) that provides students with the opportunity to receive faculty mentoring and student support services in an effort to facilitate the transfer process to CSUN [REF IV.A.1-9].

**Table IV.A-1. Example Projects Funded by Federal Grants**

| Category | Grant | Project |
|---|---|---|
| Federal Hispanic Serving Institution Grants | GAUSS | Robotics Academy |
| | | 3-D Printer |
| | | Undergraduate Research in Engineering Capstone Courses [REF IV.A.1-10] |
| | | Computer Science/Information Systems Sandbox Lab [REF IV.A.1-11] |
| | | Development of simulation software for economics education [REF IV.A.1-12] |
| | STEM Gateway | Acceleration projects in mathematics, English, and ESL |
| | | Redesign/renovation of Math Discovery Center and adjacent lab classrooms |
| | | Remodel of Learning Center |
| | | Faculty Innovation Center [REF IV.A.1-2] |
| | AIM | Faculty mentoring and student services facilitating STEM transfer to CSUN [REF IV.A.1-14] [REF IV.A.1-9] |
| Other Federal Grant | National Science Foundation Grant | Modular resources for economics education [REF IV.A.1-15] |

In addition to grants from external funding agencies, College leadership—including administrators, faculty leaders, and student leaders—support innovation and excellence through internal grant programs including the following:

- The Associated Students of GCC (ASGCC) award Campus Project Support (CPS) grants up to $2,500 each for innovative proposals that directly benefit students [REF IV.A.1-16]. Based on the ASGCC Finance Committee recommendations, the ASGCC Legislature grants funds for those projects that will benefit the student body and the College at large. For the 2014-2015 academic year, 22 projects were funded. CPS projects funded a career education expo, an artist lecture series, dissecting microscopes, an iPhone app for the El Vaquero student publication, a manufacturing model display case, and the little free library, in addition to other projects [REF IV.A.1-17] [REF IV.A.1-18].

- The Glendale College Foundation [REF IV.A.1-19] awards grants of $5,000 and above to faculty and staff members proposing projects that will make a significant impact on the institution [REF IV.A.1-20]. Projects funded by Foundation grants include upgrading audio technology systems in music classrooms, a classical concert series, an athletic resource room, entrepreneurship workshops, and equipment for undergraduate research in Chemistry.

- The College's Academic Senate awards PFE grants to faculty members on the basis of a project's ability to address one or more of the stated goals of Partnership for Excellence (transfer success, degree completion, successful course completion, workforce development, and basic skills improvement) [REF IV.A.1-21]. Projects are ranked for acceptance and funding by the Senate Budget Advisory Committee using the previously stated PFE goals. Funds are disbursed in order of rank until the entire yearly allotment has been disbursed. PFE has funded Writing Across the Curriculum (WAC), Research Across the Curriculum (RAC), a sustainability coordinator position, music performances, forensic debate competitions, student graphic animation projects, bus tours from the Garfield campus, and development of the course outline for a new interdisciplinary studies program.

Noting the importance of morale and the need to sustain excellence and initiative among its students and staff, College leaders support a long-standing tradition of recognizing outstanding contributions to the campus through a number of annual awards:

- The Men and Women of Distinction Award recognizes the leadership, community service, and initiative of students [REF IV.A.1-22].
- The annual Recognition Luncheon honors faculty and staff for years of service beyond ten in five-year increments and also honors retirees [REF IV.A.1-23]
- The Outstanding Classified (aka Davitt) Award salutes the hard work and innovative ideas of classified employees and a classified manager who has demonstrated leadership skills and innovative thought [REF IV.A.1-24].
- The Distinguished Faculty Award (DFA) and the Exceptional Adjunct Faculty Award (EAFA) recognize outstanding teaching and counseling across various academic departments [REF IV.A.1-25].
- The Parker Award is granted to full-time faculty members for extraordinary contributions to the institution [REF IV.A.1-26].

The participatory governance system at the College provides the traditional pathway for decision-making at the College and involves all constituencies. Ideas for improvement may stem from any student or employee, brought forth to the appropriate committee through constituent representatives, subsequently forwarded to the appropriate standing committees (Academic Affairs, Administrative Affairs, Student Affairs, College Executive, and Institutional Planning Coordinating committees) for discussion and approval, and submitted to the College Executive Committee, chaired by the superintendent/president, for the final decision [REF IV.A.1-27]. (Note that the College Executive Committee was named the Campus Executive Committee until 2016.) In cases where the change/improvement requires

the revision of a Board Policy, the recommendation is forwarded to the Board of Trustees for a final vote [REF IV.A.1-28].

The College's governance system further supports effective institutional planning and implementation. The program review process provides a pathway for each instructional and non-instructional unit to propose innovations as well as request funds for the endeavor. Resource requests are supported by data and reviewed by program review validating teams before being forwarded to standing committees for ranking [REF IV.A.1-29]. The ranked and validated resource requests are subsequently forwarded to the Budget Committee for consideration. Examples are minutes from November 13, 2014 [REF IV.A.1-30]; April 9, 2015 [REF IV.A.1-31]; and April 28, 2015 [REF IV.A.1-32].

The planning processes undergo an annual review by the Master Planning Committee (Team A) during which annual goals are assessed and updated [REF IV.A.1-33] [REF IV.A.1-34].

Examples of initiatives that moved through the governance process include the design and construction of new facilities such as the renovation of the existing Math Lab; the planning and construction of the new Sierra Vista building; the adoption of Moodle as the College's Course Management System in 2012; the development of Administrative Regulation 3570: Smoking Policy and implementation of the non-smoking policy [REF IV.A.1-35]; and the development of the Student Equity Plan. To gauge the efficacy of our governance process, an annual committee self-evaluation questionnaire was implemented in 2014 [REF IV.A.1-36].

The 2015 Student Equity Plan is vetted through the governance process for review and feedback before its submission to the Chancellor's Office. The Student Equity Plan funds support a series of initiatives on campus to close the achievement gap for select categories of students. This support is in the form of released time or stipend for faculty equity coordinators in ESL, English, and math, summer bridge programs, First Year Experience cohorts, the Transfer Academy, and outreach to high schools. The three learning communities identified in the Student Equity Plan parallel the process beginning with outreach, assessment preparation, pre-collegiate and collegiate coursework, and student services offerings leading to career certificates, degrees, and transfer.

The design and funding of the expanded patio adjacent to the Student Center is yet another demonstration of the collaborative work of various constituencies. The Student Center is the main venue for campus events such as holiday parties, workshops, and meetings. The student governing body known as the Associate Students of Glendale Community College (ASGCC) worked collaboratively with the executive vice president of administrative services, the dean of student services, the director of facilities, as well as the Campus Development Committee on this redesign. The proposal includes removal of the existing planter, installation of a wall, barbeque, seating, power outlets, lighting, and an overhead shade awning—see Campus Development Committee minutes of December 4, 2014 [REF IV.A.1-37].

**Analysis and Evaluation**

The College meets this Standard. College leaders have supported an environment that fosters institutional excellence through diverse avenues, supporting all constituents in their efforts to improve the practices, programs, and services they represent. In the 2015 faculty/staff survey, 79 percent of respondents with an opinion agreed with the statement "There is a clear process for individuals to bring forward ideas from their constituencies" [REF IV.A.1-38, see seventh graph under "Governance Items"].

**Evidence**

- REF IV.A.1-1. Distance Education Workshops 2014-2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30498
- REF IV.A.1-2. Faculty Innovation Center, http://campusguides.glendale.edu/fic
- REF IV.A.1-3. OWL Online Wired Learning, http://glendale.edu/index.aspx?page=2220
- REF IV.A.1-4. Partnership For Excellence, http://glendale.edu/index.aspx?page=4210
- REF IV.A.1-5. 2015 Student Equity Plan, http://glendale.edu/modules/showdocument.aspx?documentid=29261
- REF IV.A.1-6. Grant Approval Process, http://glendale.edu/index.aspx?page=4731
- REF IV.A.1-7. STEM Gateway Grant Web Page, http://campusguides.glendale.edu/content.php?pid=412025&sid=3367420
- REF IV.A.1-8. GAUSS Grant Web Page, http://campusguides.glendale.edu/content.php?pid=379683&sid=3367395
- REF IV.A.1-9. Aspire, Initiate, and Master (AIM) Program, http://www.glendale.edu/AIMSTEM
- REF IV.A.1-10. Robotics Academy, http://glendale.edu/robotics
- REF IV.A.1-11. Sandbox Lab, http://sandbox.glendale.edu/home/Home
- REF IV.A.1-12. New Simulation Software for the Principles of Macroeconomics Courses, http://marek.litomisky.com/school/econ/
- REF IV.A.1-13. Interview Michael Dulay, Social Sciences Division Chair, February 3, 2015
- REF IV.A.1-14. AIMS² - Attract, Inspire, Mentor and Support Students, http://www.ecs.csun.edu/aims2/
- REF IV.A.1-15. National Science Foundation Grant, http://nsf.gov/awardsearch/showAward?AWD_ID=1245802&HistoricalAwards=false
- REF IV.A.1-16. Campus Support Project Grant List 2015 – A1_Campus Support Project Spring 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30500
- REF IV.A.1-17. Campus Support Project (CPS) Grant, http://clubs.glendale.edu/as/forms/CampusProjectSupportApplication-Spring2015.pdf
- REF IV.A.1-18. 2014-2015 CPS Grant Approvals, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30502
- REF IV.A.1-19. GCC Foundation and Community Web Page, http://www.glendale.edu/index.aspx?page=113
- REF IV.A.1-20. Glendale College Foundation Grant Guidelines 2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=17825
- REF IV.A.1-21. Partnership For Excellence, http://glendale.edu/index.aspx?page=4210

- REF IV.A.1-22. Men and Women of Distinction Award pg. 5, Article XIII, Section 5 ASGCC Bylaws, http://clubs.glendale.edu/as/governingdocs/ASGCC-ByLawsMay2010.pdf
- REF IV.A.1-23. Recognition Luncheon, http://www.glendale.edu/recognitionluncheon
- REF IV.A.1-24. John Davitt Award, http://www.glendale.edu/index.aspx?page=2404
- REF IV.A.1-25. Senate Awards, http://www.glendale.edu/index.aspx?page=4295
- REF IV.A.1-26. Parker Award, http://www.glendale.edu/index.aspx?page=4316
- REF IV.A.1-27. Governance Committees' Purpose and Membership – the Blue List, http://glendale.edu/bluelist
- REF IV.A.1-28. Board Agenda June 16, 2015, http://glendale.edu/modules/showdocument.aspx?documentid=27765
- REF IV.A.1-29. Validated Program Review Resource Requests 2014-2015 Updated June 1, 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30504
- REF IV.A.1-30. Minutes of the Budget Committee November 13, 2014, http://glendale.edu/Modules/ShowDocument.aspx?documentid=26409
- REF IV.A.1-31. Minutes of the Budget Committee April 9, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=27388
- REF IV.A.1-32. Minutes of the Budget Committee April 28, 2015, http://glendale.edu/Modules/ShowDocument.aspx?documentid=27736
- REF IV.A.1-33. Minutes of Master Planning Committee (Team A), May 8, 2015, http://glendale.edu/modules/showdocument.aspx?documentid=27694
- REF IV.A.1-34. Minutes of Master Planning Committee (Team A), May 9, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=26161
- REF IV.A.1-35. AR 3570: Smoking Policy, http://www.glendale.edu/modules/showdocument.aspx?documentid=7415
- REF IV.A.1-36. 2014-2015 Committees Survey Summary, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30506
- REF IV.A.1-37. Campus Development Committee Meetings of December 2014, http://www.glendale.edu/index.aspx?page=4411&parent=24954
- REF IV.A.1-38. Results of Faculty/Staff Survey, http://glendale.edu/index.aspx?page=7167

**IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provision for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

**Evidence of Meeting the Standard**

The College's participatory governance practices are codified in Board Policy (BP) 2510: Participation in Local Decision-Making [REF IV.A.2-1]. Another key policy is the Governance Document, known as Administrative Regulation (AR) 2511 [REF IV.A.2-2], which establishes written policy authorizing administrator, faculty, and staff participation in decision-making processes. One of the principles established in the Governance Document is "Broad participation from all segments of the campus is encouraged. All five campus constituencies (students, classified staff, faculty, manager/confidential employees and administrators) are represented on most governance committees." The Governance Document requires that all constituent groups participate in the decision-making process by way of representative committee appointments.

The College's governance process encourages all constituencies to participate in the decision-making for the College. The leadership of the classified staff union, faculty Academic Senate, the faculty Guild, the associated student body, and the administration ensure that each is represented on governance committees. This is evidenced in the make-up of governance committees and is supported by AR 2511: Governance Document and the committee list known as the "Blue List." The Blue List includes each committee's purpose and composition [REF IV.A.2-3]. In addition, all governance committees are open to any employee or student who wishes to attend as a guest.

All above-mentioned policies have provisions for consideration of student views. BP 2510: Participation in Local Decision-Making specifies those matters that the Board of Trustees will consult with students. AR 2511: Governance Document provides for student representation in the governance process. In fact, students are represented on the great majority of governance committees. Students are also represented on the Board of Trustees with their own Student Trustee as directed by BP 2015: Student Member of the Board [REF IV.A.2-4]. Each student representative on a governance committee is responsible for reporting activities of committees to the ASGCC Legislature at its weekly ASGCC legislative meeting.

An example of collaborative decision-making resulting in policy change occurred in 2013 when the subject of smoking on campus was discussed in the Administrative Affairs Committee. In order to address the many concerns, the administration made a recommendation; with support from the students and campus constituencies, the committee was instrumental in revising the Board Policy and Administration Regulation that address smoking on campus [REF IV.A.2-5] [REF IV.A.2-6]. The collaboration of all constituent groups, with a big push from the students, resulted in the campus becoming a non-smoking campus.

The College's governance committee structure is comprised of five standing committees including College Executive, Academic Affairs, Student Affairs, and the Administrative Affairs committees, and the Institutional Planning Coordination Committee. The College Executive committee is the topmost committee through which all committees report their actions. The superintendent/president carries forward such motions to the Board of Trustees when applicable. Subcommittees under the purview of each standing committee report actions taken by submitting motions reports and recorded minutes [REF IV.A.2-7].

Any student or campus employee may forward ideas to the appropriate governance committee through his or her constituent representative. Each governance committee's recommendation is subsequently forwarded to the appropriate standing committee through its adopted minutes and ultimately forwarded to College Executive for a final recommendation.

The following chart denotes a few key committees that are part of the governance system. The membership listed reflects voting members from each constituency. Committees with an asterisk indicate the five standing committees with each chaired by an executive-level Cabinet administrator.

**Table IV.A-2. Membership of Key Committees**

| Committee Title | Administrators/ Managers | Faculty | Classified | Students |
|---|---|---|---|---|
| Academic Affairs * | 11 | 21 | 2 | 3 |
| Administrative Affairs * | 8 | 4 | 3 | 2 |
| Budget | 4 | 2 | 2 | 2 |
| Campus Computer Coordinating | 6 | 5 | 4 | 2 |
| Campus Development | 7 | 5 | 2 | 2 |
| College Executive * | 4 | 2 | 1 | 1 |
| Governance Review | 1 | 4 | 2 | 2 |
| Institutional Planning Coordination* | 9 | 8 | 2 | 2 |
| Master Planning | 21 | 20 | 4 | 3 |
| Staff Development | 1 | 6 | 2 | |
| Student Affairs * | 12 | 10 | 2 | 3 |

**Analysis and Evaluation**

The College meets this Standard. According to the 2015 faculty/staff survey, 95 percent of respondents with an opinion agreed that campus constituencies have defined roles in the governance process, and 84 percent agreed that faculty, staff, students, and administrators work together for the good of the College, while 90 percent agreed the College follows a well-defined governance process [REF IV.A.2-8].

**Evidence**

- REF IV.A.2-1. BP 2510:  Participation in Local Decision-making, http://glendale.edu/Modules/ShowDocument.aspx?documentid=4189
- REF IV.A.2-2. AR 2511: Governance Document, http://glendale.edu/modules/showdocument.aspx?documentid=5773
- REF IV.A.2-3. Governance Committees' Purpose and Membership – the Blue List, http://glendale.edu/index.aspx?page=1514
- REF IV.A.2-4. BP 2015:  Student Member of the Board, http://www.glendale.edu/modules/showdocument.aspx?documentid=24415
- REF IV.A.2-5. BP 3570: Smoking Policy, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2564
- REF IV.A.2-6. AR 3570: Smoking Policy, http://glendale.edu/modules/showdocument.aspx?documentid=7415
- REF IV.A.2-7. Governance Committees Flow Chart, http://glendale.edu/Modules/ShowDocument.aspx?documentid=10000
- REF IV.A.2-8. Results of Faculty/Staff Survey, http://glendale.edu/index.aspx?page=7167

**IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

**Evidence of Meeting the Standard**

Administrators and faculty have key roles in institutional governance, established by clearly defined policy and procedure. Three standing committees (Academic Affairs, Student Affairs, and Administrative Affairs) are each chaired by the vice president of that area; a fourth (IPCC) is chaired by the dean of research, planning, and grants. The topmost committee, the College Executive Committee, is chaired by the superintendent/president, who is also responsible for carrying forward recommendations from committees to the Board of Trustees. Governance committees are the main arena for policy development; administrator and faculty representatives participate and exercise their voice on all governance committees, as evidenced by committee minutes [REF IV.A.3-1].

The superintendent/president has weekly meetings with the Administrative Executive Committee (consisting of the three vice presidents, the administrative dean, and the associate vice president of human resources) and with each vice president separately. Within these meetings the superintendent/president delegates responsibility in institutional planning related to each manager's areas of expertise. Furthermore, guidance is provided to the campus leadership by way of the monthly College Executive Committee meetings and meetings with the Mini Cabinet every two weeks, which includes the presidents of the Academic Senate, Guild, and Classified School Employees Association (CSEA). Individual meetings with each president are held every two weeks as well.

Ideas initiated through Administrative Executive and the superintendent/president are disseminated to the appropriate area administrator for discussion, revision, and implementation. Twice-monthly Cabinet meetings and monthly managers meetings result in appointments to governance committees, in delegation of duties on committees or a task force, or in revision of policy based on areas of expertise.

With regard to planning, the Integrated Planning Handbook provides a written description of the College's integrated model that links planning, program review, and resource allocation [REF IV.A.3-2]. Of particular interest for this Standard is the section entitled "Processes for Setting Goals." Here, the master planning structure and the roles of the various constituencies on planning committees are defined. Administrators and faculty are represented on all committees involved in the integrated planning, program review, and resource allocation process.

Constituent groups' roles in the budget process are also defined in Administrative Regulation (AR) 6200: District's Budget [REF IV.A.3-3] and in AR 2511: Governance Document [REF IV.A.3-4]. In AR 6200, section two, Budget Development Process, the role of the administration and the appropriate governance committees is defined in relation to the linkage of the budget to program review and planning and the input of departments and programs.

Ongoing work within areas of expertise by administrators and faculty produces results such as the revision of the Hiring Allocation Committee documents. The instructional faculty hiring procedures are being updated by the Instructional Hiring Allocation Committee (IHAC) headed by the Academic Senate president. The vice president, student services is expediting the update to the Student Services Hiring Allocation Committee (SSHAC) document. For the classified procedures, the classified leadership and Human Resources are working together to codify the process; this group is referred to as the Classified Hiring Allocation Committee (CHAC) [REF IV.A.3-5] [REF IV.A.3-6] [REF IV.A.3-7].

Each area vice president has a substantial voice in policies, planning, and budget. An example is the budget allocation. The process begins with the program review cycle that includes instructional programs and service areas. With data provided by program review, resource requests are presented to area vice presidents. The standing committees within the areas of instruction, student services, and administrative services rank such requests. Area vice presidents bring forth recommendations at the Budget governance committee. Ranked resource requests are discussed further and decided upon at the Expanded Budget Committee

meeting. The Expanded Budget Committee includes all constituent members in addition to the area vice presidents, the superintendent/president, area directors from facilities and fiscal management, and area deans. Funding is allocated based on criteria set by the committee.

