



GCC ACCREDITATION

MIDTERM

REPORT

2020

Glendale Community College

MIDTERM REPORT

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

Date Submitted:

September 15, 2020

Midterm Report Certification Page

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

From:

Dr. David Viar
(Chief Executive Officer)

Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:


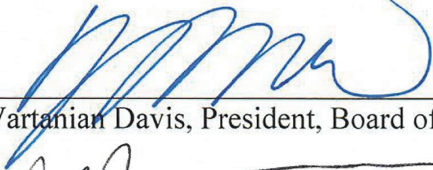
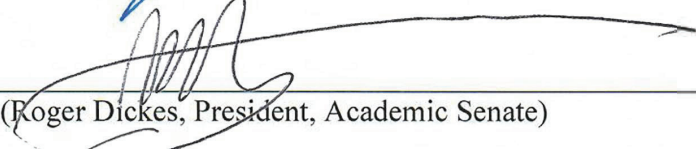
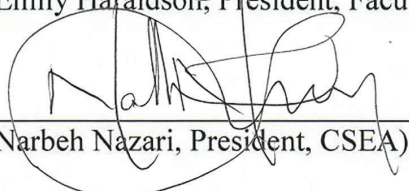
 _____ (Dr. David Viar, Chief Executive Officer)	8/12/20 _____ (Date)
 _____ (Yvette Vartanian Davis, President, Board of Trustees)	8/12/20 _____ (Date)
 _____ (Roger Dickes, President, Academic Senate)	8/12/20 _____ (Date)
 _____ (Emily Haraldson, President, Faculty Guild)	8/12/20 _____ (Date)
 _____ (Narbeh Nazari, President, CSEA)	8/12/20 _____ (Date)

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Report Preparation

The Institutional Planning Coordination Committee (IPCC), a governance committee charged with coordinating the College's strategic planning and other institutional effectiveness efforts, organized the preparation of the Midterm Report. A task force of the IPCC assembled all relevant supporting evidence and wrote the initial draft. This work occurred during the summer of 2019. At the start of fall 2019, the Academic Senate approved the creation of work groups tasked with reviewing and finalizing the responses to the recommendations. Seven work groups were constituted, one for each recommendation for improvement. These groups consisted of experts whose positions at the College were associated with the subject matter relevant to the recommendation. Work groups varied in the number of their participants, but all consisted of at least one member from each classified staff, faculty, and administration constituent group. By the end of November 2019, the work groups finalized their resulting drafts which constituted the majority of the Midterm Report. Beginning in December 2019 and continuing through the spring of 2020, all relevant governance committees and the Academic Senate, reviewed the report for input and approval. In the summer of 2020, the Board of Trustees reviewed and approved the final version of the report.

Plans Arising from the Self-Evaluation Process

Standard I		
Standard	Item	Status
I.A.2	1. Continue dialog about critical thinking ILO based on task force recommendations	<p>The prior assessment of the Critical Thinking Institutional Learning Outcome (ILO) made apparent the need to create a more formal and comprehensive assessment model. Previously, no direct assessment method was available due to limitations in data collection. Recommendations from the Critical Thinking ILO Report also prompted migration of data from the previous Learning Outcomes Database to eLumen, dissemination of Program Learning Outcomes (PLOs) to departments, improvements to the assessment process, and remapping of learning outcomes. ILO assessment did not occur during the migration to eLumen. In October of 2019, the Learning Outcomes (LO) Committee modified the Communication ILO to eliminate redundancy with the Critical Thinking ILO.</p> <p>With the approval of the mapping system, ILO assessments are now derivable from Student Learning Outcomes (SLO) assessments. [PLAN.1.A]</p>
I.A.2	2. Initiate dialog about additional ILOs through LO Committee and task forces	<p>There are no plans to add additional ILOs. The LO Committee concluded that the current ILOs, with clarified language, sufficiently support the mission statement and institutional goals.</p> <p>In March 2020, the Senate approved the LO Committee's recommendation to remove the Critical Thinking outcome, since all learning outcomes already include this component. [PLAN.2.A] [PLAN.2.B]</p>