In addition to participating on all governance committees, faculty members chair and co-chair many committees, including Curriculum and Instruction (C&I), the Committee on Distance Education (CoDE), the Student Learning Outcomes Committee, the Student Equity Committee, the Governance Review Committee, the Staff Development Committee, the Basic Skills Committee, and the Safety Committee. Faculty members also serve an important role through the Academic Senate and the C&I Committee. Representing the fifteen divisions, senators brings knowledge from their various areas of expertise. There are five at-large senators chosen by the electorate. The C&I Faculty Co-Chair is a member on the Academic Senate and Academic Affairs Committee.

## Analysis and Evaluation

The College meets this Standard. Established policy and procedures clearly define the roles of administrators and faculty. Administrators and faculty carry out their roles by having a substantial voice in shaping institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Faculty input is forwarded to the College's leadership through the faculty's participation in governance committees, the Academic Senate, and the Guild. All governance committee minutes are reviewed by the appropriate standing committee and ultimately forwarded to College Executive for final review [REF IV.A.3-8].

## Evidence

- REF IV.A.3-1. Governance Committee Minutes Web Page, http://www.glendale.edu/index.aspx?page=7087
- REF IV.A.3-2. Integrated Planning Handbook, http://www.glendale.edu/index.aspx?page=4715
- REF IV.A.3-3. AR 6200: District's Budget, http://glendale.edu/Modules/ShowDocument.aspx?documentid=4912
- REF IV.A.3-4. AR 2511: Governance Document, http://glendale.edu/modules/showdocument.aspx?documentid=5773
- REF IV.A.3-5. IHAC Manual, http://glendale.edu/Modules/ShowDocument.aspx?documentid=5143
- REF IV.A.3-6. SSHAC Procedure, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30508
- REF IV.A.3-7. CHAC Procedures, http://www.glendale.edu/modules/showdocument.aspx?documentid=17506
- REF IV.A.3-8. College Executive Committee Minutes, http://www.glendale.edu/index.aspx?page=4401&parent=155

**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

**Evidence of Meeting the Standard**

The faculty has primary responsibility for developing new curricula. Before steps can be taken to move forward, there are five criteria to ensure that courses and programs are appropriate to the mission of the College, that there is need based on the stated goals and objectives, that the Course Outline of Record meets the standards outlined in the GCC Curriculum Handbook, that the College has the resources to maintain the course or program, and that compliance is adhered to [REF IV.A.4-1].

Responsibility for curriculum is shared by the Academic Senate and Academic Affairs committees and is defined in Administrative Regulation (AR) 4000, the Mutual Gains Agreement [REF IV.A.4-2]. The Academic Senate and the Academic Affairs committee work collaboratively as defined by established policy and procedures described in IV.A.2.

At the forefront of determining recommendations about curriculum is the Curriculum and Instruction Committee (C&I), which is under the purview of the Academic Senate. The C&I committee's charge is to recommend actions upon all curricular matters and to ensure the integrity of the institution's educational programs [REF IV.A.4-3]. Its voting membership, which includes representation from all academic divisions, is described in the Academic Senate's By-Laws. The committee is co-chaired by a faculty member determined by the Academic Senate and the vice president of instructional services.

Changes to existing courses and proposals of new courses and programs are presented in the C&I meetings. C&I is the primary mechanism for vetting courses and degrees. An intricate system for doing so involves digital forms, document sharing, careful editing, and technical review [REF IV.A.4-4]. Extensive work by this committee results in a perfected course or degree, which is then vetted through the Academic Affairs Committee. The vice president of instructional services, who chairs the Academic Affairs Committee, carries forward items as appropriate. The method by which faculty and administrators bring forward new or modified curriculum for the review process follows below.

- Courses and programs that satisfy the criteria are first presented to the department or division for a first reading, in consultation with the Division Chair, colleagues, the division's C&I representative, and other colleges.

- Next, consultation takes place, as needed, with the articulation coordinator to ensure transferability; the C&I committee co-chairs for degree applicability, credit, and repeatability; the SLO committee chair for review of SLOs; the Library, Learning Center, and Administrative Information Services to see what instructional resources are available; the Planning and Research Office to determine requisite skills and advisory preparations; and the Committee on Distance Education chair for any matters concerning offering the course via distance education.

Through the College's governance processes, support to reconstitute the Technology Mediated Instruction governance committee as a senate committee proved to be a timely success. The committee was renamed the Committee on Distance Education (CoDE) and is a model for standards of distance education. The College sets the standard for setting up processes to ensure that the integrity of distance education is intact – a designated distance education webpage has been launched [REF IV.A.4-5]. It is a resource tool for both students and faculty.

The College is on track to meet or exceed its state-mandated goals for the development of Associate Degrees for Transfer (ADTs). By August 2016 the College should have 23 degrees locally approved and state approved.

Through the Academic Affairs Committee, the Academic Senate, its Curriculum and Instruction Committee (C&I), and Student Learning Outcomes (SLO) Committee, faculty and academic administrators make recommendations about curriculum and student learning programs and services.

The SLO review process is ongoing, faculty-driven, and is used to help divisions develop effective outcomes. The SLO Committee is made up of faculty members from each division and is chaired by the faculty SLO coordinator. Details are provided under Standard II.A.

**Analysis and Evaluation**

The College meets this Standard. The College's well-defined policies and procedures provide a clear avenue for faculty and administrators to make recommendations about curriculum and student learning programs and services.

**Evidence**

- REF IV.A.4-1. Curriculum Handbook 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=14723
- REF IV.A.4-2. AR 4000: Mutual Gains Agreement, http://glendale.edu/Modules/ShowDocument.aspx?documentid=17314
- REF IV.A.4-3. Curriculum and Instruction (C&I) Web Page, http://www.glendale.edu/index.aspx?page=376
- REF IV.A.4-4. Curriculum and Instruction SharePoint Page, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30512
- REF IV.A.4-5. Distance Education Web Page, http://www.glendale.edu/index.aspx?page=269

**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change and other key considerations.**

**Evidence of Meeting the Standard**

The appropriate consideration of relevant perspectives is an integral part of governance. As discussed under Standard IV.A.2 and codified in Board Policy (BP) 2510: Participation in Local Decision-Making [REF IV.A.5-1] and Administrative Regulation (AR) 2511: Governance Document [REF IV.A.5-2], governance relies on the participation of faculty members, staff members, administrators, and students. The perspectives of appropriate constituent groups are represented on governance bodies making recommendations on specific topics. For example, the Academic Affairs and Student Affairs standing committees include three student representatives, while most other governance committees include two student representatives [REF IV.A.5-3]. Several committees addressing educational matters and faculty professional matters, such as the Curriculum & Instruction (C&I) and Learning Outcomes committees, include faculty representatives from all divisions. Recommendations from these committees move forward to the College Executive Committee and, for recommendations about policy matters, to the Board of Trustees.

Relatedly, the governance system is designed to ensure that decision-making is aligned with expertise and responsibility. The chairs of the standing committees are administrators responsible for the appropriate College organizational area (e.g., Academic Affairs is chaired by the vice president, instructional services and Student affairs is chaired by the vice president, student services). The Campuswide Computer Coordinating Committee includes faculty members who teach technology courses and who use distance education, as well as classified staff and managers whose expertise is in information technology.

Regular committee meeting times and established calendars for necessary activities help to ensure timely action on plans, policies, curricular change, and other considerations. For example, program plans and assessment reports are structured by the three-year cycle of program review. Revisions of the Educational Master Plan follow the multi-year timeline established in the Integrated Planning Handbook [REF IV.A.5-4, pp.19-20 of the 2015-2016 handbook]. The Master Planning Committee sets annual goals, used for prioritizing resource requests, at its meeting in the spring semester every year [REF IV.A.5-5]. Annual revision and implementation of the Student Equity Plan is coordinated by the Student Equity Committee, while annual revision and implementation of the Student Success and Support Program (SSSP) Plan is coordinated by the SSSP Advisory Committee.

College policies are reviewed according to the three-year cycle established by BP 2410: Board Policies and Administrative Regulations [REF IV.A.5-6]. This review cycle is discussed in more detail under Standard IV.C.7.

Timelines for curricular change are established and followed by C&I and communicated to faculty through the C&I meeting schedule [REF IV.A.5-7]. Some curricular changes require one reading at C&I, while others require two readings, which informs the pattern of twice-monthly C&I meetings. After approval by C&I, curricular changes go to the Academic Affairs Committee, then the College Executive Committee, and then to the Board of Trustees and the state Chancellor's Office.

Most governance committees meet monthly during the fall and spring semesters, helping to ensure that action is taken in a timely matter and recommendations are moved through the governance process. On matters concerning changes to the governance structure, the Governance Review Committee is the go-to committee. Changes to collective bargaining agreements are managed through the faculty and classified staff unions, which solicit recommendations for changes to the collective bargaining agreement from their groups.

Another example of timely action addressing a state mandate is the movement on transfer degrees. The state Chancellor's office put forth policy that stated each community college must increase its transfer degrees. The College's vice president of instructional services spearheaded this effort by meeting with division chairs of each discipline, keeping the item on the Academic Affairs' meeting agenda, and working closely with the Academic Senate.

**Analysis and Evaluation**

The College meets this Standard. The College has codified long-standing traditions of communications through policies and procedures. Appropriate consideration of relevant perspectives is apparent with participation from students, classified staff, faculty, managers, and administrators. Involvement by all groups fosters discussion, while established means of communications allow information to be shared. The superintendent/president and area vice presidents ensure that decision-making is aligned with expertise and responsibility. The College's C&I, Academic Affairs, and College Executive committees as well as the College's Academic Senate and Board of Trustees ensure timely action and appropriate consideration of curricular change. Changes are discussed by committees, as appropriate, with reference to SLO data findings, campus planning, and other considerations. In order to maintain currency, academic divisions and departments are expected to review and update their curriculum offerings on a five-year cycle.

**Evidence**

- REF IV.A.5-1. BP 2510: Participation in Local Decision-Making, http://glendale.edu/Modules/ShowDocument.aspx?documentid=4189
- REF IV.A.5-2. AR 2511: Governance Document, http://glendale.edu/modules/showdocument.aspx?documentid=5773
- REF IV.A.5-3. Blue List Showing Governance Committee Makeup, http://glendale.edu/index.aspx?page=1514
- REF IV.A.5-4. Integrated Planning Handbook, http://www.glendale.edu/modules/showdocument.aspx?documentid=30073

- REF IV.A.5-5. Annual Goals 2016-2017, http://www.glendale.edu/modules/showdocument.aspx?documentid=30489
- REF IV.A.5-6. BP 2410: Board Polices and Administrative Regulations, http://www.glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.A.5-7. C&I Meeting Schedule, http://www.glendale.edu/index.aspx?page=5215

**IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**

Processes and decisions affecting the College are documented and widely communicated across the institution by way of several publications, such as meeting minutes, and email notices from the governance office and from the superintendent/president.

Information about the governance process and governance decisions is available on the governance web page [REF IV.A.6-1], which includes links to Governance Updates. The Governance Update is a report of actions taken by governance committees, which have been reported to the governance office by way of a motions report. This report is required by Administrative Regulation (AR) 2511: Governance Document [REF IV.A.6-2]. The report is then published online as the monthly "Governance Update." The governance office informs the campus by email that the monthly report is available online [REF IV.A.6-3]. The superintendent/president carries items forward to the Board of Trustees when applicable.

Additional information about the governance process is initiated by the governance office in the form of the annual governance workshop, through governance updates emailed to the College, and through articles written for the campus publication.

Each fall semester a workshop is offered that gives an overview of governance at the College. Here attendees learn from the key groups on campus such as the Academic Senate, staff and faculty unions, and student government, as well as administrators, about participation and their role in governance. Participants are informed of the appointment process, AR 2511, and other reference tools, such as where to find minutes.

Minutes of governance committees are reviewed by their respective standing committees and then uploaded on the governance webpage under the "Committee Minutes" link [REF IV.A.6-4]. The Academic Senate publishes its agenda and minutes on the senate page. Links to the subcommittees, such as the Curriculum and Instruction Committee, the SLO Committee, and the Committee on Distance Education Committee are also available [REF IV.A.6-5].

At the beginning of each term the Academic Senate president and faculty Guild president each produce a welcome letter for the Faculty Institute Day [REF IV.A.6-6].

Further communications from College leaders, such as the presidents of the Academic Senate, faculty Guild, and classified staff union, can be found within the Chaparral publication. Other columns include contributions from the governance office, the Garfield campus, and adjunct faculty [REF IV.A.6-7].

Communications from the superintendent/president are disseminated at the monthly faculty meeting, at classified staff meetings each semester, and by way of email, to name a few methods. The president's "Across the College" newsletter is emailed to the campus at least three times per academic year. The March 2015 newsletter included updates on the state budget, the chancellor's visit, and the hiring cycle; news from the foundation, on accreditation, on Board of Trustees District areas; and employee changes, awards, and honors.

Electronic means of communication also include the Outlook email system and the student's MyGCC, which incorporates a free email system. The College's website [REF IV.A.6-8] includes links to many resources, including accreditation; governance; Academic Senate; faculty union (Guild) staff union (CSEA); The Chaparral, GCC's monthly publication highlighting constituent leaders and celebrating milestones; El Vaquero, the student newspaper; and a link to the Associated Students of GCC webpage.

**Analysis and Evaluation**

The College meets this Standard. Faculty, staff, and administrator perceptions of governance and decision-making are assessed annually through the faculty/staff survey. In 2015, 95 percent of employees agreed that campus constituencies have defined roles in the governance process. Additionally, 90 percent of employees agreed that the College follows a well-defined governance system. Seventy-five percent of employees indicated that they were aware of governance decisions [REF IV.A.6-9].

The College is informed not only by electronic means; communication from the upper level is disseminated to constituent groups through meetings. Departments or areas that may be directly impacted are informed directly by the appropriate manager so that solutions and processes can be modified. Communication by the president and his Cabinet to the campus occurs each semester or more often as needed. Improvements in communication have been addressed by the president's Across the College newsletter in addition to emails, postings on the website and constituent meetings.

**Evidence**

- REF IV.A.6-1. Governance Web Page, http://www.glendale.edu/governance
- REF IV.A.6-2. AR 2511: Governance Document, http://glendale.edu/modules/showdocument.aspx?documentid=5773
- REF IV.A.6-3. Governance Update, http://www.glendale.edu/governanceupdate
- REF IV.A.6-4  Governance Minutes, http://www.glendale.edu/index.aspx?page=7087
- REF IV.A.6-5. Academic Senate Web Page, http://www.glendale.edu/senate

- REF IV.A.6-6. Faculty Institute Day, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30510
- REF IV.A.6-7. Chaparral Publication, http://campusguides.glendale.edu/chaparral
- REF IV.A.6-8 GCC Homepage with Communication Outlets, http://www.glendale.edu/index.aspx?page=1
- REF IV.A.6-9. Results of Faculty/Staff Survey, http://glendale.edu/index.aspx?page=7167

**IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

**Evidence of Meeting the Standard**

Regular evaluation of the institution's governance and decision-making policies and processes involves input from all constituent groups across the College. The Office of Research, Planning, and Grants conducts an annual College wide survey regarding leadership. The data gathered through this survey allows the College to take steps towards assuring the integrity and effectiveness of decision-making policies and processes. The College is made aware of the survey through email notification that the survey results are available on the Research and Planning webpage as the Campus Views report [REF IV.A.7-1]. The latest results were presented at the Board of Trustees meeting in December 2015 [REF IV.A.7-2].

The Governance Review Committee (GRC) addresses governance issues regularly. The results are shared with the appropriate areas to address specific comments or recommendations. For example, responses from the annual survey conducted by the Office of Research, Planning, and Grants on the topic of governance are shared with the GRC. The GRC reviews the survey information and makes a plan of action to address any challenges.

The GRC also periodically conducts surveys to gain data on the performance of decision-making through the governance processes. In 2014-15, a survey of leadership included the classified union, faculty union, Academic Senate, the Management and Confidential level staff, and Cabinet [REF IV.A.7-3]. The results of this survey provided information indicating areas of improvement identified by constituent leaders. Through increased communications to the campus, items of concern were addressed by informing the campus of governance practices via articles in the Chaparral publication (topics such as proxy, where to find actions taken by committees, frequently asked questions about governance, seat term of service, and best practices for committee members).

In addition to GRC surveys focusing on governance processes, the Institutional Planning Coordination Committee (IPCC) initiated a survey of committees in 2014 focusing on the effectiveness of committees in relation to the mission, planning, and the overall governance process. Questions include identifying improvements and challenges to each committee's work. The survey has been conducted in 2014 and 2015, with a third cycle planned for 2016-2017.

Committees are asked to place the survey on the agenda and to record the discussion in the meeting minutes. The results of the annual self-evaluation are included in a report [REF IV.A.7-3] and discussed at the IPCC as part of the cycle of improving operational processes [REF IV.A.7-4].

The Governance Office continues to monitor the activities of committees and provides an annual governance committees' statistics report to the GRC at its May meeting.

The process for reviewing and revising policies is outlined in Board Policy (BP) 2410: Board Policies and Administrative Regulations [REF IV.A.7-5]. All Board Policies are reviewed once per year. Chapters one and two are also reviewed by the College Executive Committee, and where appropriate, the Senate. Chapters three through seven are also reviewed by the appropriate standing committee. After such reviews, the policies are then brought forward to the Board for a first and second reading.

An example of Board Policies being revised to ensure integrity and effectiveness involves BP 2200: Board Duties and Responsibilities [REF IV.A.7-6]. This policy was reviewed at a June 2015 Board retreat [REF IV.A.7-7], then revised and brought to the College Executive Committee [REF IV.A.7-8]. Revisions were adopted by the Board on September 15, 2015 [REF IV.A.7-9]. Revisions were made to improve the effectiveness of the processes and assure integrity. Additions to the list of Board duties and responsibilities include adopting "policies to assure the academic quality, integrity, effectiveness and improvement of the student learning programs and services" and regularly assessing "policies for their effectiveness in fulfilling the District mission and adherence to state and federal law and revises the policies as necessary."

**Analysis and Evaluation**

The College meets this Standard. Regular evaluations of the leadership and governance processes are conducted by campus wide annual surveys. The College uses such data to make improvements to assure institutional effectiveness.

**Evidence**

- REF IV.A.7-1. Campus Views Publication on the Research, Planning, and Grants Web Page, http://www.glendale.edu/index.aspx?page=4464
- REF IV.A.7-2. Board of Trustees Minutes, December 15, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29516
- REV IV.A.7-3. Committees Survey Summary, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=30506
- REF IV.A.7-4. IPCC Agenda, May 9, 2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=30557
- REF IV.A.7-5. BP 2410: Board Policies and Administrative Regulations, http://www.glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.A.7-6. BP 2200: Board Duties and Responsibilities, http://www.glendale.edu/modules/showdocument.aspx?documentid=25653

- REF IV.A.7-7. Board of Trustees Retreat Agenda, June 29, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=27814
- REF IV.A.7-8. Campus Executive Committee Minutes, August 11, 2015, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=28357
- REF IV.A.7-9. Board of Trustees Agenda, September 15, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=28349

**Standard IV.A: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| A new survey to assess and evaluate governance committees was initiated in spring 2014. | Better evaluation and documentation of how mission statement guides decision-making and planning | Ongoing | IV.A.7 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Revision of the Hiring Allocation Committees documents. | Strengthen and clearly define role and process of such committees as tied to budget process | Initiated | IV.A. 3 | |

## Standard IV.B. Chief Executive Officer

**IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

**Evidence of Meeting the Standard**

The institutional chief executive officer (CEO) for the College is the superintendent/president. Board Policy (BP) 2415: Superintendent/President Role specifies that the superintendent/president is "responsible to lead the College in fulfilling its mission…" and declares that the superintendent/president's primary responsibility is for the quality of the institution, providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness [REF IV.B.1-1]. The policy indicates that the superintendent/president is responsible for planning, overseeing, and evaluating the administrative structure of the College and guiding the institutional improvement in the areas of teaching and learning. The responsibilities of the superintendent/president also include establishing a collegial process, ensuring the setting of institutional performance standards and high standards of quality and reliability for evaluation and planning. The superintendent/president is also responsible for ensuring that educational planning is integrated with resource allocation, which in turn supports and improves learning and achievement. Finally, the superintendent/president is to establish procedures for evaluating institutional planning and implementation in order to strive to achieve the College's mission.

The superintendent/president has the primary responsibility for accreditation of the College and must ensure that GCC meets or exceeds the requirements and Accreditation Standards. BP 2415 also states that the superintendent/president assures the implementation of regulations governing board policies and their implementation in accordance with the College's mission and policies.

To help assure that the superintendent/president provides effective leadership, the Board of Trustees conducts an annual evaluation with input from the faculty, staff, and students in accordance with BP 2435: Superintendent/President Evaluation [REF IV.B.1-2]. This policy addresses the frequency and timelines for the superintendent/president evaluations by the Board of Trustees and specifies participation of constituency groups and the campus community in the process.

The superintendent/president is the chairperson of the College Executive Committee (CEC), which is the highest-level governance committee on campus. CEC reviews the decisions of all the standing committees and their subcommittees. The superintendent/president, in his leadership role, accepts and places items on the CEC agenda brought forth through the governance structure by the standing committees and subcommittees on campus.

The superintendent/president also provides leadership in regular meetings with College staff and constituency leaders. The superintendent/president meets individually each week with the vice presidents, the associate vice president of human resources, the chief of campus police, and the executive director of the Glendale College Foundation. Every week the superintendent/president chairs a meeting of the Administrative Executive Committee, which consists of the three vice presidents, associate vice president of human resources, and the administrative dean of workforce development, continuing and community education. The superintendent/president also meets with the constituency presidents (Academic Senate, Guild, CSEA) individually, as well as in a group setting at the Mini Cabinet meetings, which take place twice a month. Twice a month the superintendent/president also chairs meetings of the Cabinet, which consists of the College administrators including vice presidents, associate vice presidents, deans, Chief of Police and the Executive Director of the Foundation. The superintendent/president also meets with the Managers and Confidential employees (MaC) group on a monthly basis. The superintendent/president also meets with the Student Trustee and president of the Associated Students of Glendale Community College each month. The ultimate goal and purpose of the above meetings is to address pending, future and potential issues and policies and procedures related to institutional quality and effectiveness in realizing the Glendale Community College mission [REF IV.B.1-3, interview with superintendent/president] [REF IV.B.1-4].

Leadership by the superintendent/president is also exhibited in the faculty meetings held during the fiscal year, which are planned by the superintendent/president in conjunction with the presidents of the Academic Senate and Guild. Also, the classified meetings planned by the CSEA in collaboration with the superintendent/president demonstrate the commitment of the superintendent/president to effective leadership.

Lastly, the superintendent/president, in consultation with the Board president and CEC, establishes the agenda for the Board of Trustees meetings. In this process, the superintendent/president meets individually with each Board member on a monthly basis.

The superintendent/president works closely with the vice president of instructional services, who supports, assists, and guides the College's planning leadership team. This team consists of the dean of research, planning and grants, the faculty accreditation coordinator, and the accreditation liaison officer. The superintendent/president meets with this planning group to exchange ideas and receive an assessment on planning activities and outcomes [REF IV.B.1-5].

BP 3250: Institutional Planning requires that "the Superintendent/President, in consultation with the Academic Senate, shall ensure that the College has a comprehensive, broad-based ongoing planning and evaluation cycle that is driven by the College's mission and goals and supported by institutional effectiveness research" [REF IV.B.1-6]. This planning system encompasses the College's Educational Master Plan, the Facilities Plan, the Faculty and Staff Diversity Plan, Student Equity Plan, and Student Success and Support Program (SSSP). It also includes plans required for the Transfer Center, Cooperative Work Experience, Extended Opportunity Programs and Services (EOPS) and Equal Employment Opportunity. The superintendent/president is responsible for keeping the Board of Trustees updated on the

status of the above plans, seeking their input, and submitting the final versions to the Board for approval.

The superintendent/president also assumes primary responsibility for budgeting and financial accountability of the institution. Although the day-to-day operations of the budget are delegated to the executive vice president of administrative services, the two meet weekly to discuss fiscal matters. During collective bargaining negotiations, the superintendent/president provides the parameters for negotiating wages and benefits, which are variables that can affect the long-term fiscal health of the College. Budgetary information and fiscal issues are brought forth to the Board of Trustees at each regular Board meeting for discussion and approval.

In hiring of employees, as per Administrative Regulation (AR) 7120: Tenure Track Faculty Hiring Procedures [REF IV.B.1-7] and AR 7250: Hiring of Administrative and Management Personnel [REF IV.B.1-8], the superintendent/president participates in the final decision-making process. In the hiring process for tenure-track faculty, the superintendent/president conducts final hiring interviews of the candidates recommended by the hiring committees. The superintendent/president, in consultation with the appropriate vice president and the division chair, selects the candidate for hire. In the hiring process for administrative and management positions, the superintendent/president appoints administrators and confidential employees to the hiring committee and also conducts final interviews of the candidates for selection and recommendation to the Board of Trustees for consideration and approval.

BP 7160: Professional Development [REF IV.B.1-9] sets forth the importance of faculty and staff training and development with a goal of "improving the educational experiences of all students." The superintendent/president makes presentations about developing personnel at faculty, classified staff, and MaC meetings. In spring 2013, a Leadership Academy was developed and conducted by the interim superintendent/president, and in spring 2014 a leadership course was offered to administrators and managers at the Professional Development Center. The superintendent/president works with the proper committees and the staff development coordinator to enhance staff development activities for faculty and classified staff. Staff development efforts will be expanded by offering respective coordinators for each group and to increase professional activities beneficial to development and growth of employees.

The superintendent/president also works closely with the dean of research, planning and grants; the faculty accreditation coordinator; and the accreditation liaison officer to ensure that there are processes in place for institutional effectiveness.

**Analysis and Evaluation**

The College meets this Standard. The superintendent/president assumes primary responsibility for all aspects of the quality of the institution, from planning to institutional effectiveness.

**Evidence**

- REF IV.B.1-1. BP 2415: Superintendent/President Role, http://glendale.edu/modules/showdocument.aspx?documentid=26370
- REF IV.B.1-2. BP 2435: Evaluation of Superintendent/President, http://glendale.edu/modules/showdocument.aspx?documentid=25651
- REF IV.B.1-3. Interview with Superintendent/President
- REF IV.B.1-4. BP 1200: District Mission and Vision Statements, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF IV.B.1-5. Team A Master Planning Committee, http://glendale.edu/index.aspx?page=4485
- REF IV.B.1-6. BP 3250: Institutional Planning, http://glendale.edu/Modules/ShowDocument.aspx?documentid=6237
- REF IV.B.1-7. AR 7120: Tenure Track Faculty Hiring Procedures, http://glendale.edu/modules/showdocument.aspx?documentid=4902
- REF IV.B.1-8. AR 7250:  Hiring of Administrative and Management Personnel, http://glendale.edu/modules/showdocument.aspx?documentid=25853
- REF IV.B.1-9. BP 7160: Professional Development, http://glendale.edu/modules/showdocument.aspx?documentid=25878

**IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Evidence of Meeting the Standard**

Board Policy (BP) 2415: The Superintendent/President Role states the expectation for the superintendent/president to plan, oversee, and evaluate an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity [REF IV.B.2-1]. BP 3100: Line of Responsibility – Administrative Operations [REF IV.B.2-2] and Administrative Regulation (AR) 3100: Organizational Chart [REF IV.B.2-3] set forth the College administrative structure and an organizational chart that reflects and supports the institution's purposes, size, and complexity. Reporting to the superintendent/president are the executive Cabinet-level administrators that include the vice presidents, associate vice presidents, deans, chief of campus police, and the executive director of the Foundation.

When an administrative position becomes vacant, the superintendent/president assesses the needs of the College, reviews data provided in the GCC Campus Profiles document regarding staff composition and state wide average comparisons, and begins the process of collegial consultation with appropriate constituent leaders. Examples of this process were the change of the position of administrative dean of human resources to associate vice president of human resources, the determination to change the assistant dean of the library to a position of dean of the library and learning support services [REF IV.B.2-4], changes in the position

descriptions for the vice president of instructional services and dean of instructional services when those positions were vacated, and changes in the position of administrative dean to reflect a focus on the noncredit program

General principles for the administrative operation of the District, including the delegation of authority, are outlined in AR 3105:Administrative Organization [REF IV.B.2-5]. The superintendent/president delegates authority to the vice presidents and other direct reports, who direct and coordinate the work of those under their supervision. The executive vice president of administrative services assumes the roles of the superintendent/president when the superintendent/president is unavailable or on extended leave from campus.

The superintendent/president can make informed decisions on staffing and organizational restructuring based on program review documents and reorganization requests submitted by various instructional and administrative units on campus through the governance process addressing staffing needs, training, and overall preparedness needed for functioning of various departments. The committees that review these requests include Budget, Expanded Budget, Instructional Hiring Allocation Committee, Student Services Hiring Allocation Committee, Classified Hiring Allocation Committee, Instructional Planning Coordination Committee, and Cabinet.

**Analysis and Evaluation**

The College meets this Standard. The actions and leadership of the superintendent/ president show his focus on planning, overseeing, evaluating, and making changes in the administrative structure of the College that reflect the College's size and mission and the delegation of authority as appropriate.

**Evidence**

- REF IV.B.2-1. BP 2415:  Role of Superintendent/President, http://www.glendale.edu/modules/showdocument.aspx?documentid=26370
- REF IV.B.2-2. BP 3100: Line of Responsibility – Administrative Operations, http://glendale.edu/modules/showdocument.aspx?documentid=27883
- REF IV.B.2-3. AR 3100: Organizational Chart, http://glendale.edu/modules/showdocument.aspx?documentid=13417
- REF IV.B.2-4. Email Announcements from President of College, April 4, 2014 and August 5, 2014, http://www.glendale.edu/index.aspx?page=7263&parent=29342
- REF IV.B.2-5. AR 3105: Administrative Organization, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2479

**IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

**Evidence of Meeting the Standard**

Board Policy (BP) 2415: Superintendent/President Role states that the "Superintendent/President has the primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness" [REF IV.B.3-1].

BP 3250: Institutional Planning and Administrative Regulation (AR) 3250: Institutional Planning states that the superintendent/president, in consultation with the Academic Senate, ensures that the College has an ongoing planning and evaluation cycle that is driven by the College's mission and goals [REF IV.B.3-2] [REF IV.B.3-3]. The comprehensive planning system adheres to requirements set forth by Title 5 sections composed of a long-range Educational Master Plan, Facilities Master Plan, Faculty and Staff Diversity Plan, Student Equity Plan, Student Success and Support Program (SSSP), Transfer Center, Cooperative Work Experience, Extended Opportunity Programs and Services (EOPS), and Equal Employment Opportunity Plan. The College's planning and resource allocation process requires that the College's plans adhere to a regular development, approval, and revision cycle. The planning and goal-setting processes are described in the Planning Handbook, and it is noted that the Master Planning Committee (Team A) and the College Executive Committee, Academic Affairs Committee, Administrative Affairs Committee, and Student Affairs Committee regularly review the College's mission and Educational Master Plan. These committees collaboratively interact with the Budget Committee and the Expanded Budget Committee as part of the budget development process [REF IV.B.3-4] [REF IV.B.3-5].

In 2014 the superintendent/president introduced a draft of the vision statement for Glendale Community College to the campus during faculty, classified staff, and administrative meetings and asked for feedback from all groups. The vision statement was subsequently vetted through the Master Planning Committee (Team A) at its November 13, 2015, [REF IV.B.3-6] meeting and approved, and was then reviewed and ultimately approved by the College Executive Committee. The Vision was then incorporated into BP 1200: District Mission and Vision Statements [REF IV.B.3-7] and after three readings was adopted by the Board of Trustees at its February 17, 2015, meeting [REF IV.B.3-8].

The Board of Trustees and the superintendent/president also define and annually update their goals, which include goals derived from the Educational Master Plan as well as procedural goals related to the roles of the Board and the superintendent/president. The most recent set of the superintendent/president's goals were established in 2010 as listed in the 2013-14 Planning Handbook [REF IV.B.3-19]. Subsequently, at the Board of Trustees retreat on May 28, 2014 the Board and superintendent/president's focus areas (goals) were discussed and reviewed [REF IV.B.3-20]. Then at the June 23, 2014, Board meeting the superintendent/president's focus areas (goals) were approved [REF IV.B.3-21].

The College's Educational Master Plan (EMP) is a high-level plan that describes the College's direction for the next ten years. It defines the College's long-term goals. The current EMP (formally titled the Educational Master Plan for Glendale Community College District as Introduced in 2010) was developed with the assistance of KH Consulting Group from spring 2009 through spring 2010. It was approved by the Board of Trustees at its June 28, 2010, meeting and updated in 2012 and 2016. The current Educational Master Plan includes four strategic goals:

- Strategic Goal 1: Student Awareness, Access, Persistence, and Success
- Strategic Goal 2: Economic and Workforce Development
- Strategic Goal 3: Instructional Programs and Student Services
- Strategic Goal 4: Fiscal Stability and Diversification [REF IV.B.3-11]

Glendale Community College has established standards for student achievement. The standards were recommended by the Academic Senate in May 2013 [REF IV.B.3-12] and were approved by the Master Planning Committee (Team A) at its May 31, 2013, meeting [REF IV.B.3-13]. Then on October 31, 2013, they were presented and discussed at the Board of Trustees retreat [REF IV.B.3-14]. The Report on Institution-Set Standards for Student Achievement shows how the College and its students are achieving these standards set for course completion rate, retention rate, degree completion, transfers, and certificate completion [REF IV.B.3-15]. A comprehensive report on the Student Success Scorecard (annually reported set of indicators defined by the Chancellor's Office) along with Glendale Community College's Institution-Set Standards (an annually reported set of standards defined by GCC) are annually presented to the Board of Trustees [REF IV.B.3-16].

Glendale Community College's plans (listed in AR 3250) are developed through various processes. The College's Integrated Planning Handbook lists the committees responsible for each plan and notes the institutional effectiveness data found in documents such as the Campus Profiles, Community Profile, and Institutional Effectiveness Report and that is used in the development of such plans [REF IV.B.3-9]. Furthermore, the committees use data from surveys such as Student Views and Campus Views to incorporate input from the campus as well as using student learning outcomes (SLOs) in the planning process.

The Institutional Planning Coordination Committee (IPCC) promotes coordination and self-evaluation of the various planning committees and oversees linkages between the plans and the budget process. At the College Executive Committee Meeting of January 20, 2015, this

committee was in discussion to become a standing governance committee with the Master Planning Committee (Team A) and Program Review Committees as its subcommittees [REF IV.B.3-10]. All College plans are vetted through the shared governance process and are ultimately approved by the College Executive Committee. The plans are then forwarded by the superintendent/president to the Board for final approval. Plans such as the 3SP Plan, Noncredit 3SP Plan, and Student Equity Plan are also submitted to the California Community Colleges Chancellor's Office as required.

Through the Planning Review Process, the responsible committees and administrators review all College plans annually. They are valued based on action items, goals, resource requests, and resource allocation. The Educational Master Plan lists detailed action plans organized under the strategic goals and strategic priorities.

The Office of Research, Planning, and Grants engages in research and analysis on external and internal conditions in compiling reliable and high quality reports. For example, the College's Educational Master Plan (EMP) incorporates internal data with external information and community survey results for a comprehensive plan. Internal information is collected and compiled in Campus Profiles, Campus Views, and Student Views publications [REF IV.B.3-17]. External data is collected via surveys and compiled in Community Profile publication [REF IV.B.3-18]. Prior to Community Profile publication, the College held Community Forums in 2011 and 2012. The information was incorporated into the EMP prepared by KH Consulting.

In order to ensure that the educational planning is integrated with resource planning and allocation to support student achievement and learning, the Program Review documents detail all resource requests (including personnel requests) funded by the Budget Committee or any other funding resource. They also list the impact of the receipt of the funding and track and measure the continuous impact of the item in the future. Also, the Planning Handbook has been reviewed and is being renamed the Integrated Planning Handbook. It is now more inclusive of program review process. Currently this handbook is being reviewed by IPCC and will be sent forward for approval to the College Executive Committee.

AR 6200: District's Budget [REF IV.B.3-22] states that the annual allocation of financial and human resources are to implement the District's educational and facilities master plans. This policy also notes that the superintendent/president has the ultimate responsibility for the budget and accountability for its outcomes. In the budget development process, the Budget Committee forwards the new funding recommendation of the Expanded Budget Committee to the superintendent/president, who has ultimate responsibility for the budget that is presented to the Board of Trustees for adoption. The budget is developed annually and presented to the Board of Trustees for adoption in accordance with the California Education Code and Title 5 Administrative Regulations. Monthly fiscal reports such as Warrants – District Funds, Contract Listing and Purchase Order Listing, and Budget Revisions and Appropriation Transfers are brought forth to the Board of Trustees for approval. In addition, the Board is presented with quarterly financial status reports. The Board holds an annual study session to review the budget as presented and make recommendations before the budget's adoption at the Board meeting in September [REF IV.B.3-23].

**Analysis and Evaluation:**

The College meets this Standard. Improvement of the College's teaching and learning environment is five-fold, incorporating a collegial process, performance standards, research and analysis, educational planning, and the allocation of resources.

**Evidence**

- REF IV.B.3-1. BP 2415: Superintendent/President Role, http://glendale.edu/modules/showdocument.aspx?documentid=26370
- REF IV.B.3-2. BP 3250: Institutional Planning, http://glendale.edu/Modules/ShowDocument.aspx?documentid=6237
- REF IV.B.3-3. AR 3250: Institutional Planning, http://glendale.edu/Modules/ShowDocument.aspx?documentid=15456
- REF IV.B.3-4. Master Planning Website, http://www.glendale.edu/index.aspx?page=1823
- REF IV.B.3-5. Plan Documents Website, http://www.glendale.edu/index.aspx?page=4480
- REF IV.B.3-6. Team A Minutes November 13, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29113
- REF IV.B.3-7. BP 1200: District Mission and Vision Statements, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF IV.B.3-8. Board of Trustees Minutes of February 17, 2015, http://glendale.edu/modules/showdocument.aspx?documentid=27031
- REF IV.B.3-9. Integrated Planning Handbook, http://www.glendale.edu/index.aspx?page=4715
- REF IV.B.3-10. College Executive Committee Minutes of January 20, 2015 (known then as Campus Executive Committee), http://glendale.edu/Modules/ShowDocument.aspx?documentid=26690
- REF IV.B.3-11. Educational Master Plan, http://glendale.edu/modules/showdocument.aspx?documentid=30491
- REF IV.B.3-12. Academic Senate Minutes of May 16, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=18575
- REF IV.B.3-13. Team A Minutes of May 31, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=24469
- REF IV.B.3-14. Board of Trustees Minutes of October 31, 2013 – Special Board Meeting (Board Retreat), http://glendale.edu/modules/showdocument.aspx?documentid=23510
- REF IV.B.3-15. Report on Institution-set Standards on Student Achievement, http://www.glendale.edu/modules/showdocument.aspx?documentid=23902
- REF IV.B.3-16. Board of Trustees Minutes of July 22, 2014 – Presentation on Institution-set Standards, http://glendale.edu/modules/showdocument.aspx?documentid=25237
- REF IV.B.3-17. Campus Profiles, Student Views, and Campus Views Publications, http://glendale.edu/index.aspx?page=4464
- REF IV.B.3-18. Community Profile 2014, http://glendale.edu/modules/showdocument.aspx?documentid=25305
- REF IV.B.3-19. 2013-14 Planning Handbook, http://www.glendale.edu/modules/showdocument.aspx?documentid=23107

- REF IV.B.3-20. Board of Trustees Meeting Minutes of May 28, 2014 – Board Retreat, http://glendale.edu/modules/showdocument.aspx?documentid=24920
- REF IV.B.3-21. Board of Trustees Meeting Minutes of June 23, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=25086
- REF IV.B.3-22. AR 6200: The District's Budget, http://www.glendale.edu/modules/showdocument.aspx?documentid=27408
- REF IV.B.3-23. Board of Trustees Meeting Minutes of December 2, 2014 – Board Retreat, http://glendale.edu/modules/showdocument.aspx?documentid=26305

**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

**Evidence of Meeting the Standard**

Board Policy (BP) 3200: Accreditation states that Glendale Community College participates in the fulfillment of Accreditation Standards and that the superintendent/president has the responsibility to ensure that the District complies with the accreditation processes and Standards "in order to provide assurance of the quality, efficacy, and stability of the college to the public, to colleges and universities" etc. [REF IV.B.4-1]. Furthermore, BP 2415: Superintendent/President Role reinforces the fact that the superintendent/president has the "primary responsibility for the quality of the institution" including a leadership role that ensures the College meets or exceeds Accreditation Standards, requirements, and eligibility [REF IV.B.4-2].