I.B.3	3. Foster improved communication across divisions about learning outcomes	<p>The LO Committee is made up of representatives from each division who actively disseminate information to their respective divisions. To create even more dialog across all areas on campus, the LO coordinator provided workshops and other support for individuals and departments college wide, including: attending and presenting at division retreats and meetings, providing LO and assessment workshops, and providing office hours for individual faculty.</p> <p>Implementation of eLumen has provided a transparent and integrated online display of LO work in all areas of the college. Faculty and staff now have an increased awareness of how LOs can be used for continual improvement. The LO coordinator supports faculty by maintaining a LO website that provides up-to-date information and trends in LO assessment as well as instructions and support for those completing assessments. The LO coordinator has also met individually with division chairs to discuss implementation of LO assessment in eLumen.</p> <p>[PLAN.3.A] [PLAN.3.B] [PLAN.3.C] [PLAN.3.D]</p>
I.B.6	4. Expand efforts to allocate resources to mitigate gaps in student achievement and student learning identified in Student Equity Plan	<p>The College has expanded efforts to address achievement gaps. It has participated in the National Assessment of Collegiate Campus Climates (coordinated by the University of Southern California’s Race and Equity Center) and is disseminating the results and discussing recommendations. It has participated in the #RealCollege survey on student experiences, food insecurity, and housing insecurity (coordinated by Temple University’s Hope Center for College, Community, and Justice). In 2019-2020, the College formed the Student Equity and Achievement Committee within its governance structure, and it began meeting in Spring 2020. A Student Basic Needs Task Force met from November 2019 to January 2020 and has delivered its recommendations. A Student Basic Needs administrator has been hired. The College also invested/created two Food Pantries (Verdugo & Garfield campus) for food insecure students.</p> <p>[PLAN.4.A] [PLAN.4.B] [PLAN.4.C] [PLAN.4.D]</p>
I.B.9	5. Integrate existing plans more closely	<p>The College developed an online tracking system to integrate and track progress on the Institutional Master Plan and the Component Plans.</p> <p>[PLAN.5.A]</p>
I.C.3	6. Continue to improve the accessibility of LO data to appropriate constituencies	<p>The implementation of eLumen has improved accessibility of LO data to appropriate constituencies. Faculty have robust support for their use of eLumen.</p> <p>[PLAN.6.A]</p>

Standard II		
II.A	7. Improve reporting and use of assessment data	The implementation of eLumen has improved accessibility of LO data to appropriate constituencies. Changes for improvement have been made as a result of assessment findings. See Midterm Report's Section 6B for examples. [SLO1] [SLO2] [SLO3] [SLO4] [SLO5] [SLO6]
II.A	8. Further develop accelerated learning programs	The College has implemented redesigned English and Mathematics curricula and is working to redesign the placement process for English as a Second Language. [PLAN8.A] [PLAN8.B]
II.A.6	9. Create guided pathways for students	Implementation of guided pathways is ongoing. A steering team coordinates the work of six workgroups that address meta majors and program mapping, onboarding, professional development and communication, student, voice, implementation of Navigate software, and reorganization of developmental education in response to AB 705. Progress reports on guided pathways implementation are presented to the Board of Trustees on a monthly basis. The College has made onboarding student-centered, implemented Navigate, and is finalizing its meta majors and program maps. Virtual Student Voice Workgroup town halls will be hosted in spring 2020. For more detailed information on Guided Pathways, please see QFE Guided Pathways section of this report. [PLAN.9.A] [PLAN.9.B]
II.A.6	10. Implement CMS & EMS	CMS (Curriculum Management System) has been implemented. The Curriculum & Instruction Committee and the Academic Affairs Committee are considering moving to a new software system for curriculum management to align with the California Community College Chancellor's Office adoption of a new system. EMS (Enrollment Management System) has not been implemented; its functions are being replaced with locally developed data dashboards. [PLAN.10.A]
II.C.3	11. Establish a Welcome Center	Welcome Centers have been established and are operating at both the Verdugo and Garfield campuses. [PLAN.11.A]
II.C.3	12. Establish a Multicultural Center	The Multicultural and Community Engagement Center has been established and is operating. [PLAN.12.A]