To assure fulfillment of these policies, the superintendent/president: added a section to the monthly Board meeting agendas reporting on the status of accreditation, presented an overview on accreditation and the Board's role at a special Board meeting, chaired meetings of the College leadership on three occasions to assess whether the College was meeting Accreditation Standards and to provide direction on areas for improvement, and introduced into the College governance processes changes in Board policies to reflect accreditation expectations.

Faculty, staff, and administrative leaders are involved in assuring compliance through their participation in the College's self-study process, which includes 28 faculty members, 22 administrators, and 15 classified employee members who are engaged in assessing the level of College compliance with Accreditation Standards and making recommendations for improvement. Associated Students of Glendale Community College have also appointed student members to the Accreditation Committees for their input and involvement in the process. Under the leadership of the faculty accreditation coordinator, faculty leaders are provided information and assistance in meeting Standards. Supported by the dean of research, planning, and grants, and the College's accreditation liaison officer, the Administrative Executive Committee meets on occasion to review and assess the College's compliance

with Standards. Also, a group of about 30 individuals has been tasked to partake in the self-evaluation review process [REF IV.B.4-3].

Administrative Regulation (AR) 4000: Mutual Gains Agreement, in accordance with Title V Article 2 Section 53200 of the California Education Code, assigns the Academic Senate the responsibility of faculty roles in the accreditation process and involvement in the self-study and annual reports [REF IV.B.4-4]. The Glendale Community College Academic Senate takes this responsibility seriously. AR 4000 also assigns students, staff, and managers roles in the accreditation process and involvement in the self-study and annual reports.

In fulfillment of BP 3200: Accreditation, the superintendent/president keeps the Board of Trustees informed about the eligibility requirements, Accreditation Standards, policies, and College's accreditation status. This is done through an Information Report at each monthly Board meeting, an overview briefing at one of the two special Board meetings held each year, a draft of the Self Evaluation Report presented and discussed at the February 2016 Board meeting, and occasional items in the weekly superintendent/president's report to the Board.

Per BP 2415: Superintendent/President Role and as necessary, the superintendent/president has provided accreditation information to the College constituencies through memos, at faculty meetings, and through the Across the College newsletter.

Faculty, staff, administrators, and students, through their participation in the accreditation committees, are actively engaged in assuring that Glendale Community College complies with the accreditation requirements, and through consistent evaluations and assessments, the College continues to review and strengthen its compliance to meet and exceed the Standards.

**Analysis and Evaluation**

The College meets this Standard. All constituents take responsibility for assuring compliance and the institution consistently meets or exceeds all requirements.

**Evidence**

- REF IV.B.4-1. BP 3200: Accreditation, http://www.glendale.edu/modules/showdocument.aspx?documentid=30135
- REF IV.B.4-2. BP 2415: The Superintendent/President Role, http://www.glendale.edu/modules/showdocument.aspx?documentid=26370
- REF IV.B.4-3. Accreditation Team Members "Accreditation Team" link, http://glendale.edu/index.aspx?page=1721
- REF IV.B.4-4. AR 4000: Mutual Gains Agreement, http://glendale.edu/Modules/ShowDocument.aspx?documentid=17314

**IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

Board Policy (BP) 2415: Superintendent/President Role states that the superintendent/president has the primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel and assessing institutional effectiveness. One of the specific duties identified in the policy is assuring "the implementation of statutes, regulations, and governing board policies …" and "that institutional practices are consistent with institutional mission and policies." [REF IV.B.5-1].

To accomplish these responsibilities, the superintendent/president meets with the Administrative Executive Committee on a weekly basis and with each vice president separately each week. The meetings include discussions of compliance with state and federal laws and board policies and administrative regulations.

Similar leadership and guidance are provided by the superintendent/president in the monthly meetings of the College Executive Committee, in biweekly meetings with the Mini Cabinet, and in individual meetings with the president of the Academic Senate, Guild, and CSEA. Often during the Managers and Confidentials (MaC) group monthly meetings, professional development presentations are made related to assuring managers understand and implement appropriately College policies,  state and federal laws and regulations.

Board polices are presented to the Board by the superintendent/president following extensive College governance review and adopted in accordance with provisions of law or when deemed necessary by the Board of Trustees for the efficient operations of the District. They are designed to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. They are reviewed by the College Executive Committee and vetted through the College's governance process before being submitted for final adoption by the Board of Trustees. Administrative regulations are developed and implemented as documents to carry out the intent of Board Policies [REF IV.B.5-2] [REF IV.B.5-3].

Annually the Board and College constituencies evaluate the superintendent/president. That process includes the College Views fall survey, survey of Senate, Guild, and CSEA officers, and survey of administrative Cabinet members. Evaluative components include such areas as "sound fiscal management," "control of budget and expenditures," "communicates the vision, mission and values," "executes intent of Board Policy," and "ensures … management team and constituency leaders and college are informed on issues."

**Analysis and Evaluation**

The College meets this Standard. The superintendent/president assures implementation of statues, regulation, and Board Policies, using the authority granted to him by the Board of Trustees. He works closely with the College leadership team and constituency leaders to fulfill this responsibility.

**Evidence**

- REF IV.B.5-1. BP 2415: The Superintendent/President Role, http://www.glendale.edu/modules/showdocument.aspx?documentid=26370
- REF IV.B.5-2. BP 2410: Board Policies and Administrative Regulations, http://glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.B.5-3. BP 2430: Delegation of Authority to Superintendent/President, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2549

**IV.B.6. The CEO works and communicates effectively with the communities served by the institution.**

**Evidence of Meeting the Standard**

The superintendent/president works closely with community leaders and organizations, and participates in a broad spectrum of roles representing the College in the community. Through scheduled meetings, attendance at community events, participation in community organizations, speaking at a variety of community events, and informal interaction, the superintendent/president seeks to share the work of the College and learn about the needs of the communities served. The Campus Views survey, which is conducted annually, shows among other things the College's perception of the superintendent/president's involvement in the community in the section titled "Works effectively with the external community" [REF IV.B.6-1].

Examples of involvement in 2014-2015 and 2015-2016 include [REF IV.B.6-2, interview with superintendent/president]:

- Participation in meetings (held every six weeks) of Civic Leaders Round Table, which consists of representatives from the City of Glendale, Glendale Unified School District, and Glendale Chamber of Commerce
- Membership in Glendale Sunrise Rotary Club
- Membership in Glendale Chamber of Commerce
- Board Membership in Glendale Fire Foundation
- Participation in San Gabriel Valley Economic Partnership
- Membership in Patrons Club of Glendale College
- Participates in the quarterly meetings of the Glendale College Foundation
- Attendance at and/or presentations made to:
    - City of Glendale City Council

- Glendale Unified School District
- Crescenta Valley Town Council
- City of Glendale's Committee on Status of Women
- Armenian National Committee of Glendale
- YMCA of Glendale
- YWCA of Glendale
- Character and Ethics Project
- Kiwanis Club of Glendale
- Clean and Beautiful Glendale Community Development Committee
- Glendale Latino Association
- Glendale Rose Bowl Float Committee
- The Campbell Center

**Analysis and Evaluation**

The College meets this Standard. Through participation in events organized by the above community and civic organizations, the superintendent/president makes periodic presentations and participates in speaking engagements and discussions. He communicates effectively with the communities served by the College.

**Evidence**

- REF IV.B.6-1. Campus Views 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26897
- REF IV.B.6-2. Interview with Superintendent/President

**Standard IV.B: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Superintendent/president worked to add references to Accreditation Standards to Board Policies and Administrative Regulations | Increased clarity and better integration of BPs and ARs with Standards | Completed | IV.B.4 | |
| Role of superintendent/president regarding accreditation was explicitly defined in policy. | Revision of Board Policy 2415 – Superintendent/President Role and inclusion of accreditation as a primary role of superintendent/president | Completed | IV.B.4 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| No plans identified | | | | |
| | | | | |

**Standard IV.C Governing Board**

**IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

**Evidence of Meeting the Standard**

The College is governed by an elected five-member Board of Trustees [REF IV.C.1-1] pursuant to California Education Code. The Board of Trustees' legal duties and responsibilities are defined in the California Education Code and Title 5 of the California Code of Regulations [REF IV.C.1-2].

The Board's duties and responsibilities are further guided by Board Policy (BP) 2200: Board Duties and Responsibilities [REF IV.C.1-3]. This policy identifies 12 primary responsibilities including assuring the "academic quality, integrity, effectiveness and improvement of the student learning programs and services," and reviewing "regularly key indicators of student learning and achievement and plans for improving academic quality."

The Board of Trustees reviews and updates its goals [REF IV.C.1-5] on an annual basis at Board retreats  [REF IV.C.1-6]. The trustees also complete individual comprehensive self-evaluations of the Board, identifying opportunities and challenges. The results are also discussed at the Board retreat to incorporate into the Board goals, priorities, and suggested improvements for the upcoming year. As part of its responsibilities, the Board develops policies to assure the academic quality, integrity, and effectiveness of student learning by adhering to the District's mission in educational philosophy, curriculum development, and the strategic master plan [REF IV.C.1-7] [REF IV.C.1-8]. The Accreditation Progress Report, which is an informational report to the Board, is presented at regular Board meetings, updating the Board on student and program learning outcomes [REF IV.C.1-9] [REF IV.C.1-10].

The Board of Trustees role in ensuring financial integrity and stability of the College also is addressed in BP 2200. BP 6305: District Reserves [REF IV.C.1-11] establishes the Board's commitment to a minimum reserve amount. The Budget Update informational report is included in the Board agenda for review during regular Board meetings [REF IV.C.1-12] [REF IV.C.1-13] [REF IV.C.1-14] [REF IV.C.1-15]. The Board holds annual budget study sessions in the month of June and adopts the tentative budget at the subsequent meeting. The Board adopts the final budget in September. Also, the Board on a routine basis reviews and approves District finances through reports of warrants, purchase orders, and contract listings in its consent calendar; receives a presentation and accepts the annual College and bond audits; and receives quarterly financial status reports [REF IV.C.1-16] [REF IV.C.1-17] [REF IV.C.1-18] [REF IV.C.1-19].

**Analysis and Evaluation**

The College meets this Standard. The governing board actively assures the well-being of student programs and the College's overall financial stability.

**Evidence**

- REF IV.C.1-1. Board of Trustees Web Page, http://glendale.edu/index.aspx?page=2083
- REF IV.C.1-2. BP 2010: Board Membership, http://www.glendale.edu/modules/showdocument.aspx?documentid=26391
- REF IV.C.1-3. BP 2200: Board Duties and Responsibilities, http://glendale.edu/modules/showdocument.aspx?documentid=25653
- REF IV.C.1-4. BP 2410: Board Policies and Administrative Regulations, http://glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.C.1-5. Board of Trustees Goals, http://glendale.edu/index.aspx?page=5185
- REF IV.C.1-6. Approval of Board of Trustees Goals (January 14, 2013 Board Minutes), http://www.glendale.edu/modules/showdocument.aspx?documentid=17483
- REF IV.C.1-7. BP 4024: Educational Philosophy, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2586
- REF IV.C.1-8. BP 1200: District Mission, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2511
- REF IV.C.1-9. Accreditation Progress Report Presented at April 21, 2014, Board Meeting – This report is included in almost every Board agenda hereafter, http://glendale.edu/modules/showdocument.aspx?documentid=24361
- REF IV.C.1-10. Institutional Effectiveness Report, http://www.glendale.edu/index.aspx?page=6259
- REF IV.C.1-11. BP 6305: District Reserves, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9255
- REF IV.C.1-12. BP 6200: Budget Preparation, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2677
- REF IV.C.1-13. BP 6250: Budget Management, http://glendale.edu/modules/showdocument.aspx?documentid=19264
- REF IV.C.1-14. BP 6301: Fiscal Management and Major Projects, http://glendale.edu/Modules/ShowDocument.aspx?documentid=10330
- REF IV.C.1-15. BP 6310: Financial Reports, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2675
- REF IV.C.1-16. Board of Trustees Minutes of March 17, 2014 – Showing Approval of Consent Calendar, http://glendale.edu/modules/showdocument.aspx?documentid=24396
- REF IV.C.1-17. Board of Trustees Minutes of June 17, 2013 – Showing Budget Study Session, http://glendale.edu/modules/showdocument.aspx?documentid=19257
- REF IV.C.1-18. Board of Trustees Minutes September 9, 2014 – Showing adoption of budget, http://glendale.edu/modules/showdocument.aspx?documentid=25867
- REF IV.C.1-19. Board of Trustees Minutes of September 15, 2015 – Showing Adoption of Budget, http://www.glendale.edu/modules/showdocument.aspx?documentid=28796

**IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

**Evidence of Meeting the Standard**

Through its authority granted under California Education Code, expectations to adhere to the Brown Act, and Board policies, the Glendale Community College Board of Trustees recognizes that it has authority to act only as a "legal collective entity and once the Board reaches a decision, the members act in support of the decision." This requirement is included in Board Policy (BP) 2200: Board Duties and Responsibilities [REF IV.C.2-1].

The Board has a strong pattern of unanimous voting on issues for Board action. Since the 2012 -13 year, the Board has voted unanimously on 356 items. Only one no vote has been recorded during that period and in that instance, there is no evidence the Board did not work as a cohesive whole once the action was taken.

BP 2715: Ethical Responsibilities of the Board of Trustees clearly states that "Board members must recognize that the effective functioning of the Board as a whole precludes individual actions or decisions by Board members in relation to District business" [REF IV.C.2-2].

The Board recognizes the importance of supporting the decisions of the Board as a collective entity and has included in the Board Evaluation survey the criterion of "support the majority decisions of the Board." The average rating on that criterion over the past four evaluations is five out of five. Board evaluation documents since 2011 are available on the College website [REF IV.C.2-3].

**Analysis and Evaluation**

The College meets this Standard. Board members follow Board Policies and act as a collective entity and support Board actions.

**Evidence**

- REF IV.C.2-1. BP 2200: Board Duties and Responsibilities, http://www.glendale.edu/modules/showdocument.aspx?documentid=25653
- REF IV.C.2-2. BP 2715: Ethical Responsibilities of Board of Trustees, http://glendale.edu/modules/showdocument.aspx?documentid=26365
- REF IV.C.2-3. Board of Trustees Evaluation/Goals/Focus Areas Web Page, http://www.glendale.edu/index.aspx?page=5185

**IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

**Evidence of Meeting the Standard**

Board Policy (BP) 2431: Superintendent/President Selection, calls for the Board of Trustees to "establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations" [REF IV.C.3-1]. When necessary in 2010 and 2013 to fill vacancies in the superintendent/president position, the Board established search processes in public meetings and with input through College governance for interim and permanent positions. The processes used were fair and open and complied with state regulations and laws.

The selection processes used included establishment of a Board Hiring Advisory Committee (BHAC) consisting of constituency, community, and student representatives who, after a national recruitment by a professional firm, screened applications and conducted interviews of the candidates [REF IV.C.3-2]. The final choices were then recommended to the Board. Campus forums were held and the candidates met with various constituency groups before they were interviewed by the Board for final selection of the superintendent/president [REF IV.C.3-3] [REF IV.C.3-4] [REF IV.C.3-5].

BP 2431 was reviewed and revised in 2015, and it codifies the hiring of the superintendent/president and clearly sets forth the steps in the process. It defines the comprehensive process and involves participation by the Academic Senate, the Guild, the CSEA, the ASGCC, the Administrative Executive Committee, the Managers and Confidential employees (MaC) group, the Glendale College Foundation, and the community. It establishes guidelines for the following:

- Executive search firm
- Superintendent/president profile
- Screening committee
- Public forums
- Selection
- Board authority

BP 2435: Evaluation of Superintendent/President, provides a detailed process for the annual evaluation of the superintendent/president with input from the faculty, staff, students, and the Board of Trustees. During 2014, a series of survey instruments to be used in the evaluation of the superintendent/president was developed through the College Executive Committee and adopted by the Board, and the evaluation process continues in adherence to the timeline established in BP 2435 [REF IV.C.3-6] [REF IV.C.3-7] [REF IV.C.3-8] [REF IV.C.3-9] [REF IV.C.3-10].

**Analysis and Evaluation**

The College meets this Standard. A defined policy for selection of the superintendent/president was followed in 2010 and 2013. It has been reviewed and revised and is in place to be used for the next selection. A policy also is in place and followed annually for the superintendent/president evaluation.

**Evidence**

- REF IV.C.3-1. BP 2431: Superintendent/President Selection, http://glendale.edu/modules/showdocument.aspx?documentid=25655
- REF IV. C.3-2. Approval of Board of Trustees Advisory Hiring Committee Membership for Superintendent/President Search – January 14, 2013, Board of Trustees Minutes, http://glendale.edu/modules/showdocument.aspx?documentid=17483
- REF IV.C.3-3. Approval of Board of Trustees Revised Advisory Hiring Committee Membership for Superintendent/President Search – February 25, 2013, Board of Trustees Minutes, http://glendale.edu/modules/showdocument.aspx?documentid=17789
- REF IV.C.3-4. Transition Planning for New Superintendent/President – May 10, 2013, Board Retreat Minutes, http://glendale.edu/modules/showdocument.aspx?documentid=19186
- REF IV.C.3-5. Approval of Contract for Superintendent/President – May 20, 2013, Board of Trustees Meeting Minutes, http://glendale.edu/modules/showdocument.aspx?documentid=19187
- REF IV.C.3-6. BP 2435: Evaluation of Superintendent/President, http://www.glendale.edu/modules/showdocument.aspx?documentid=25651
- REF IV.C.3-7. Superintendent/President Evaluation Results, http://www.glendale.edu/index.aspx?page=7263&parent=28818
- REF IV.C.3-8. Superintendent/President Evaluation Instruments Board of Trustees Agenda – September 9, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=25377
- REF IV.C.3-9. Board of Trustees Minutes – September 9, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=25867
- REF IV.C.3-10. Superintendent/President Evaluation, Board of Trustees Minutes – March 17, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=24396

**IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects if from undue influence or pressure.**

**Evidence of Meeting the Standard**

As the governing Board of a public community college in California, the Board of Trustees consists of five members elected by the qualified voters of the District. Trustee elections are held in the month of April on odd-numbered years in conjunction with the City of Glendale municipal elections, which helps assure a community-focused election and one in which those elected are independent representatives of the citizens of the District.

The Board reflects the public interest and serves its policy-making role by providing oversight for the District through approval, assessment, and monitoring of policy. Members have requested increased reporting to the Board on efforts to increase program offerings that reflect community needs and the results of efforts to improve student success and equity.

Board members advocate for and defend the institution, where necessary, by regularly attending community events as representatives of the College and by advocating to the public the interests of the College. Board members regularly report on their involvement in community organizations and events during the Reports portion of regular Board Meetings [REF IV.C.4-1] [REF IV.C.4-2] [REF IV.C.4-3] [REF IV.C.4-4] [REF IV.C.4-5] [REF IV.C.4-6] [REF IV.C.4-7]. As necessary, certain members of the Board meet with local legislators in the area and in Sacramento at state level. One Board member serves on the state association board representing trustees (California Community College Trustees), and there is attendance at the Community College League of California annual legislative conferences to assist in advocating for the needs of the College and the region it serves. Board members also attend the Association of Community College Trustees annual legislative conference in Washington, D. C. and visit with the district's congressman and key staff members.

Also, as per the California Voting Rights Act, the Board of Trustees voted on June 16, 2015 [REF IV.C.4-8], to change the at-large method of electing Board members to a by-area election effective April 2017 and adopted a new trustee areas election map [REF IV.C.4-9].

A review of the agenda and the minutes for the official meetings of the Board of Trustees shows that the policy matters discussed, actions taken, and information requested for future Board discussion are not based on undue influence or pressure but relate to policy matters focused on institution quality and service to the community.

**Analysis and Evaluation**

The College meets this Standard. As elected representatives of the Glendale community, the Board has focused its policy role on meeting the educational needs of the region and the public interest. The College has not been faced with outside pressures or inappropriate influences but the Board of Trustees is prepared and capable to advocate for and defend the College should the situation arise.

**Evidence**

- REF IV.C.4-1. BP 2010: Board Membership, http://glendale.edu/Modules/ShowDocument.aspx?documentid=26391
- REF IV.C.4-2. BP 2100: Board of Trustees (Board) Elections, http://www.glendale.edu/modules/showdocument.aspx?documentid=26740
- REV IV.C.4-3. BP 2200: Board Duties and Responsibilities, http://www.glendale.edu/modules/showdocument.aspx?documentid=25653
- REF IV.C.4-4. BP 6300: Fiscal Management, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2676
- REF IV.C.4-5. BP 2710: Conflict of Interest, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2545
- REF IV.C.4-6. BP 2715: Ethical Responsibilities of the Board of Trustees, http://glendale.edu/modules/showdocument.aspx?documentid=26365
- REF IV.C.4-7. Campus Views 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26897
- REF IV.C.4-8. Board of Trustees Meeting Minutes, June 16, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=27997
- REF IV.C.4-9. By-Area Trustee Elections, http://glendale.edu/index.aspx?page=6564

**IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

**Evidence of Meeting the Standard**

The Board of Trustees formulates, reviews, and adopts policies to ensure the effectiveness of the institution and its learning programs [REF IV.C.5-1]. Board Policy (BP) 2200: Board Duties and Responsibilities states that the Board:

> Develops and adopts policies, procedures, and regulations for the governance of the District, in consultation with appropriate constituency groups, to facilitate decisions that support student learning, programs, and services, and improve institutional effectiveness [REF IV.C.5-2].

In adherence with the California Education Code and Title 5 Regulations, it is understood that the governing board has ultimate responsibility for educational quality, legal matters, and District finances. As observed in the Board Policies and Administrative Regulations of the District, and in agendas and minutes of Board of Trustees meetings, the Board acts in accordance with those responsibilities. The Board Policies and Administrative Regulations are reviewed on a continuous basis and are amended to reflect changes in the laws, District operations, and student needs [REF IV.C.5-3] [REF IV.C.5-4].

At its two special Board meetings (retreats) held in the fall and spring, the Board devotes additional time and attention related to the quality, integrity, and improvement of student learning. Recent Special Board Meeting agendas have included the following: success indicators and campus profile data, District strategic priorities, evaluating the work of the Board in relation to accreditation Standards, and Board focus areas in support of the College's Educational Master Plan [REF IV.C.5-5] [REF IV.C.5-6]. To help the Board assess whether resources are being allocated appropriately to support student learning and the work of the College, the Board receives an annual report at its fall retreat comparing expenditures at Glendale Community College with the expenditure levels for various programs and services at community colleges in the Los Angeles area [REF IV.C.5-7].

The Board has taken actions and established policies to ensure that necessary resources are available to support student learning programs and services. Examples include the following:

- The Board has approved funding through the $98 million facilities bond measure (Measure G) passed in 2002 for many projects designed to improve student learning programs and services [REF IV.C.5-8]. Measure G funds have contributed to the construction of the Mariposa building at the Garfield Campus and the Sierra Vista building at the Verdugo Campus, as well as an upgrade of the wireless network.
- The Board has begun considering taking action to put forward a new bond measure to help provide financial resources necessary to meet future College needs, including those established in the Facilities Master Plan.
- The Board of Trustees supports the Glendale College Foundation through the use of District funds to provide administrative support. The Foundation supports student learning programs and services through its Foundation grant program [REF IV.C.5-9] as well as through student scholarships.
- BP 3280: Grants [REF IV.C.5-10] requires that grants directly support the purposes of the College, and requires the Board to approve acceptance of grant funds
- The Board has stated its interest in applying for grants to provide resources to meet the College's needs; in particular, the Board has supported institutional applications for federal grants to Hispanic Serving Institutions in order to address achievement gaps in student outcomes.
- BP 6305: District Reserves [REF IV.C.5-11] defines a minimum level for financial reserves.

**Analysis and Evaluation**

The College meets this Standard. Policies are in place, and amended as necessary, that address the Board's expectations for quality, integrity, and improvement of student learning and the financial support necessary. Through those policies, the actions of the Board at monthly meetings, and the College governance policies in place, it is understood the Board has ultimate responsibility and authority for educational quality, legal matters, and financial integrity and stability.

**Evidence**

- REF IV.C.5-1. Board Policies and Administrative Regulations Web Page, http://glendale.edu/index.aspx?page=308
- REF IV.C.5-2. BP 2200: Board Duties and Responsibilities, http://www.glendale.edu/modules/showdocument.aspx?documentid=25653
- REF IV.C.5-3. BP 2410: Board Policies and Administrative Regulations, http://glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.C.5-4. AR 2410: Process for Formulation of Administrative Regulations and Board Assessment of Policies, http://glendale.edu/modules/showdocument.aspx?documentid=26266
- REF IV.C.5-5. Educational Master Plan (Adopted by the Board on June 28, 2010), http://glendale.edu/index.aspx?page=1823
- REF IV.C.5-6. Board of Trustees Goals Archive, http://glendale.edu/index.aspx?page=5185
- REF IV.C.5-7. Board of Trustees Retreat Agenda, December 9, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=27997
- REF IV.C.5-8. Measure G Web Page, http://glendale.edu/index.aspx?page=305
- REF IV.C.5-9. Foundation Grants Web Page, http://www.glendale.edu/index.aspx?page=4189
- REF IV.C.5-10. BP 3280: Grants, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6602
- REF IV.C.5-11. BP 6305: District Reserves, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9255

**IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**Evidence of Meeting the Standard**

Board Policies (BPs) and Administrative Regulations (ARs) are published on the College's website and are accessible to the public via the Board of Trustees tab.

The following BPs address the Board's size, duties, responsibilities, structure, and operating procedures:

BP 2010: Board Membership [REF IV.C.6-1]
BP 2015: Student Member [REF IV.C.6-2]
BP 2310: Meeting of the Board [REF IV.C.6-3]
BP 2410: Board Policies and Administrative Regulations [REF IV.C.6-4]
BP 2200: Board Duties and Responsibilities [REF IV.C.6-5]
BP 2210: Board Officers [REF IV.C.6-6]
BP 2305: Annual Organizational Meeting [REF IV.C.6-7]
BP 2330: Quorum and Voting [REF IV.C.6-8]
BP 2715: Ethical Responsibilities of the Board [REF IV.C.6-9]

**Analysis and Evaluation**

The College meets this Standard. The Board adopted policies are published and available to the public and specify the Board's size, duties, responsibilities, structure, and procedures of operation.

**Evidence**

- REF IV.C.6-1. BP 2010: Board Membership, http://glendale.edu/Modules/ShowDocument.aspx?documentid=26391
- REF IV.C.6-2. BP 2015: Student Member, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=24415
- REF IV.C.6-3. BP 2310: Meetings of the Board, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2502
- REF IV.C.6-4. BP 2410: Board Policies and Administrative Regulations, http://glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.C.6-5. BP 2200: Board Duties and Responsibilities, http://www.glendale.edu/modules/showdocument.aspx?documentid=25653
- REF IV.C.6-6. BP 2210: Board Officers, http://www.glendale.edu/modules/showdocument.aspx?documentid=26375
- REF IV.C.6-7. BP 2305: Annual Organizational Meeting, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2503
- REF IV.C.6-8. BP 2330: Quorum and Voting, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2500
- REF IV.C.6-9. BP 2715: Ethical Responsibilities of the Board, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=2544

**IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

**Evidence of Meeting the Standard**

The Board of Trustees follows its policies and bylaws, and there is no evidence of Board behavior that is inconsistent with those policies. The Board has adopted Board Policy (BP) 2410: Board Assessment of Policies, which calls for annually assessing Board Policies, with certain policies looked at on a three-year cycle. In this assessment the Board includes as one of the criteria of review the consistency of adherence to the policy.

The Board has in place a regular system for reviewing, evaluating, and updating its policies. This regular assessment, outlined in Board Policy 2410: Board Policies and Administrative Regulations [REF IV.C.7-1], includes two parts. One part includes addressing changes and updates as prompted by the Community College League of California's Board Policy and Procedures service. This service keeps the College apprised of new legislation and addresses changes in laws and regulations that require the College to determine if changes in policy

are required. The recommendations of the League are presented to the appropriate College governance committee. Any required changes related to assuring District policies are consistent with state mandates and the system mission are advanced to the Board for action.

The second part of policy assessment calls for assessment to occur on a three-year cycle grouped by chapters one, two, and three; chapters four and five; and chapters six and seven. The first phase of the three-year cycle was started in the 2014-15 academic year. In reviewing the policies, the College governance committees and governing board look at whether the policies remain consistent with the College mission; whether they continue to help assure the quality, integrity, and improvement of student learning; whether they are helping maintain institutional effectiveness and efficiency; and whether they are being followed.

BPs and Administrative Regulations (ARs) also are reviewed and updated as recommendations are forwarded to the Board from various departments and divisions through the College's shared governance system.

Between the 2012-2013 and 2015-2016 academic years, as of April 2016, the Board, through the College governance processes, assessed and revised 56 Board Policies, deleted 97 Board Policies as they were incorporated into administrative regulations or were no longer current, and adopted seven new Board Policies.

**Analysis and Evaluation**

The College meets this Standard. The governing board acts in a manner consistent with its policies and engages in active assessment and revision of policies as necessary to be consistent with the College mission, improvement of student learning, and maintenance of effectiveness and efficiency.

**Evidence**

- REF IV.C.7-1. BP 2410: Board Policies and Administrative Regulations, http://glendale. edu/modules/showdocument.aspx?documentid=25404

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

The Board of Trustees periodically reviews key indicators of student learning and achievement at its regular meetings and retreats, as shown in the table below.

**Table IV.A-3. Board Presentations of Key Indicators of Student Learning and Achievement**

| Date | Presentation Title | Link to Presentation | Link to Meeting Minutes |
|---|---|---|---|
| December 9, 2015 Board Retreat | "Success Indicators and Key College Profile Data" | REF IV.C.8-1 | REF IV.C.8-2 |
| June 29, 2015 Board Retreat | "Is GCC Meeting Its Mission & Strategic Plan Goals" | REF IV.C.8-3 | REF IV.C.8-4 |
| July 22, 2014 Regular Board Meeting | "Student Success Scorecard and Institution-Set Standards 2014" | REF IV.C.8-5 | REF IV.C.8-6 |
| October 31, 2013 Board Retreat | "Success Indicators and Key Campus Profile Data" | REF IV.C.8-7 | REF IV.C.8-8 |
| May 10, 2013 Board Retreat | "Student Success Scorecard 2013" | REF IV.C.8-9 | REF IV.C.8-10 |
| November 19, 2012 Regular Board Meeting | "Glendale Community College Statewide Accountability Reporting 2012" | REF IV.C.8-11 | REF IV.C.8-12 |
| January 17, 2012 Regular Board Meeting | "Glendale Community College Statewide Accountability Reporting 2011" | REF IV.C.8-13 | REF IV.C.8-14 |
| November 15, 2010 Regular Board Meeting | "Glendale Community College Statewide Accountability Reporting 2010" | REF IV.C.8-15 | REF IV.C.8-16 |

The most recent presentations have focused on measures assessing whether the College is meeting its mission and the goals of its Educational Master Plan. These presentations—especially the June 29, 2015 presentation—include discussion of measures tied to the components of the mission statement and the goals of the Educational Master Plan (EMP), paralleling the annual Institutional Effectiveness Report [REF IV.C.8-17].

As the College has set institutional standards and institutional effectiveness goals, these have been incorporated into presentations to the Board. Institution-set standards were first reported

in the July 22, 2014 presentation listed in the table [REF IV.C.8-5]. Institutional effectiveness goals, required by the Chancellor's Office of the California Community Colleges beginning in 2014-2015, were first discussed at the May 19, 2015 Board meeting [REF IV.C.8-17].

The Board also reviews institutional plans as they are developed or revised. The last full revision of the EMP was conducted in 2010 and approved by the Board at its June 28, 2010 meeting [REF IV.C.8-18]. The Board was updated about indicators tied to the EMP goals at its July 22, 2014 meeting [REF IV.C.8-6]. In addition to the EMP, the 2014 Student Equity Plan was presented to the Board and approved at the November 18, 2014 Board meeting [REF IV.C.8-19], and the 2015 Student Equity Plan was approved at the December 15, 2015 Board meeting [REF IV.C.8-20]. The 2015 Facilities Master Plan was also approved at the December 15, 2015 meeting. The Student Success and Support Plan was presented to the Board at the October 24, 2014 meeting [REF IV.C.8-21].

**Analysis and Evaluation**

The College meets this Standard. Key indicators for student learning and success are periodically reviewed by the Board and receives reports on the results of College plans.

**Evidence**

- REF IV.C.8-1. "Success Indicators and Key College Profile Data" Presentation at December 9, 2015 Board of Trustees Retreat, http://www.glendale.edu/modules/showdocument.aspx?documentid=29240
- REF IV.C.8-2. Board of Trustees Minutes, December 9, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29515
- REF IV.C.8-3. "Is GCC Meeting Its Mission & Strategic Plan Goals" Presentation at June 29, 2015 Board Retreat, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30568
- REF IV.C.8-4. Board of Trustees Minutes, June 29, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=27996
- REF IV.C.8-5. "Student Success Scorecard and Institution-Set Standards 2014" Presentation at July 22, 2014 Board of Trustees Meeting, http://www.glendale.edu/modules/showdocument.aspx?documentid=25303
- REF IV.C.8-6. Board of Trustees Minutes, July 22, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=25237
- REF IV.C.8-7. "Success Indicators and Key Campus Profile Data" Presentation at October 31, 2013 Board of Trustees Retreat, http://glendale.edu/Modules/ShowDocument.aspx?documentid=30570
- REF IV.C.8-8. Board of Trustees Minutes, October 31, 2013, http://glendale.edu/modules/showdocument.aspx?documentid=23510
- REF IV.C.8-9. "Student Success Scorecard 2013" Presentation at May 10, 2013 Board of Trustees Retreat, http://www.glendale.edu/modules/showdocument.aspx?documentid=18901

- REF IV.C.8-10. Board of Trustees Minutes, May 10, 2013, http://www.glendale.edu/modules/showdocument.aspx?documentid=19186
- REF IV.C.8-11. "Glendale Community College Statewide Accountability Reporting 2012" Presentation at November 19, 2012 Board of Trustees Meeting, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=16606
- REF IV.C.8-12. Board of Trustees Minutes, November 19, 2012, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=16804
- REF IV.C.8-13. "Glendale Community College Statewide Accountability Reporting 2011" Presentation at January 17, 2012 Board of Trustees Meeting, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=13395
- REF IV.C.8-14. Board of Trustees Minutes, January 17, 2012, http://www.glendale.edu/modules/ShowDocument.aspx?documentid=13796
- REF IV.C.8-15. "Glendale Community College Statewide Accountability Reporting 2010" Presentation at November 15, 2010 Board of Trustees Meeting, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=8877
- REF IV.C.8-16. Board of Trustees Minutes, November 15, 2010, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=9225
- REF IV.C.8-17. Board of Trustees Minutes, May 19, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=27797
- REF IV.C.8-18. Board of Trustees Minutes, June 28, 2010, http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=7454
- REF IV.C.8-19. Board of Trustees Minutes, November 18, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=26304
- REF IV.C.8-20. Board of Trustees Minutes, December 15, 2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=29516
- REF IV.C.8-21. Board of Trustees Minutes, October 21, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=26128

**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

Board Policy (BP) 2740: Board Education addresses ongoing development and orientation for the Board members. This policy states that the Board will include:

> Two special meeting retreats annually, reading materials on trusteeship provided by the Superintendent/President and governing board organizations to which the College belongs, support for participation in the Community College League of California Excellence in Trusteeship program, and attendance at state, regional, and national conferences focused on education policy and education governance [REF IV.C.9-1].

All five of the members of the Board of Trustees have attended at least three of the state and national conferences sponsored by the Community College League of California or the Association of Community College Trustees since 2010 [REF IV.C.9-2]. Informal training also takes place at the monthly pre-board meetings with the president of the College.

There have been no new members of the Board since 2009. However, two policies are in place to be followed when necessary. As included in BP 2740, newly appointed or elected members of the Board shall have orientation which includes the following: an overview of Board roles and responsibilities; the adopted focus areas of the Board; communications protocols; an overview of the District that includes reports, accountability data, minutes of recent Board meetings, the District budget, and Board Policies; support to participate in the Community College League of California's Excellence in Trusteeship Program; and access to resources to familiarize the new trustee with roles, responsibilities, and functioning. One of GCC's Board members has already completed and earned a certificate in this program and is advocating the program on CCLC's website for other California Community College trustees to participate [REF IV.C.9-3].

Also, in BP 2210: Officers, the duties of the president of the Board are listed and include an expectation to work with the superintendent/president in the orientation of new Board members by:

- Ensuring each new Board member is provided the opportunity to participate in a new Board member orientation program
- Utilizing the expertise of new trustees and making them feel part of a team
- Encouraging them to attend local College and civic functions
- Getting to know the new Board members
- Assigning each new Board member to a "Board Member Sponsor," as experienced Board members can help the new Board members "learn the ropes" [REF IV.C.9-4]

Following California Education Code provisions and Board Policy, the publicly elected members of the governing board have staggered terms for election years to ensure continuity. This policy is addressed in BP 2100: Board of Trustee (Board) Elections. Two Board seats are up for election in one election cycle, and two years later, the other three Board seats are up for election [REF IV.C.9-5].

**Analysis and Evaluation**

The College meets this Standard. Board members recognize the value of ongoing training and Board development and participate in state, regional and national trustees' association events. Policy and procedures are in place for orientation to be implemented when a new member is seated on the Board of Trustees. Provisions for continuity of membership on the Board and the staggering of terms is in place and consistent with state law.

**Evidence**

- REF IV.C.9-1. BP 2740: Board Education,
  http://glendale.edu/modules/showdocument.aspx?documentid=25406
- REF IV.C.9-2. Board of Trustees Participation in Board Development and Training, 2010-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=30330
- REF IV.C.9-3. CCLC's Excellence in Trusteeship Program Website,
  http://ccleague.org/i4a/pages/index.cfm?pageid=3819
- REF IV.C.9-4. BP 2210: Officers, http://www.glendale.edu/modules/showdocument.aspx?documentid=26375
- REF IV.C.9-5. BP 2100: Board of Trustee (Board) Elections, http://www.glendale.edu/modules/showdocument.aspx?documentid=26740


**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

**Evidence of Meeting the Standard**

The Board of Trustees has an evaluation process that is clearly defined in Board Policy 2745: Board of Trustees Evaluation [REF IV.C.10-1]. This policy outlines the process and criteria for the evaluation. It states that the Board is committed to assessing its performance in order to identify its strengths and areas in which it may improve its functioning to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College. The Board engages in an evaluation process that addresses criteria defining Board operations, effectiveness and expectations defined in the Accreditation Standards. In addition, other aspects of the evaluation address training through participation "in seminars, conferences, and Board retreats to upgrade skills as a Board Member" and keeping "up to date by reading periodicals and books on community college trusteeship" [REF IV.C.10-2].