II.C.7 & II.C.8	13. Investigate centralization of Admissions & Records across the Verdugo and Garfield Campuses	The College has discussed centralization of admissions functions across credit and noncredit but has decided not to fully integrate the processes. In fall 2019, the noncredit application process moved from a locally developed application to CCCApply, the same system used by the credit program. [PLAN.13.A] [PLAN.13.B] [PLAN.13.C] [PLAN.13.D] [PLAN.13.E]
II.C.6 & II.A.6	14. Change format of catalog to include when courses are typically offered and pathways to completion	The catalog now shows in which terms courses are typically offered. Pathways are being defined and mapped. Career education has developed program web pages that clearly outline the pathways required to complete skill awards, certificates, and degrees. [PLAN.14.A] [PLAN.14.B] [PLAN.14.C]
II.C.2, II.C.5, II.C.6	15. Conduct dialog about student satisfaction with counseling based on student survey result of “helpfulness of counselors” at 66% excellent or good	EAB Navigate was implemented for student onboarding and counseling, counselors were embedded in meta majors, equity training was focus of counselors’ retreat, and online counseling launched in spring 2019. Student panels discussing onboarding and success have been part of the annual Faculty Institute in fall 2018 and fall 2019. [PLAN.15.A] [PLAN.15.B] [PLAN.15.C]
II.C.2 & II.C.5	16. Develop an outreach/ marketing plan to increase the utilization of noncredit counselors based on the survey result of 27% utilization of counseling at the Garfield Campus	Beginning in spring 2017, the College has added adjunct counselors to assist noncredit students with disabilities, career, and academic counseling. In addition, the College has organized co-located community services with Glendale Youth Alliance, State Department of Rehabilitation, and the Verdugo Jobs Center to increase awareness and promote student use of the Career and Counseling Center at the Garfield Campus. The College is also setting up electronic noncredit student educational plans, updating orientation workshops, and developing a new student handbook. Efforts to rebrand and remarket the Garfield Campus began in spring 2019 with the help of the Office of Communications and Community Relations. [PLAN.16.A] [PLAN.16.B]
	17. Student Equity Committee will collaborate with Office of Research and Planning to develop year-end project reports delineating the success rates of Disproportionately Impacted (DI) student groups with further disaggregation	The Student Equity Committee met monthly through spring 2019, when the committee was reorganized to become part of the new Student Equity and Achievement Committee. While the Student Equity Committee met, it reviewed data and regularly requested disaggregated data from the Office of Research and Planning. As the Student Equity and Achievement Committee begins its work, it will continue to request and discuss disaggregated data about student groups. [PLAN.17.A]

II.C.2 & II.C.5	18. Investigate options for conducting student satisfaction survey of services more frequently (currently every 3 years)	The vice president of student services and the Office of Research and Planning decided to conduct student satisfaction surveys of services every two years. Satisfaction items were included in the 2019 spring student survey; the items will be included next in 2021. [PLAN.18.A]
Standard III		
III.A.6	19. Division chair and administrator evaluations are currently being revised to reflect evidence of student learning	Although, at its January 2018 meeting the Commission deleted Standard III.A.6, the College added the following item to the administrator evaluation: “Demonstrates knowledge of, commitment to, and productivity regarding institutional effectiveness initiatives (e.g. accreditation, learning outcomes assessment, planning) as appropriate to the job position.” [PLAN.19.A]
III.A.13	20. College is in the process of creating consequences for violation of its code of ethics	Under Board Policy 2200, the Board of Trustees has the authority to uphold ethics policies and standards. The Board “adopts and upholds a code of ethics & conflict of Interest Policy.” The Guild Contract, Article III, Section 2B specifies the Due Process for faculty and the CSEA Contract, Article XVIII specifies “Disciplinary Procedures.” [PLAN.20.A] [PLAN.20.B]
III.A.1	21. Update AR7123: recruitment and selection to reflect current practices including hiring committee composition and roles	In spring 2019, the Administrative Affairs Committee revised and approved Administrative Regulation 7123. [PLAN.21.A]
III.A.3	22. Update AR 7225: Division Chairs, Duties & Election Procedures to include qualifications necessary to perform duties of division chair	Administrative Regulation 7225 continues to be discussed. Meetings with the division chairs and the vice president of human resources have occurred in 2020. [PLAN.22.A] [PLAN.22.B]
III.A.14	23. Develop regular systems for evaluating professional development activities	A new evaluation form for professional development for classified staff was created and implemented in 2018. [PLAN.23.A] [PLAN.23.B] [PLAN.23.C]