The Board evaluation is conducted every spring. The Board members complete a questionnaire, which is submitted to the office of the superintendent/president. The results are tabulated and discussed at a public Special Board Meeting. The Board members review the results and comments at the public session, determine where improvements may be needed, and adopt Board Focus Areas and Outcome Measures for the coming year. The Board also reviews the results of the Board of Trustees items in the faculty and staff perceptions survey conducted in the fall of each year and compiled in the College Views report (formerly titled Campus Views). The results of the perception survey are annually posted on the College's website [REF IV.C.10-3]. The results of the Board evaluation and participation in Board training also are posted on the College's website [REF IV.C.10-2].

As a result of the review of the Board Evaluation survey and the Campus Views perception survey, the Board adopts its Board Focus Areas and Outcome Measures for the coming year seeking to improve Board performance, academic quality and institutional effectiveness [REF IV.C.10-4].

Some examples of improved Board effectiveness over the past three years are:
- Shorter board meetings by listing activities on the board agenda, thus shortening reports to most important activities;
- Reminders of what a trustee can and cannot discuss during a meeting;
- Shorter meetings by reduced closed sessions and
- Hiring an effective and seasoned leader.

**Analysis and Evaluation**

The College meets this Standard. A comprehensive Board evaluation process is in place and followed. The results are thoughtfully reviewed by the Board and used to improve performance. The results of the evaluation are available to the public on the College website.

**Evidence**

- REF IV.C.10-1. BP 2745: Board of Trustees Self-evaluation, http://glendale.edu/modules/showdocument.aspx?documentid=25403
- REF IV.C.10-2. Board of Trustees Meeting – Board Retreat Agenda – May 28, 2014, http://glendale.edu/modules/showdocument.aspx?documentid=24693
- REF IV.C.10-3. College Views Survey Response Data Web Page, http://glendale.edu/index.aspx?page=7167
- REF IV.C.10-4. Board of Trustees Evaluation/Goals/Focus Areas Web Page, http://glendale.edu/index.aspx?page=5185

**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure the academic and fiscal integrity of the institution.**

**Evidence of Meeting the Standard**

The College's Board of Trustees upholds, and individual members adhere to, Board Policy (BP) 2715: Ethical Responsibilities of the Board [REF IV.C.11-1], BP 2717: Personal Use of Public Resources [REF IV.C.11-2], and BP 2710: Conflict of Interest [REF IV.C.11-3]. These policies define appropriate Board member behavior and cite a list of expectations for the Board members to consider as they perform their duties.

BP 2715 includes a section that speaks to the Board promptly addressing any violation of the code of ethics by a member of the Board. The policy clearly delineates the steps to follow if a violation occurs and the potential sanctions that may be instituted. The Board president will address a violation of the code of ethics by discussing the violation with the member to seek resolution. If resolution is not achieved an ad hoc committee of two Board members will examine the matter and recommend action. If sanctions are to occur, they will be determined by the full Board in a public meeting. Sanctions may include a resolution censuring a Board member.

There is no evidence, nor complaints filed, related to a Board member having a personal financial interest in the institution or interests that have not been disclosed that would interfere with a Board member's impartiality in decision-making.

Board members also annually complete California Fair Political Practices Commission's Form 700 (Statement of Economic Interests). Hard copies of these forms are kept in the office of the executive vice president of administrative services.

**Analysis and Evaluation**

The College meets this Standard. Conflict of interest and ethical responsibilities policies are in place and followed by the Board and its members. There is a defined policy to address behavior of a Board member that violates these policies. As a public entity no member of the elected Board of Trustees has a financial interest in the College. The annual filing of legally required Form 700s provides the public with information on Board member interests.

**Evidence**

- REF IV.C.11-1. BP 2715: Ethical Responsibilities of the Board, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2544
- REF IV.C.11-2. BP 2717: Personal Use of Public Resources, http://glendale.edu/Modules/ShowDocument.aspx?documentid=2543
- REF IV.C.11-3. BP 2710: Conflict of Interest, http://www.glendale.edu/modules/showdocument.aspx?documentid=26368


**IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

The Board of Trustees, as described in Board Policy (BP) 2430: Delegation of Authority to Superintendent/President, delegates to the superintendent/president the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action [REF IV.C.12-1]. One of the Board's focus

areas in 2014-2015 and 2015-2016 is "Board members communicate directly with the superintendent/president in addressing issues of college policy and operation and direct community members and college constituency concerns to his office for resolution" [REF IV.C.12-2, REF IV.C.12-3].

This delegation of authority allows the superintendent/president to oversee the day-to-day operations of the College and reasonably interpret Board Policies. The superintendent/president is expected to perform the duties outlined in the superintendent/president job description and goals, which are developed by the Board in consultation with the superintendent/president [REF IV.C.12-4]

BP 2435: Evaluation of Superintendent/President [REF IV.C.12-5] indicates that the superintendent/president is evaluated annually by the Board and, concurrently with the evaluation, the Board reviews the superintendent/president's contract and goal development. The evaluation instrument includes sections on leadership of the operational areas of the College, such as educational leadership, human resources, and fiscal and facilities planning. This formal and comprehensive process assists the Board in holding the superintendent/president accountable for the operation of the College.

**Analysis and Evaluation**

The College meets this Standard. The policies of the governing board delegate administrative responsibility and authority to the superintendent/president, who is accountable for the operations of the College through the superintendent/president evaluation policy and process.

**Evidence**

- REF IV.C.12-1. BP 2430: Delegation of Authority to Superintendent/President, http://www.glendale.edu/modules/showdocument.aspx?documentid=26371
- REF IV.C.12-2. Board of Trustees Focus Areas/Accomplishments for 2014-2015, http://www.glendale.edu/modules/showdocument.aspx?documentid=28236
- REV IV.C.12-3. Board of Trustees Focus Areas for 2015-2016, http://www.glendale.edu/modules/showdocument.aspx?documentid=28235
- REF IV.C.12-4. Superintendent/President Evaluation/Focus Areas Web Page, http://www.glendale.edu/index.aspx?page=7263&parent=28543
- REF IV.C.12-5. BP 2435: Evaluation of Superintendent/President, http://www.glendale.edu/modules/showdocument.aspx?documentid=25651

**IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and it supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

Since August 2010, the Board of Trustees has been updated monthly through the Accreditation Progress Report, which is presented as part of Informational Reports in the agenda for each Board meeting [e.g., REF IV.C.13-1]. This report is prepared with the goal of assuring the Board's knowledge of and involvement in the accreditation process; it highlights GCC's accreditation-related activities and timelines.

Board members are also kept informed of accreditation, the Standards, and the Board's role within the accreditation process through presentations at Board retreats, such as "Accreditation: Process, Timeline, and Standards" and "Evaluating the Work of the Board in Relation to Accreditation Standards," which were topics at the May 28, 2014 special Board meeting [REF IV.C.13-2]. A draft of the Institutional Self Evaluation Report, including an overview of the Accreditation Standards [REF IV.C.13-3], was presented to the Board at its February 16, 2016 meeting. One board member has served on accreditation team visits.

BP 3200: Accreditation [REF IV.C.13-4] includes the following statements:

> The Superintendent/President shall keep the Board informed about the regional accrediting commission's eligibility requirements, accreditation standards and procedures, policies, and the college's accredited status. The Superintendent/President shall also assist the Board in evaluating the governing board roles and functions in the accreditation process.

BP 3200 thus defines the superintendent/president's responsibility for assisting the Board in evaluating their roles and functions related to accreditation. This policy is evaluated as part of the three-year cycle for reviewing BPs outlined in BP 2410: Board Policies and Administrative Regulations [REF IV.C.13-5]. Additionally, one component of the Board's self evaluation process is that the Board members "assume a role in the accreditation process" [REF IV.C.13-6].

**Analysis and Evaluation**

The College meets this Standard.

**Evidence**

- REF IV.C.13-1. Board of Trustees Meeting Agenda, April 19, 2016, http://www.glendale. edu/modules/showdocument.aspx?documentid=30380
- REF IV.C.13-2. Board of Trustees Meeting Agenda for Special Board Meeting May 28, 2014, http://www.glendale.edu/modules/showdocument.aspx?documentid=24693
- REF IV.C.13-3. "Accreditation Self Evaluation Report" Presentation to Board of Trustees, February 16, 2016, http://glendale.edu/Modules/ShowDocument. aspx?documentid=30514
- REF IV.C.13-4. BP 3200: Accreditation, http://www.glendale.edu/modules/ showdocument.aspx?documentid=30135
- REF IV.C.13-5. BP 2410: Board Policies and Administrative Regulations, http://www. glendale.edu/modules/showdocument.aspx?documentid=25404
- REF IV.C.13-6. Board of Trustees Evaluation Instrument 2015, http://www.glendale.edu/ modules/showdocument.aspx?documentid=30344

**Standard IV.C: Changes and Plans Arising out of the Self Evaluation Process**

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Superintendent/ President Evaluation | Revision of BP 2435 – Evaluation of Superintendent/President, and implementation of the evaluation process in 2014-2015 and 2015-2016 academic years. | Completed | IV.C.3 | |
| Linkage of Board of Trustees Evaluation to Academic Quality and Institutional Effectiveness | Revision of BP 2745 – Board of Trustees Evaluation | Completed | IV.C.1, IV.C.10 | |
| Replacement of Board Policy 1300 with CCLC Language and Re-numbering to new Board Policy 3200 – Accreditation | Board Approval at March 15, 2016, Board Meeting | Completed | IV.C.13 | |
| Adoption of New Administrative Regulation 3200 - Accreditation | Approved by College Executive February 9, 2016 | Completed | IV.C.13 | |
| Adoption of Institutionally Set Standards and Institutional Learning Outcomes Revision | Institution Set Standards approved by the Academic Senate, College Executive and the Board of Trustees. Institutional Learning Outcomes Revision adopted by the Academic Senate, Institutional Planning Coordination Committee, College Executive, and the Board of Trustees. | Completed | IV.C.5 | |

| Process for Regular Evaluation of Policies & Bylaws | BP 2410 (Section B,1) revised and adopted establishing cyclical review for policies and bylaws. | Completed | IV.C.8 | |
|---|---|---|---|---|
| Ongoing Training Program for Board of Trustees Development and New Board Member Orientation | Board Policy 2714 – Board Education revised | Completed | IV.C.9 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| No plans identified | | | | |

## Standard IV.D. Multi-College Districts or Systems

As a single-college District, the Standards under IV.D are not applicable to Glendale Community College.
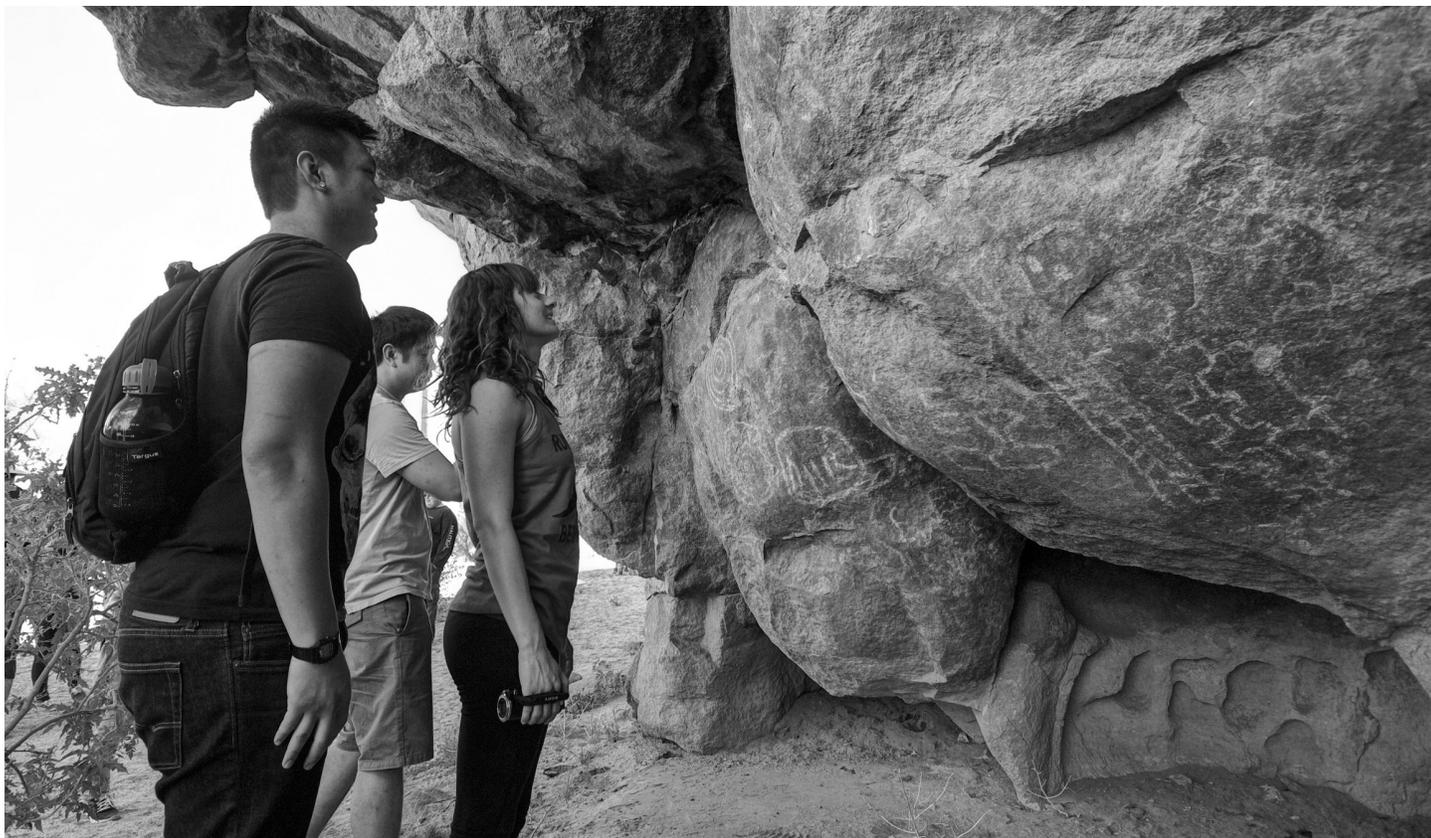
# Quality Focus Essay

# Quality Focus Essay

**Development of the Quality Focus Essay**
An important component of the writing of the College's Institutional Self Evaluation Report was the identification of areas for improvement. Areas in need of change were identified by Standard committees. Information about these areas was reviewed by the Institutional Planning Coordination Committee (IPCC), which organized a gap analysis process.

**Gap Analysis**
While collecting evidence related to each Standard and developing responses to each, Standard committees looked for areas where there were differences between the requirements of the Standard and the College's current practices or policies. When such items were identified, they were recorded in a gap analysis document [REF QFE-1]. From June 19, 2014 through May 9, 2016, examination of this document was agendized at every IPCC meeting where members addressed existing gaps and worked to gradually resolve them. These meetings included the superintendent/president; the vice president of instructional services; the vice president of student services; the vice president of administrative services; the associate vice president of human resources; the accreditation liaison officer; the faculty coordinator of accreditation, program review, and planning; and the dean of research, planning, and grants. Gaps were tracked and addressed through the vice presidents, and many of the gaps that were initially identified were resolved.

**Identification of Action Projects**
In examining gaps, specific areas emerged as excellent candidates for the multiyear action projects of the Quality Focus Essay (QFE). The content of the QFE was a regular topic of discussion at the IPCC meetings in 2015-2016. Using the areas for improvement as a foundation, the IPCC created an outline for the QFE and subsequently coordinated the composition of the essay, which included participation from the Learning Outcomes Committee. The responsibility for writing initial drafts of each section of the QFE was assigned to different IPCC members.

The College will embark upon the following action projects:

1. Improve integration of plans
2. Improve use of learning outcomes assessments

# Action Project 1. Improve Integration of Plans

**INTRODUCTION**

In 2010, the College developed and implemented a new integrated planning system, which is defined in the Integrated Planning Handbook [REF QFE-2]. This new system strengthened and integrated the processes for planning, program review, and resource allocation. Since 2010, the system for writing program reviews that include resource allocations tied to College plans, annual goals, and assessment results has been working. The integrated planning system is continuous, broad based, and systematic, as required in Standard I.B.9. However, ensuring that integration among plans is consistent could further enhance these processes.

The College has begun to address some of the issues leading to inconsistent integration. The planning flowchart has been simplified since its introduction in 2010. The relationships among the mission, vision, Educational Master Plan (EMP) goals, and other plans were clarified through an organizational diagram in the form of a pyramid [REF QFE-3]. A process for approving College plans was approved in 2014 [REF QFE-4]; this process is being used for some plans but not others.

**RATIONALE**

Planning represents a significant method by which the College accomplishes its mission. While the relationships among planning, resource allocation, and institutional effectiveness have been improved in recent years, this action project will strengthen the relationships and lead to better use of resources focused on improving student learning and achievement. The College has identified the following issues affecting the consistent integration of the planning process.

- **Mismatched planning timelines.** The timelines for development, approval, and implementation of most College plans are not aligned. In many cases, it is not possible to align such timelines because of external agency requirements—primarily the requirements and deadlines of the Chancellor's Office of the California Community Colleges.

- **Inconsistent plan approval processes.** While the College established a process for approving plans, this process has not been used for all plans. The use of a single process for approving all plans is complicated by issues such as the requirement for some plans (e.g., the Student Equity Plan) to receive approval by the Board of Trustees and the state Chancellor's Office.

- **Inconsistent tracking of plan implementation.** Plans are the responsibilities of multiple offices and committees. Currently, there is no single system for tracking offices or committees that are developing plans and there is no consistent method of sharing information about completion of planned activities.

- **Inconsistent links between plans and resource allocation.** While resource requests in the program review process are linked to the EMP goals and annual goals, there is not a simple system for linking program review resource requests to other College plans. Further, different plans based on grant or other external funding sources have different methods, forms, timelines, and processes for requesting resources.

## STRATEGIES

### Centralize Tracking of All Plans

The College has been working toward a comprehensive list of institutional plans for several years. The IPCC began this process when it first started meeting in 2009, but complexities—including new programs, new funding sources, and different timelines—have made it difficult to keep up with the many plans developed by the College. The plan approval process approved in 2014 provided the IPCC a way to keep track of plan development. One action step of this QFE project will involve institutionalizing information about different College plans in order to track them even better.

The IPCC will develop and implement a centralized system to track all College plans, including the goals identified by the plans. An online system will be created that lists plans and goals, and includes hyperlinks between the plans so that users can see how the plans relate to each other, the mission and vision, and the overarching goals of the EMP. Understanding a plan's alignment with the EMP and other plans provides plan managers and coordinators a mechanism for coordinating their planned activities with those of other plans.

Although the requirements of external agencies preclude the ability to synchronize the disparate timelines of all plans, the tracking system will at least help increase the efficiency of the development, approval, and implementation of plans' action items. This system of centralized tracking will resolve the problem of inconsistent monitoring of plan implementation and will clearly identify the offices, departments, or committees associated with each plan.

### Integrate Plans Better

Some College plans do not include references to other College plans, and some do not reference the mission and vision statements. Therefore, another action step of this QFE project will involve establishing guidelines for plans (including those plans that require the use of templates from external agencies such as the Student Equity Plan and Student Success and Support Plan), as well as recommending that they include how their elements relate to the mission and vision and the goals of the EMP. One goal of relating each plan to the mission statement is to strengthen how well the mission guides decision-making and planning. Although this action step alone will better integrate plans, when implemented in concert with the centralized tracking system, the College can better ensure that integration among plans is consistent.

**More Efficiently Tie Plans to Resource Allocation**
Resources from unrestricted funds are tied to planning through the program review and the resource allocation process. Resources from categorical funds such as Student Equity and the Student Success and Support Program are tied to these plans through the respective planning processes. The College has implemented steps to more closely link general resource allocation and multiple funding sources. For example, after validated resource requests are prioritized by governance committees, the Budget Committee and the vice presidents discuss possible funding sources, including unrestricted, restricted, and Foundation funding sources. However, it is possible that the effectiveness of the process could be improved by using a common request form and process across the different plans and funding sources. This might also resolve the problem of inconsistent plan approval processes. Additionally, while short-range and long-range planning are included in program review and the individual College plans, explicit processes for handling multiyear resource allocation are not part of the integrated planning system. Strategies to more efficiently tie plans to resource allocation include investigating common processes for resource allocation across multiple planning processes, and explicitly including long-range requests into the resource allocation process.

**Communicate Planning More Widely**
The integrated planning system has been in place since 2010. During the 2010-2011 academic year, the new system was communicated through presentations and special meetings. As the system has evolved, communication has continued to specialized audiences such as the Master Planning Committee and the Board of Trustees, but there has not been consistent communication with the College community as a whole. Strategies for increasing communication include presentations to increase stakeholders' awareness of institution-set standards and institutional effectiveness goals (Standard I.B.3), assessment results (Standard I.B.8), academic quality issues and student achievement outcomes (Standard I.C.3), and integrated planning and continuous improvement (Standard I.B.1).

**RESOURCES**
The IPCC will be the responsible party in the coordination of this action project. It primarily involves implementing more efficient processes for integrating various College plans, so the main resources necessary are committee and staff time. Additional resources will include some technology resources for setting up Web-based resources and improving the online integrated planning system.

**MEASURABLE OUTCOMES**
The high-level outcomes of this action project will be more efficient processes for planning so the processes are better understood and resources are better allocated to improve student learning and achievement. The following list shows the measurable outcomes of this action project:

- Completion of a Web-based resource listing College plans, including the goals of the plans and how the plans are tied to resource requests
- Development of a regular report showing the completion of plan goals and the funding of resource requests based on individual College plans
- Results of the annual faculty/staff survey will show improvement in understanding of planning and the relationship between planning and resource allocation

# ACTION PROJECT 1. IMPROVE INTEGRATION OF PLANS

| | BY | DESIRED GOALS |
|---|---|---|
| | | • **ACTION STEPS** |
| **Centralize Tracking of All Plans**<br><br>Standards<br>I.A.3<br>I.B.1<br>I.B.5<br>I.B.8<br>I.B.9 | Fall 2016-Spring 2017 | **Develop system to track plans and goals** |
| | | • Coordinate the development of an online system containing information about all College plans and their goals |
| | Fall 2017 | **Implement tracking system** |
| | | • Coordinate the implementation of the tracking system and populate it with information from College plans |
| | | **Communicate use of tracking system** |
| | | • Use informational videos and visits to committees to communicate how to use the tracking system, both to update the information in the system and for the College community to get information out of the system |
| **Integrate Plans Better**<br><br>Standards<br>I.B.9<br>III.B.2<br>III.D.2 | Fall 2017 | **Establish guidelines for College plans** |
| | | • Initiate a set of guidelines for plans, recommending how they should link their goals and objectives to the College mission and vision and the goals of the EMP |
| | | **Communicate guidelines for College plans** |
| | | • Communicate guidelines to those committees and individuals responsible for developing and implementing College plans |
| | Spring 2018 | **Assess effectiveness of plan integration** |
| | | • Use surveys and regular evaluation processes to assess how well the mission guides decision-making and planning through better integration of College plans |

| | | |
|---|---|---|
| **More Efficiently Tie Plans to Resource Allocation**<br><br>Standards<br>I.B.6<br>I.B.9<br>III.B.2<br>III.B.4<br>III.C.2<br>III.D.2<br>III.D.11 | Spring 2017 | **Investigate common resource request form** |
| | | • Investigate the development of a common resource request form extending the resource request process beyond program review and unrestricted general funds to other areas such as categorical and grant-funded programs |
| | | **Design process for multiyear resource allocation in program review** |
| | | Incorporate longer-term resource needs into program review explicitly through the resource request/allocation process |
| | Fall 2017 | **Implement updated resource request process** |
| | | • Update resource request process to be more inclusive of different funding sources, as appropriate |
| | | **Implement multiyear resource allocation through program review** |
| | | • Revise its program review document and resource request process to include longer-term resource needs |
| | Spring 2018 | **Evaluate effectiveness of resource allocation process** |
| | | • Through surveys and evaluation processes, the College will evaluate the effectiveness of its redesigned processes |

| | | |
|---|---|---|
| **Communicate Planning More Widely**<br><br>Standards<br>I.B.1<br>I.B.3<br>I.B.8<br>I.C.3 | Spring 2017 | **Improve communication about institution-set standards and institutional effectiveness goals** |
| | | • Information about institution-set standards and institutional effectiveness goals, including outcome data related to these measures, will be presented to an expanded audience including the general faculty and staff |
| | | **Improve communication about integrated planning and continuous improvement** |
| | | • Information about processes for integrated planning and continuous improvement will be presented to an expanded audience including the general faculty and staff |
| | | **Improve communication about academic quality and student achievement outcomes** |
| | | • Information about quality measures and student achievement outcomes will be presented to an expanded audience including the general faculty and staff |
| | Fall 2017-Fall 2018 | **Improve communication about learning outcomes assessment results** |
| | | • Information about learning outcomes assessment results will be presented to an expanded audience including the general faculty and staff, in conjunction with improvements made to tracking systems described under Action Project 2 (Improve Use of Learning Outcomes Assessments) |

# Action Project 2. Improve Use of Learning Outcomes Assessments

**INTRODUCTION**

The College seeks to establish and sustain a culture of inquiry that uses learning outcomes attainment results and other institutional effectiveness indicators for data-driven institutional planning, program review, resource allocation, and other processes that support the mission's goals for student learning and achievement. The connection between postsecondary education and one's capacities for the workplace and lifelong learning is unambiguous. Recognizing this, the College had already incorporated into its mission statement institutional learning outcomes that are essential for one to adapt to the rapidly changing demands of the Information Age. Thriving in modern society requires the ability to think critically, communicate effectively, acquire and evaluate information, reason about quantitative information, develop an awareness of the diversity of other cultures and nations, and understand that each individual has an internal locus of control for how she or he responds to events and therefore is accountable for one's own decisions and actions. To ensure institutional effectiveness and the continuous improvement of academic quality, the College is committing deliberate attention and resources to learning outcomes for one of its multiyear action projects.

**RATIONALE**

The College has worked diligently, and in collaboration with the instructional and support services units, to improve the percentage of courses assessed to its current level of 93 percent. Despite this, much can be done to address potential concerns regarding data quality, to increase College wide understanding that learning outcomes are fundamental to meeting students' educational needs, and to establish systematic dialog that links learning outcomes results to planning, faculty development, and other College initiatives.

**STRATEGIES**

**Improvement of Data Quality**

A self-reflective institution must analyze the data it has collected and scrutinize its own processes to be confident in the integrity of that data. Accurate data is vital to the ability to derive meaningful conclusions for the continuous and systematic evaluation, planning, implementation, and improvement of quality of educational programs and services (Standard I.A.2). In addition, it is imperative that the College can assure the accuracy and integrity of learning outcomes information given to current students, prospective students, and all organizational personnel (Standard I.C.1).

In pursuit of this, the research office staff must carefully appraise the accuracy of existing outcomes data and where it is compromised. Research office staff will also need to initiate—in concert with the Learning Outcomes Committee—modifications to the current methods of collecting, entering, processing, and managing data. Examination will include whether (1) the current method of deriving course-level outcomes attainment is effective; (2) database entry procedures have been able to provide a measure of how representative the findings are of each class section, course, department, division, program, or general education area; and (3) the inventory of outcomes data in the database is complete. Already, action steps have been

planned to revise assessment forms to acquire sample size information and update procedures for sampling students within multi-section courses.

Standard I.A.2 emphasizes the use of data to evaluate effectiveness in accomplishing the mission and whether the mission directs priorities in meeting students' educational needs. In order to increase the quality of the data collected, there will be a conscious effort to broadly communicate guidance on the use of the current homegrown database. The learning outcomes website will publish training materials that will facilitate users' ability to enter assessment data, search for information, and extract data summary reports for their respective operational units. By increasing users' proficiency in interfacing with the database, there will be less confusion and fewer errors in data entry, as well as in understanding what the data indicate. The Learning Outcomes Committee will be the responsible party for this action step.

It will also be important to explore a means of collecting learning outcomes data at the student-level to derive a richer understanding of what learning outcomes various student groups have acquired. In particular, Standards I.B.5 and I.B.6 seek the disaggregation and analysis of learning outcomes for program types, modes of delivery, and subpopulations of students. Fulfilling these will first require a collaborative effort between the learning outcomes database coordinator and research office staff to determine if the current homegrown database is capable of this and if the College has the staff to structure the database for this complex purpose. If it is determined that the database cannot be augmented for disaggregation, meetings will occur with commercial learning outcomes database vendors in pursuit of a system that can provide this functionality. To reduce the time and effort of research office staff in fulfilling research requests, a key feature of a new database should be the ability for end users to easily generate their own data summary reports. Otherwise, it will be up to the Learning Outcomes Committee and research office personnel to develop a means of disaggregating data and providing summary reports to College constituents. Whether or not the current database is replaced with a commercial system, compliance with Standards I.B.5 and I.B.6 will necessitate that the Learning Outcomes Committee and research office team gain a clear understanding of the types of information and sequence of data processing needed to identify gaps in learning outcomes attainment among student groups.

**Assessor Proficiency and Data Fluency**
Cultivating proficiency in those who conduct learning outcomes assessments will require sustained communication about continuous improvement of student learning for the assurance of academic quality and institutional effectiveness (Standard I.B.1). One action step that will be completed by the Learning Outcomes Committee is the creation of a handbook that contains instructions for how to conduct assessments and fill in assessment report forms, provides the schedule of assessment cycles, and gives examples of assessment reports and program reviews. Additionally, there will be a joint effort by professional development personnel and the Learning Outcomes Committee to spearhead training events and professional development workshops on assessment best practices.

As mentioned earlier, Standard I.A.2 prescribes the use of data to ultimately close the loop of the improvement cycle of academic quality. There will be efforts to help faculty and student services individuals interpret their student outcomes data through the use of data coaches and training in comprehension of quantitative findings. Also, consumers of this data will be given guidance on how to apply outcomes data to the submission of program review reports. The responsible parties for these action steps will consist of the vice president of instruction; instructional and student services deans; the dean of research, planning, and grants; the program review manager; and the Learning Outcomes Committee.

**Comprehensive and Regular Assessment**

Course-level student learning outcomes have been defined and regularly assessed for all instructional programs and student and learning support services. The College must now build upon this progress by systematically striving to improve programs and courses for the enhancement of learning and achievement (Standards I.B.2, II.A.3, and II.A.16). To maintain regular measurement of learning outcomes, the learning outcomes coordinator will implement a system to periodically remind the leaders of operational units of assessments that are upcoming. To confirm that ongoing assessment of all programs includes Community Services Education (CSE), the administrative dean of workforce development and continuing and community education will verify that student learning outcomes are collected for all courses. These documents are collected and stored annually at the office of CSE. To establish linkage among existing levels of assessment, division faculty will map course-level student learning outcomes to their respective program, general education, and institutional learning outcomes. Likewise, the learning outcomes database coordinator will electronically link levels of assessment within the database.

**Communication, Dialog, and the Use of Data to Drive Institutional Processes**

Decision-making about institutional priorities and processes should be informed by objective evidence. Standard I.B.4 discusses the use of assessment data to organize processes to support student learning and achievement. Instructional units will be provided with outcomes results aggregated into department, division, program, and general education areas. Such units will engage in dialog about this feedback and actuate needed changes to such areas as pedagogy, curriculum, resources, scheduling, and outcomes assessment. Communication and collaboration in the development of new ideas, needed changes, and approaches to implementation will draw upon various committees and College initiatives (e.g., Faculty Development, Staff Development, One Book One Glendale, etc.) and can spark creativity while simultaneously stimulating constituent buy-in regarding outcomes and assessments.

To meet the differential needs of subpopulations of students, it will be important to identify performance gaps in outcomes attainment among groups (Standards I.B.5 and I.B.6). The learning outcomes database coordinator, learning outcomes coordinator, and members of the Learning Outcomes Committee will need to work with the research office team to initiate a mechanism for student-level data collection and examine data disaggregated for the comparison of ages, ethnicities, genders, modes of delivery, campus locations, day vs. evening courses, and full- vs. part-time enrollments. Also, to better focus the efforts of the Learning Outcomes Committee, the committee's mission statement will be revised

to mirror the scope and vision of the committee and align with the mission statement and educational master plan of the College. Completion of these action steps will ensure that College stakeholders will be able to engage in dialog about outcomes findings toward the improvement of instructional support, student support services, and institutional processes.

**Awards are Based on Outcomes Attainment**

Standard II.A.9 states that the awarding of course credit, degrees, and certificates is based on student mastery of learning outcomes. The Learning Outcomes Committee, vice president of instruction, instructional deans, and division chairs will collaborate on the review of relevant best practices by other districts, development and dialog of strategies, and the implementation and evaluation of solutions. Another action step that can be pursued immediately is providing division chairs notification within the last five weeks of a regular term regarding students who will be completing a degree or certificate program at the College. Knowing who is completing a program will facilitate the reporting of program-level learning outcomes.

**Assure Quality of Student Support Services**

Compliance with Standard II.C.1 involves the regular evaluation of student support services and a demonstration that they support student learning and increase completion of the mission, regardless of the campus location or mode of delivery. The vice president of student services, dean of student services, and the student services division chair will be the parties responsible for enhancing the coordination of their assessment cycles, and the communication and discussion of the results.

**RESOURCES**

Implementing and sustaining this longitudinal action project will necessitate a variety of human, technological, and financial resources. As is common in other community college districts, skepticism among College constituents toward learning outcomes assessment is very much present at GCC. Considering the resistance among faculty toward course-level outcomes assessment and data entry, the most daunting of tasks will involve acquiring faculty buy-in and commitment to entering student-level outcomes data into the database. Strong leadership from the administration is essential for galvanizing those who are disinclined to engage in the added work that will be required. Therefore, responsible parties for leading this action project will include vice president of instruction and instructional deans. Additionally, as referenced earlier, completion of many action steps will involve significant participation by the research office staff, learning outcomes coordinator, learning outcomes database coordinator, and members of the Learning Outcomes Committee.

One solution that can rectify numerous weaknesses in the College's learning outcomes effort is the purchase and implementation of a commercial database specifically designed to meet the outcomes requirements of the U.S. Department of Education and the Accrediting Commission. Database systems that have the most functionality and ease-of-use tend to have a commensurate annual financial cost. Considering the College's experience in managing prior and current efforts to organize, collect, and productively use assessment data, such a financial investment is necessary and will help develop College wide buy-in regarding the importance of assessment data and its relationship to institutional learning outcomes. Options

will be explored for the possible use of student success or equity-associated state grants. A primary concern is the long-term financing of such a database system when the availability of such state grants varies from year to year.

**MEASURABLE OUTCOMES**
Throughout this multiyear action project, progress on several measurable outcomes will serve as evidence that the College is strengthening alignment of its institutional practices with the goals of its mission. The Learning Outcomes Committee will coordinate with planning personnel to quantify the number of institutional processes, practices, and decisions initiated or modified based upon learning outcomes attainment results. The committee will also collaborate with professional development personnel to track the number of pieces of evidence that document dialog about learning outcomes attainment results. Such evidence can include minutes from department, division, or standing committee meetings, motions passed at planning, student government, or Senate meetings, or report summaries from professional development workshops. The Learning Outcomes Committee will also be able to provide the number of course outlines that have been revised due to consideration of learning outcomes data. Lastly, the professional development team will be able to assist the Learning Outcomes Committee in tracking the number of learning outcomes-related training events and workshops that occur and quantify the results of surveys about attendees' gains in knowledge about learning outcomes.

# ACTION PROJECT 2.
# IMPROVE USE OF LEARNING OUTCOMES ASSESSMENTS

| | **BY** | **DESIRED GOALS** |
|---|---|---|
| | | • **ACTION STEPS** |
| **Improvement of Data Quality**<br><br>Standards<br>I.A.2<br>I.B.5<br>I.B.6<br>I.C.1 | Spring 2016 | **Explore means of student-level data collection, disaggregated outcomes results, and easy output of data summary reports** |
| | | • meetings occur with commercial database vendors for systems with this functionality<br>• gain an increased understanding of the types of information and the sequence of data processing necessary to identify gaps in attainment among student groups<br>• determine homegrown database's capabilities for this |
| | | **Ensure data collected College wide is consistent** |
| | | • rewrite and organize student services learning outcomes to acquire data that is able to be entered into the database |
| | Summer 2016 | **Broadly communicate guidance on use of current homegrown database** |
| | | • training materials on how to use existing homegrown database for common functions is published on learning outcomes website |
| | Summer 2016 - Fall 2016 | **Analyze data and scrutinize processes** |
| | | Research Office staff examines existing data and with learning outcomes committee and division chairs:<br>• evaluates the integrity of existing inventory of outcomes data<br>• implements needed changes to current methods of data collection, database entries, and/or data management<br>• continuously evaluates the quality of the outcomes data and adjusts processes as needed |

| | | |
|---|---|---|
| **Assessor Proficiency & Data Fluency**<br><br>Standards<br>I.A.2<br>I.B.1 | Fall 2016 | **Promote assessor proficiency** |
| | | Create assessment handbook that contains:<br>• assessment procedures<br>• assessment report forms<br>• examples of model assessment reports and program reviews<br>• schedule of assessment cycles<br><br>Training events and professional development workshops scheduled for:<br>• how to conduct assessments<br>• how to complete assessment reports<br>• how to show relationship between course outline's exit standards and learning outcomes |
| | | **Begin educating constituent groups in understanding their data** |
| | | • embark on the use of data coaches<br>• provide training in interpretation of data for improving learning outcomes<br>• provide training for use of outcomes data in program review |
| **Comprehensive and Regular Assessment**<br><br>Standards<br>I.B.2<br>II.A.3<br>II.A.16 | Summer 2016 | **Maintain the regular completion of assessments** |
| | | • implement a system to remind division chairs of pending assessment cycles |
| | | **Establish linkage among levels of assessment** |
| | | • division faculty have mapped course-level student learning outcomes to their respective program, general education, and institutional learning outcomes<br>• in homegrown database, electronically link course-level student learning outcomes to their respective program, general education, and institutional learning outcomes |
| | Fall 2016 | **Ensure breadth of assessment** |
| | | • verify assessment process for community education courses and if decision is made to archive it outside of the database, make that data easily available |

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| **Communication, Dialog, & the Use of Data to Drive Institutional Processes**<br><br>Standards<br>I.B.4<br>I.B.5<br>I.B.6<br>I.B.8<br>II.A.9 | Summer 2016 | **Comprehensive and regular analysis of data for improving learning** |
| | | • analyze outcomes data aggregated into departments, divisions, programs, general education areas, and institutional learning outcomes categories |
| | Fall 2016 | **Alignment between learning outcomes committee and College** |
| | | • revise committee mission statement to mirror the scope and vision of the committee and align with College mission statement and educational master plan |
| | | **Coordinate data-sharing** |
| | | • non-instructional student services outcomes data are entered into database for access by other constituent groups<br>• meetings occur between vice presidents, deans, learning outcomes committee, distance education committee, and curriculum committee to establish baseline for types of data to share |
| | Spring 2017 | **Identify gaps in outcomes attainment among groups** |
| | | • implement mechanism for student-level data collection<br>• examine data disaggregated by at least age, ethnicity, gender, mode of delivery, campus location, day vs. evening, and full- vs. part-time |
| | | **Dialog about outcomes results for improvement of pedagogy, support services, and institutional processes** |
| | | • broadly communicate attainment results in the College newsletter, College newspaper, website, on-campus presentations, and presentations to community groups<br>• division, department, and student services units hold meetings to discuss attainment results and improvement to instruction and support services<br>• begin regular sharing of attainment results at planning group meetings to inform master and strategic planning<br>• meetings occur for instructional and student services standing committees where attainment results inform program review, resource allocation, and other institutional processes<br>• new grants address student deficiencies in outcomes attainment and performance on institutional effectiveness indicators (e.g., set-standards) |

| | | |
|---|---|---|
| **Awards are Based on Outcomes Attainment**<br><br>Standard II.A.9 | Fall 2016 - Spring 2017 | **Students are awarded course credit, degrees, certificates based on attainment of learning outcomes**<br><br>• division chairs begin receiving notification of student program completion<br>• best practices from other districts are reviewed<br>• practical strategies are discussed<br>• solutions are implemented and evaluated |
| **Assure Quality of Support Services**<br><br>Standard II.C.1 | Fall 2016 - Spring 2017 | **Implement improvements to Student Services**<br><br>• act upon findings regarding student services support outcomes<br>• enhance coordination of assessment cycles and sharing of results |
| **Continuous Cycle of Improvement**<br><br>Standards I.B II.A | Fall 2017 - Fall 2018 | **Data-driven decision-making for improvement in learning and achievement**<br><br>• incentivize revisions to student learning outcomes on course outlines<br>• continuously evaluate the integrity of the outcomes data and adjust processes as needed<br>• assessment, analysis of attainment, dialog, and implementation of changes for improved academic quality and institutional effectiveness occurs on a regular cycle |

See narrative for responsible parties, resources needed, and measurable outcomes.