III.A.9	24. Develop methods for using data to determine appropriate staffing levels	<p>Student Services: The College is using SARS data to monitor what times counselors are the busiest. The Welcome Center collects time stamp data to record when students arrive. The College is piloting Qless, a software system for drop-in appointments.</p> <p>Academic: The College has recently increased staffing in areas for programs in Engineering, and CS/IS due to an increase in student enrollments. Those same increases have also created staffing in student labs to help support those same academic areas.</p> <p>Administrative: The College has implemented a Position Control List where every employee's position will be listed with the goal of obtaining accurate labor costs. The Administrative Executive Committee also began discussions of reviewing metrics for hiring allocation committees. [PLAN.24.A] [PLAN.24.B] [PLAN.24.C] [PLAN.24.D] [PLAN.24.E] [PLAN.24.F] [PLAN.24.G]</p>
III.B.2	25. Remodel Library according to recommendations from Library Consulting Services	<p>The Library was remodeled using the recommendations from Library Consulting Services. Remodeling was completed in spring 2018. [PLAN.25.A]</p>
III.B.4	26. Investigate possibility of a new local bond measure to fund facilities improvements	<p>Measure GC was passed in November 2016. Facilities improvements are underway. [PLAN.26.A]</p>
III.C.1	27. Redesign Glendale.edu website using current web standards, navigation best practices, modern design, and responsive browsing experience	<p>The College's website was redesigned in 2017. [PLAN.27.A]</p>
III.C.1	28. Student portal myGCC: Update to work on all devices using responsive modern look and feel	<p>Beginning in 2020, the College is upgrading to PeopleSoft 9.2, which supports mobile devices and modern standards better than the current system. [PLAN.28.A]</p>
III.C.1 & III.C.3	29. Strive to maintain technology currency by proactively maintaining, virtualizing, decommissioning, upgrading, or expanding systems, networks, software, computers, classrooms, labs, and info systems	<p>The Learning Environment Enhancement Taskforce was created in spring 2018 and has developed a replacement/recycle plan. As of fall 2019, the Technology Master Plan is currently being revised and includes technology updates as a goal. [PLAN.29.A]</p>

<p>III.C.1, III.C.2, & III.C.3</p>	<p>30. Endeavor to proactively improve and deliver seamless, secure, easy to use, highly available, and integrated access to info systems</p>	<p>Improvement and integration of systems is part of the Technology Master Plan, which is being revised as of fall 2019. The implementation of EAB Navigate and its integration with PeopleSoft will allow students to have a single access point for guided pathways. In fall 2019, the application process was redesigned and automated to reduce the time between electronic application for admission and the assignment of a student ID number and email. In fall 2019, processes for credit and noncredit orientation were reviewed for improvements. PortalGuard was implemented for single sign-on, making interaction with College systems more seamless. [PLAN.30.A] [PLAN.30.B]</p>
<p>III.C.5</p>	<p>31. Continue to review, revise, and update all policies and procedures that guide the appropriate use of technology in support of the mission</p>	<p>Technology policies, like all other policies, are reviewed on a three-year basis. A Security Task Force was created in spring 2019. As of spring 2019, Board Policy 3720 (Computer Network Use) and Administrative Regulation 3720 (Using Information Technology Resources at Glendale Community College) are being reviewed. [PLAN.31.A] [PLAN.31.B]</p>
<p>III.C.1 & III.C.2</p>	<p>32. Follow Computer Refresh Plan to ensure updated technology available to students and employees</p>	<p>The Learning Environment Enhancement Taskforce was created in spring 2018 and has developed a replacement/ recycle plan. As of fall 2019, the Technology Master Plan is currently being revised and includes technology updates as a goal. As of spring 2019, Zoho software is being used to track completion of the refresh cycle. [PLAN.32.A] [PLAN.32.B]</p>
<p>Standard IV</p>		
<p>IV.A.3</p>	<p>33. Revision of the Hiring Allocation Committee documents</p>	<p>In summer 2017, the work of a Senate task force led to the fall 2018 Senate and Academic Affairs approval of more efficient and meaningful Instructional Hiring Allocation Committee (IHAC) request form. In spring 2018, an IHAC task force began work to reexamine and revise the IHAC process manual and timeline. In spring 2019, the Senate requested another revision of the IHAC form and a task force was created in March 2019. Also in 2019, the Classified Hiring Allocation Committee (CHAC) request form was revised. The Student Services Hiring Committee (SSHAC) chose not to revise its process. [PLAN.33.A] [PLAN.33.B] [PLAN.33.C]</p>