**EVIDENCE**
- REF QFE-1. Gap Analysis Document, http://glendale.edu/Modules/ShowDocument. aspx?documentid=31360
- REF QFE-2. Integrated Planning Handbook, http://glendale.edu/modules/showdocument. aspx?documentid=30073
- REF QFE-3. Integrated Planning Pyramid Diagram, http://glendale.edu/modules/ showdocument.aspx?documentid=29297
- REF QFE-4. Plan Approval Process, http://glendale.edu/Modules/ShowDocument. aspx?documentid=31362

# Changes and Plans Summary

# Changes and Plans Arising out of the Self Evaluation Process

As directed in the October 2015 Manual for Institutional Self Evaluation (p. 21), changes and plans related to each of the Standards are shown following the relevant groupings of Standards (e.g., I.A, I.B, etc.). The following section collects these changes and plans sections for convenient reference.

| Standard I.A | | | | |
|---|---|---|---|---|
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| The mission statement was revised in January 2015 to include references to the Greater Los Angeles area and distance education. | Clearer definition of intended student population | Completed | I.A.1, I.A.4 | 3.6.1, 3.5.3, 3.11 |
| The mission statement was revised in March 2016 to match revised ILOs approved by the Academic Senate. | Continued synchronization between ILOs and mission statement | Completed | I.A.4 | 3.1.1.f |
| A new survey of governance committees was initiated in spring 2014 | Better evaluation and documentation of how mission statement guides decision-making and planning | Initiated | I.A.3 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Continue dialog about critical thinking ILO based on task force recommendations | Greater awareness of critical thinking ILO and effective practices for improving critical thinking | Ongoing | I.A.2 | 3.1.1.f |

| Initiate dialog about additional ILOs through Learning Outcomes Committee and task forces | Greater awareness of college ILOs and effective practices for improving outcomes | Fall 2016 | I.A.2 | 3.1.1.f |
|---|---|---|---|---|

## Standard I.B

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| The College engaged in dialog about institution-set standards at the institutional level | Regular evaluation of how well the institution meets or exceeds its standards | Initiated, ongoing | I.B.3 | 3.7 |
| The College engaged in dialog about institution-set standards at the program level | Regular evaluation of how well programs meet or exceed their standards | Initiated, ongoing | I.B.3 | 3.7 |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| The College will foster improved communication across divisions about learning outcomes | Improved use of learning outcomes assessments across all divisions for course and program improvement | Spring 2017 | I.B.1 | 3.7.1.e, 3.9.2 |
| The College will expand its efforts to allocate resources to mitigate gaps in student achievement and student learning identified in the Student Equity Plan | Reduced achievement gaps among student groups | Spring 2016, ongoing | I.B.6 | 1.3.1, 3.1.1.f, 3.17 |

| The College will integrate its existing plans more closely (see QFE Action Project 1) | Improved links between planning and resource allocation; improved understanding of planning processes | Fall 2016 | I.B.9 | 3.1, 3.6, 3.17 |
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| **Standard I.C** | | | | |
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Checklist of key board policies and administrative regulations in publications | Completed by the Marketing Committee | Completed | I.C.1 | |
| The College has updated its Learning Outcomes Database to make assessment reports more accessible to the public | Improved accessibility to learning outcomes assessments | Completed | I.C.3 | 3.1.1.f, 3.7.1, 3.9.2 |
| Cost of education in key publications on the Financial Aid Office website | Improved information about program cost for students | Completed | I.C.6 | |
| Classified leadership developed and approved a code of ethics for classified employees | Clear understanding of expectations of employees regarding ethical standards | Completed | I.C.8, III.A.13 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|------|------------------|----------|----------------------------------|-----------------------------------|
| The College will continue to improve the accessibility of learning outcomes data to appropriate constituencies (see QFE Action Project 2) | Improved use of learning outcomes assessments in planning and improving courses and programs | Summer 2016 to spring 2017 | I.C.3 | 3.1.1.f, 3.7.1, 3.9.2 |

| **Standard II.A** | | | | |
|-------------------|--|--|--|--|

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|--------|------------------|----------|----------------------------------|-----------------------------------|
| Greater alignment of credit and noncredit programs in ESL and CTE | Seamless transition of students from noncredit to credit | Ongoing | | 1.3, 1.3.1, 1.3.2, 2.3, 2.4.2, 3.4.2 |
| Program review was changed to a 3 year cycle | More efficient and effective program review process | Completed fall 2015 | | 3.1.1, 4.2.4 |
| Created a training program for distance education instructors | Ensure compliance and quality of distance education programs | Completed fall 2015 | | 3.5.3, 3.11.1, 3.11.2 |
| Program review requires alignment of SLOs, PLOs, and ILOs | More transparent alignment of learning outcomes | Completed fall 2014 | | 3.1.1.f, 3.7.1.e |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|------|------------------|----------|----------------------------------|-----------------------------------|
| Improve reporting and use of assessment data | More accurate and useful data | | | 3.1.1.f, 3.7.1.e, 3.9.2 |

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Further develop accelerated learning programs | Greater student success and progress in basic skills | ongoing | | 1.2, 1.2.4, 3.17.2, 4.2.5 |
| Create guided pathways for students | Increased persistence and improved time to degree for students | | II.A.6 | 1.2.1.c, 2.4.2.c, 3.7.2.a, 4.2.5 |
| Implement Curriculum and Enrollment Management Systems. | Improved curriculum development flow and more accurate and accessible data regarding curriculum and enrollment management | Spring 2017 | II.A.6 | 2.4.2.g, 3.1.1, 3.7.1, 3.9 |

## Standard II.B

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Greater alignment of credit and noncredit programs in ESL and CTE | Seamless transition of students from noncredit to credit | Ongoing | | |
| Program review was changed to a 3 year cycle | More efficient and effective program review process | Completed fall 2015 | | |
| Created a training program for distance education instructors | Ensure compliance and quality of distance education programs | Completed fall 2015 | | |
| Program review requires alignment of SLOs, PLOs, and ILOs | More transparent alignment of learning outcomes | Completed fall 2014 | | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|------|------------------|----------|----------------------------------|-----------------------------------|
| Improve reporting and use of assessment data | More accurate and useful data | | | |
| Further develop accelerated learning programs | Greater student success and progress in basic skills | ongoing | | |
| Create guided pathways for students | Increased persistence and improved time to degree for students | | II.A.6 | |
| Implement Curriculum and Enrollment Management Systems. | Improved curriculum development flow and more accurate and accessible data regarding curriculum and enrollment management | Spring 2017 | II.A.6 | |

| Standard II.C | | | | |
|---------------|--|--|--|--|
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Student Success link added to College home page | Improved access to services targeting student success | Completed | II.C.1 | |
| ADA Task Force has initiated major repairs and fixtures for ADA compliance | Improved access to campuses for students with disabilities | Completed, Ongoing | II.C.1, II.C.3 | |

| | | | | |
|---|---|---|---|---|
| Access to allowable student support services at the Garfield Campus has been improved | Library, counseling, career, DSPS services, and limited health referrals for noncredit students at the Garfield Campus | Completed | II.C.1, II.C.3 | 1.2.3, 1.2.5, 1.3, 3.4.2, 3.8, 3.16 |
| Student Equity Plan has been developed and submitted | Identified strategies for improving achievement gaps for disproportionately impacted populations | Completed, Ongoing | II.C.3 | 1.3.1 |
| The Summer Bridge Program and three new learning community programs - Black Scholars, La Comunidad, and Guardian Scholars – were developed to address achievement gaps. | Close the achievement gaps of disproportionately impacted students groups via the Student Equity programs. | Completed | II.C.5 II.C.6 | 1.3.1 3.3 |
| The orientation program for new students is being revised and updated with animated videos | Improved student orientation | Expected completion summer 2016 | II.C.1 | 1.3 |
| Increase dual enrollment partnerships and hire coordinator to focus on dual enrollment | Improved access to college-level courses for high school students in area districts | In process as of spring 2016 | II.C.3 | 1.2, 1.3 |
| One-stop center for student support services has been designed and will be located in new Sierra Vista building | Improved access to and integration of student support services | In process, planned opening by fall 2016 | II.C.3 | 1.2, 1.3 |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|------|-----------------|----------|--------------------------------|----------------------------------|
| Establish a Welcome Center (planning underway as of spring 2016) | Improved access of potential students to information and assistance | Fall 2016 | II.C.3 | 1.2, 1.3 |
| Establish a Multicultural Center (planning underway as of spring 2016) | Improved sense of community for disproportionately impacted populations | Fall 2016 | II.C.3 | 1.2, 1.3 |
| Investigate centralization of Admissions and Records across the Verdugo and Garfield Campuses | Implementation of integrated admissions and registration processes to serve students better at both campuses | Fall 2016 | II.C.7 II.C.8 | 3.3 |
| Change format of catalog to include when courses are typically offered and pathways to completion | Improved student awareness of course scheduling patterns and pathways to completion | 2017-18 Catalog | II.C.6, II.A.6 | 1.2.1, 2.4.2, 3.7.2 |
| Conduct dialog about student satisfaction with counseling based on student survey result of "helpfulness of counselors" at 66 percent excellent or good | Increased service to students and improved satisfaction with counseling | Fall 2016 | II.C.2, II.C.5, II.C.6 | 1.2, 1.3 |
| Develop an outreach/ marketing plan to increase the utilization of noncredit counselors based on the survey result of 27 percent utilization of counseling at the Garfield Campus | Increased use of counseling services at the Garfield Campus; improved services to students and student success | Fall 2016 | II.C.2, II.C.5 | 1.2, 1.3 |

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| The Student Equity Committee will collaborate with the Office of Research, Planning, and Grants to develop a year-end project reports delineating the success rates of DI student groups with further disaggregation | Better tracking of outcomes by student group | Summer 2016 | II.C.2 | 3.1 |
| Investigate options for conducting student satisfaction survey of services more frequently (currently every three years) | More up-to-date information available about student support services recognition, use, and satisfaction | Fall 2016 | II.C.2 II.C.5 | 3.1 |

| Standard III.A | | | | |
|---|---|---|---|---|
| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
| Faculty, Counselor, and Librarian Evaluation forms were updated in 2014 to include evidence of student learning. | Stronger link between employee evaluation and student learning assessments | Completed | III.A.6 | 3.12 |
| Classified leadership developed and approved a code of ethics for classified employees | Clear understanding of expectations of employees regarding ethical standards | Completed | I.C.8, III.A.13 | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| A review of the Staff Development plan recognized that the specific needs of CSEA were not being met. As a result, Staff Development has been split into two groups, one for faculty and one for CSEA. | Increase in number, quality, and focus of development opportunities for classified staff members | Completed | III.A.14 | |
| In late fall 2015, an RT/EP announcement was posted for a new Staff Development Officer for CSEA. The individual will work together with the current Faculty Staff Development Officer and work at creating new exit surveys to assist in the evaluation of programs. | Increase in number, quality, and focus of development opportunities for classified staff members | Completed | III.A.14 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Division chair and administrator evaluations are currently being revised to reflect evidence of Student Learning. | Stronger link between employee evaluation and student learning assessments | Spring 2016 | III.A.6 | 3.12 |
| The College is in the process of creating consequences for violation of its code of ethics. | Clear consequences for ethics violations | Fall 2016 | III.A.13 | |

| Update AR 7123: Recruitment and Selection to reflect current practices including hiring committee composition and roles. | More detailed information about hiring procedures | Spring 2017 | III.A.1 | |
|---|---|---|---|---|
| Update AR 7255: Division Chairs, Duties & Election Procedures to include qualifications necessary to perform the duties of division chair. | Clear qualifications for division chair to better inform faculty members running for chair and voting for chair | Spring 2017 | III.A.3 | |
| Develop regular systems for evaluating professional development activities. | Enhanced professional development activities for faculty and staff | Spring 2017 | III.A.14 | 3.12 |
| Develop methods for using data to determine appropriate staffing levels. | Improved ability to assess staffing needs in different categories | Fall 2017 | III.A.9 | |

| **Standard III.B** | | | | |
|---|---|---|---|---|
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Established formal agreement with Glendale Police Department to handle College security between midnight and 6:00 a.m. | Improved security during hours when Glendale College Police are not available | Completed | III.B.1 | |
| Revised Emergency Procedures Guide and distributed guides to all offices | Improved awareness of emergency procedures | Completed | III.B.1 | |

| | | | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Established Civilian Emergency Response Team | Improved ability to respond to emergencies | Completed | III.B.1 | |
| Established Glendale Community College as smoke-free | Improved healthfulness of learning and working environment | Completed | III.B.1 | |
| Developed and approved Facilities Master Plan 2015 | Clarified plans for new facilities | Completed | III.B.2, III.B.3, III.B.4 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Remodel Library according to recommendations from Library Consulting Services | Improved learning spaces in Library | Summer 2016 | III.B.2 | |
| Investigate possibility of a new local bond measure to fund facilities improvements | Identified funding sources for capital improvements identified in the Facilities Master Plan | Fall 2016 | III.B.4 | |

| Standard III.C | | | | |
|---|---|---|---|---|
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Network Upgrade - network upgrade to the industry standard of 10 gb, increasing internal network bandwidth 10 times | New network equipment expands bandwidth, monitors network traffic, detects intrusion, and manages network connectivity as usage increases. | Completed | III.C.2 | |
| 80 Additional Wi-Fi Access Points | Increased Wi-Fi coverage campus wide. | Completed | III.C.2, III.C.3 | |
| Oracle R12 E-Business System Upgrade | Increased security, support, and interoperability with custom applications used by Administrative Services, including Accounts Payable, Accounts Receivable, timekeeping, and purchasing. | Completed | III.C.1 | 3.5.1 |
| PeopleTools 8.54 Upgrade | Better functionality and customization of PeopleSoft Campus solutions used for registering for classes, paying fees, and obtaining grades. | Completed | III.C.1 | 3.5.1 |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Redesign Glendale. edu Website using current Web standards, navigation best practices, modern design, and responsive browsing experience. | User-friendly College website with focus on students' ability to easily locate information. | In Progress | III.C.1 | 1.1.3 |
| MyGCC: Update to work on all devices using responsive modern look and feel. | Increased usability of MyGCC on mobile devices used by students to register for classes, pay fees, and obtain grades | In Progress | III.C.1 | 3.5.1 |
| Strive to maintain technology currency by proactively maintaining, virtualizing, decommissioning, upgrading, or expanding systems, networks, software, computers, classrooms, labs, and information systems | Improved currency of technology available to students and employees | Ongoing | III.C.1, III.C.3 | 3.5.1 |
| Endeavor to proactively improve and deliver seamless, secure, easy to use, highly available, and integrated access to information systems. | Greater access to information | Ongoing | III.C.1, III.C.2, III.C.3 | 3.5.1 |

| Continue to review, revise, and update all policies and procedures that guide the appropriate use of technology in support of the mission. | Current procedures that are effective and relevant in supporting the mission | Ongoing | III.C.5 | 3.5.1 |
| --- | --- | --- | --- | --- |
| Follow Computer Refresh Plan to ensure updated technology available to students and employees. | Improved currency of technology available to students and employees | Ongoing | III.C.1, III.C.2 | 3.5.1 |

| **Standard III.D** | | | | |
| --- | --- | --- | --- | --- |
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Establishment of Budget Reallocation Subcommittee to meet annually and reprioritize resources in existing accounts | Improved efficiency of resource allocation | Completed; ongoing | III.D.1 | |
| Move from one-year budget forecasting to three-year budget forecasting | More realistic assessment of available funding and future budget planning | Completed | III.D.4, III.D.11 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
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## Standard IV.A

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| A new survey to assess and evaluate governance committees was initiated in spring 2014. | Better evaluation and documentation of how mission statement guides decision-making and planning. | Ongoing | IV.A.7 | |
| | | | | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Revision of the Hiring Allocation Committees documents. | Strengthen and clearly define role and process of such committees as tied to budget process. | Initiated | IV.A. 3 | |

## Standard IV.B

| Change | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| superintendent/ president worked to add references to Accreditation Standards to Board Policies and Administrative Regulations | | Completed | IV.B.4 | |

| Role of superintendent/ president regarding accreditation was explicitly defined in policy. | Revision of Board Policy 2415 – Superintendent/ President Role and inclusion of accreditation as a primary role of superintendent/ president | Completed | IV.B.4 | |
|---|---|---|---|---|
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
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| **Standard IV.C** | | | | |
|---|---|---|---|---|
| **Change** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| Superintendent/ President Evaluation | Revision of Board Policy 2435 – Evaluation of Superintendent/ President, and implementation of the evaluation process in 2014-15 and 2015-16 academic years. | Completed | IV.C.3 | |
| Linkage of Board of Trustees Evaluation to Academic Quality and Institutional Effectiveness | Revision of Board Policy 2745 – Board of Trustees Evaluation | Completed | IV.C.1, IV.C.10 | |

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|---|---|---|---|---|
| Replacement of Board Policy 1300 with CCLC language and renumbering to new Board Policy 3200 – Accreditation | Pending Board Approval at March 15, 2016 Board Meeting | In Process | IV.C.13 | |
| Adoption of New Administrative Regulation 3200 - Accreditation | Approved by College Executive February 9, 2016 | Completed (not yet posted online by Instructional Services) | IV.C.13 | |
| Adoption of Institutionally Set Standards and Institutional Learning Outcomes Revision | Institution Set Standards were approved by the Academic Senate in spring of 2014, vetted in College Executive on June 17, 2014, and presented to the Board of Trustees on July 22, 2014. Institutional Learning Outcomes Revision was adopted by the Academic Senate on May 7, 2015, Institutional Planning Coordination Committee on June 8, 2015, College Executive on July 14, 2015 and the Board of Trustees on August 18, 2015. | Completed | IV.C.5 | |

| Plan | Expected Outcome | Timeline | Accreditation Standard Reference | Educational Master Plan Reference |
|---|---|---|---|---|
| Process for Regular Evaluation of Policies & Bylaws | Board Policy 2410 (Section B,1) was revised and adopted on February 17, 2015 establishing cyclical review for policies and bylaws. | Completed | IV.C.8 | |
| Ongoing Training Program for Board of Trustees Development and New Board Member Orientation | Reviewed at the May 28, 2014 Board Meeting (retreat) and included in Board of Trustees 2014-15 annual focus areas. Board Policy 2714 – Board Education was revised on December 2, 2014. | Completed | IV.C.9 | |
| | | | | |
| **Plan** | **Expected Outcome** | **Timeline** | **Accreditation Standard Reference** | **Educational Master Plan Reference** |
| | | | | |