Institutional Reporting on Quality Improvements

Responses to Recommendations for Improvement

Recommendation 1: [Although original text is provided here, see note below for the Commission’s change to the recommendation.] **In order to meet the Standard and Eligibility Requirements, the team recommends that when the College establishes institution-set standards for student achievement, including job placement rates, it consistently publishes this information. The team further recommends that when the College identifies gaps between performance and institution-set standards appropriate to its mission, it implements strategies to mitigate those gaps and evaluate the efficacy of those strategies. (I.B.3, I.B.6, ER 11, ER 19)**

Note: The action letter [RECI.A] from the Commission dated February 3, 2017 included the following text: “The Commission acted to change Recommendation 1 to a recommendation to increase institutional effectiveness. These recommendations do not identify current areas of deficiency in institutional practice but highlight areas of practice for which College attention may be needed.”

Recommendation 1 consisted of two components, the first regarded the College’s consistent publishing of institution-set standards for student achievement, including job placement rates. The recommendation’s second component emphasized that when the College identifies gaps between institution-set standards and performance, it implements strategies to mitigate the gaps and evaluates the efficacy of those strategies.

Component 1 of Recommendation 1 – Consistency of Information Published

Different Standards Were Published in Different Reports.

Regarding the recommendation’s first component, the Evaluation Team Report stated that the job placement rate standards which were published in the College’s 2014 and 2015 Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Reports were not consistent with those in the 2016 ACCJC Self-Evaluation Report and the College’s Institutional Effectiveness Report. The major reason for the apparent inconsistency lies in the different types of job placement rate standards mandated by the College’s external entities.

The job placement rate standard published in the Institutional Effectiveness Report is required annually by the California Community College (CCC) system and is: 1) a Chancellor’s Office-set standard, and 2) a *singular* benchmark that applies *across* all Career Education programs at the College. The Chancellor’s Office assigns this job placement rate standard. If the College disagrees with the assigned standard, it may negotiate a change in the standard. The standard applies to the aggregated job placement rate which is derived from averaging of the rates of all Career Education programs at the College and is therefore a single number.

In contrast, the job placement rate standards required by the Commission (and published in the ACCJC Annual Reports and ACCJC Self Evaluation Report) are program-set standards that: 1) are determined by the faculty experts of each academic program and approved by the Academic Senate, and 2) consist of a *different* standard enumerated for each individual academic program (rather than a singular collegewide standard that is applied across all programs). Therefore, the standards for job placement reported in the Institutional Effectiveness Report and those reported in the ACCJC reports are --by their nature-- different. Although the College must continue to report these different types of job placement rate standards, it has taken steps to reduce any resulting confusion.

College’s Actions Regarding Different Standards Published in Different Reports.

The institutional researchers of the Office of Research & Planning have established a procedure to avoid confusion that might result from the different types of job placement rate standards reported by the College. Going forward, the various reports will now be presented with explicit language that explains how the College must report job placement rate standards in the ACCJC Annual Report and ACCJC Self Evaluation Report

that are necessarily different than the job placement rate standard included in the Institutional Effectiveness Report. The providing of this explanation in institutional reports and webpages can give stakeholders much-needed context and should clarify the different types of job placement rate standards published by the College. This adopted practice can be verified: 1) at the College's accreditation webpage which houses ACCJC Annual Reports [[RECI.B](#)], 2) in the 2019 Institutional Effectiveness Report [[RECI.C](#)], and 3) at the College's webpage for the Office of Research and Planning which posts institution-set standards [[RECI.D](#)].

In addition, both types of standards will be published in the Institutional Effectiveness Report and at the Institution-Set Standards webpage. Since the ACCJC Annual Reports are submitted through online portals which will not accommodate the publishing of the Chancellor's Office-set standard, the standard will instead be presented at the College's accreditation webpage that houses all submitted ACCJC Annual Reports [[RECI.E](#)]. When the 2023 ACCJC Self-Evaluation Report is prepared, the section regarding ACCJC job placement rate standards will also include the Chancellor's Office-set standard along with an explanation of how its methodology varies from that of the ACCJC.

Alignment of Publication Schedules.

The Evaluation Team Report stated that the College reported standards for job placement rates in its 2014 and 2015 ACCJC Annual Reports that were not consistent with those reported in the 2016 ACCJC Self Evaluation Report. Specifically, the Evaluation Team Report indicated that the 2016 ACCJC Self Evaluation Report showed no standards below 50 percent whereas the 2014 and 2015 ACCJC Annual Reports showed rates that ranged between zero and 80 percent. It is important to note why any college would revisit and adjust its standards from one year to the next: it is in keeping with good practice to do so. At the College, the 2014 and 2015 ACCJC Annual Report standards were indeed between zero and 80 percent. Prior to the Commission's recommendation, the College's process for program-set standards for rates of job placement involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate review and approval each fall semester. However, after the 2015 ACCJC Annual Report was submitted, the College revisited its process for the setting of job placement standards. Broad-based discussions occurred and included input from the Academic Senate and division chairs of Career Education programs. Consequently, the process was revised to ensure that the standards would be based upon examination of historical data and that resulting standards should never be under 50 percent for any program.

The historical data include, for each of the last nine years, the program's employment rate, number of program completers, and number of completers employed [[RECI.F](#)]. Program faculty are also provided with data on the average employment rates and total number of completers for the last three years as well as the last seven years. Program-level job placement rates are calculated using relatively small numbers of students and therefore can be subject to dramatic increases and decreases in placement rate from year to year. Consequently, the College takes into consideration whether the three- or seven-year averages fell below set standards. In preparation for the 2016 ACCJC Annual Report, the division chairs (with input from the Academic Senate) then applied the newly revised practices when setting standards for each of their individual programs. Through that process, program-set standards, which now had no standard below 50 percent, were approved and included in the 2016 ACCJC Annual Report. These revised standards were also included in the 2016 ACCJC Self Evaluation Report.

The Evaluation Team Report stated that the job placement standard published in the College's 2014-2015 Institutional Effectiveness Report included "xx" as a placeholder for the 2013-2014 CTE Employment Rate standard, a standard which was negotiated with the state of California. Prior to the recommendation, the Institutional Effectiveness Report was scheduled for routine publication each fall semester. In the fall semester of 2016, the College was still awaiting the negotiated rate from the Chancellor's Office and therefore did not have it available in time for the publication of the report. For this reason, the report with all of its various performance metrics was published on schedule but a placeholder had to be used for job placement rate. The mismatch in timelines regarding when various college reports are due and published led to the inconsistency in published standards.

College's Actions Regarding Alignment of Publication Schedules.

To ensure consistency among job placement rate standards published in the College's reports, the Office of Research & Planning has taken steps to eliminate the chance of mismatch due to differences in the cyclical timing for the publishing of those reports. Going forward, updates to the yearly reports that routinely publish these standards will now occur in the spring semester *shortly after the ACCJC Annual Report is submitted*. Specifically, the Institutional Effectiveness Report and institution-set standards webpage will be updated in the spring semester to ensure that their published standards are in chronological alignment with those in the ACCJC Annual Report.

Component 2 of Recommendation 1: Addressing Gaps Between Performance and Standards.

Recommendation 1 consisted of a second component that regarded identifying gaps between institution-set standards and performance, implementing strategies to mitigate such gaps, and evaluating the efficacy of those strategies. Regarding aggregated, collegewide indicators such as course completion and transfer, the College regularly reviews its data to examine for any gaps between performance and institution-set standards. Each spring semester, the Academic Senate and Master Planning Committee engages in this review. To date, collegewide performance has not fallen short for any institution-set standard. At their September 2019 meeting, the Academic Senate passed a motion to create a task force to draft a process for how the College will respond should it ever fall below one of these set standards [RECI.G]. Based upon the recommendations of the task force, the Academic Senate approved a policy at their October 2019 meeting that specifies the actions the College will take if performance on these collegewide indicators should become unacceptably low [RECI.H]. The policy establishes that, in such instances, a group of functional experts associated with the affected performance indicator will: 1) identify the reasons why performance fell below the standard, 2) provide supporting evidence, 3) give recommendations on the appropriateness, or need for adjustment, of the set standard, and 4) develop, implement, and evaluate an action plan for improvement.

Prior to the Commission's recommendation, the College's process for program-set standards for rates of job placement and passing of licensure exam involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate review and approval each fall semester. In response to the recommendation, the College recognized the need to codify and implement a much more substantive process. An ad hoc task force of the Academic Senate was assembled to address the need to establish a procedure to follow when a department falls below its own set standard for job placement and passing of licensure exam. The task force held a number of meetings to discuss and develop the procedure. At their September 2017 meeting, the Academic Senate approved [RECI.I] the recommendations of the task force for the new process [RECI.J] (also described below in the response to Recommendation 2).

To further support departments in following the process, in spring semester of 2018, the Office of Research and Planning provided Career Education faculty with online tools for examining program performance data. This Data Tools page [RECI.K] at Program Review website includes a centralized hub [RECI.L] where faculty can examine labor market information from online dashboards and reports of the Centers of Excellence, Doing What Matters for Jobs and the Economy, Employment Development Department's Labor Market Division, Cal-PASS Plus, Los Angeles Economic Development Corporation & Center for a Competitive Workforce, and O*NET Online. Additionally, representatives of the Office of Workforce Development and the Office of Research and Planning jointly attended Career Education division meetings throughout the spring semester of 2018 to give demonstration presentations of these online tools. Further, in June 2018, an all-day collegewide event was held during which the director of educational data and policy at West Ed discussed the Guided Pathways Initiative and led discussions and hands-on activities for Career Education faculty in the use of Launchboard [RECI.M] which is a statewide data system that provides data on progress, success, employment, and earnings outcomes for California Community College students.

In September 2018, three Career Education departments fell below their set standards. In accordance with the Academic Senate's newly established process, the faculty of these programs engaged in dialog about program performance and established strategies for mitigating the gap between their performance and their standard. Those resulting outcomes from the discussions within the programs of Graphic Design [[REC1.N](#)], Restaurant Management [[REC1.O](#)], and Web Development [[REC1.P](#)] were provided to the Academic Senate during its annual review and approval of program set standards. In their subsequent 2018 program reviews, the associated departments reported their planned strategies for improvement. To ensure that college leadership regularly reviews the operations, performance, and strategic planning of instructional departments, in the fall semester of 2018, deans and vice presidents, including those over Career Education programs, examined the program reviews for departments under their purview and reported out to the Master Planning Committee their top line takeaways. In the 2019 program reviews for those departments, faculty documented follow up on the efficacy of their strategies for improvement.

Recommendation 2: In order to increase effectiveness, the team recommends that the College revisits its institution-set standards on a regular basis to ensure they remain appropriate and useful for determining institutional effectiveness. (I.B.3, ER 11)

Institution-Set Standards for Collegewide Indicators.

Regarding aggregated, collegewide indicators such as course completion and transfer, the College regularly reviews for year-over-year trends in the data, examining for any gaps between performance and institution-set standards. Since it falls under their purview, the Academic Senate and Master Planning Committee engage in this regular review each spring semester. During such review, there is consideration regarding whether the standards continue to be appropriate and useful. For example, for the 2016-2017 academic year, the Academic Senate increased the standard for degree completion from 350 to 500 and for the 2017-2018 year, further increased it to 550 [REC2.A]. For broad sharing of information, these standards have also been occasionally included in presentations given to the board of trustees and classified staff although oversight of these standards is not the responsibility of these groups. In striving for continuous improvement, the Academic Senate has also established stretch goals [REC2.B, REC2.C] for these collegewide indicators that heretofore have only had institution-set standards.

Institution-Set Standards for Job Placement Rate and Licensure Exam Pass Rate (A.K.A. “Program-Set Standards”).

Prior to the Commission’s recommendation, the College’s process for program-set standards for rates of job placement involved Career Education faculty examining annual job placement rates each spring semester, adjusting their standards as needed, and the Academic Senate’s review and approval each fall semester. In response to the recommendation, the College recognized the need to codify and implement a much more substantive process. An ad hoc task force of the Academic Senate was assembled to address the need to establish a procedure to follow when a department falls below its own set standard for job placement and passing of licensure exam. The task force held a number of meetings to discuss and develop the procedure. At their September 2017 meeting, the Academic Senate approved [REC2.D] the recommendations of the task force for the new process [REC2.E]. The process establishes a specific and regular schedule for the data review, dialog about data, setting of program standards, and pursuit of actions for improvement. In the summer of 2017, all votes cast among instructional division chairs and instructional managers regarding the proposal were unanimously in favor. At their September 2017 meeting, the IPCC also approved it [REC2.F].

The revised process has been followed in the time since its implementation. In 2018, three Career Education departments fell below their set standards. In accordance with the Academic Senate’s newly established process [REC2.G], the faculty of these programs engaged in dialog about program performance and established strategies for mitigating the gap between their performance and their standard. Those resulting outcomes from the discussion within the programs of Graphic Design [REC2.H], Restaurant Management, [REC2.I] and Web Development [REC2.J] were provided to the Academic Senate during its annual review and approval of program set standards [REC2.K]. In their subsequent 2018 program reviews, the associated departments reported their planned strategies for improvement. In the 2019 program reviews for those departments, faculty documented the efficacy of their strategies for improvement.

Recommendation 3: In order to increase effectiveness, the team recommends that the College collect and disaggregate student learning outcome data for subpopulations of students to determine performance gaps and implement strategies for allocating resources to address those gaps. (I.B.6).

In order to enable individual student level assessment and allow disaggregation of assessment data by subpopulations of students, the College adopted the eLumen system which provides learning outcomes assessment functionality for these purposes. During the summer of 2017, course and program learning outcomes statements were migrated from the home-grown database to eLumen. To validate the accuracy of these learning outcomes statements, the data was vetted against current course outlines of record archived at the Curriculum and Instruction website as well as in the College’s online Curriculum Management System. To ensure synchronization of learning outcomes statements within all systems, manual updates have been routinely performed. To automate this synchronization and guard against any possible errors, the College is considering additionally adopting eLumen’s curriculum module. Beta testing of the eLumen [\[REC3.A\]](#) system for the College’s learning outcomes assessment process began in fall of 2017. Participating divisions and areas were trained and supported during the pilot [\[REC3.B\]](#). Since initial feedback regarding the process was positive, deployment to the rest of the college proceeded in the subsequent academic terms with additional training [\[REC3.C\]](#) and support [\[REC3.D\]](#) provided to users college wide. In December 2018, eLumen integration with the Canvas learning management system was initiated to further support faculty in their instructional learning outcomes assessment. Currently, all course-level assessments are conducted within eLumen where they are formally recorded.

In the fall of 2018, college wide assessment in eLumen was deployed [\[REC3.E\]](#). All areas are scheduled to complete assessment cycles within eLumen by Spring 2021. Using the eLumen system, departments will be able to generate and examine reports that disaggregate their students’ assessment data. As department assessment cycles close, all College stakeholders will be able to evaluate results and, through the College’s Program Review process, impact resource allocation aligned with divisional and institutional goals.

Currently, the Program Review process involves departments responding to success and achievement gaps within their respective areas. Data and responses are used to validate departmental program reviews, departmental goals, and resource request evaluation. As eLumen learning outcomes assessment cycle data and findings become available, stakeholders can incorporate these into resource allocation decisions. Every year since 2017, the annual instructional priorities developed by the Academic Affairs Committee has included “assist with the improvement of the use of learning outcomes assessments” [\[REC3.F\]](#). The purposes of instructional priorities are 1) to steer the work of the Academic Affairs Committee for the upcoming year and 2) to identify areas that will receive priority for annual resource allocation.

Recommendation 4: In order to increase effectiveness, the team recommends that the College formalize and record its widespread, but often informal, efforts to assess student learning outcomes at the course, program, and institutional levels in order to improve student learning and support programs, to fine-tune processes, and to allocate resources as appropriate. (I.B.6, II.A.1, II.A.3, II.A.11).

Beta testing of the eLumen [REC4.A] system for the College's learning outcomes assessment process began in fall of 2017. Participating divisions and areas were trained and supported during the pilot [REC4.B]. Since initial feedback regarding the process was positive, deployment to the rest of the college proceeded in the subsequent academic terms with additional training [REC4.C] and support [REC4.D] provided to users college wide. In December 2018, eLumen integration with the Canvas learning management system was initiated to further support faculty in their instructional learning outcomes assessment. Currently, all course-level assessments are conducted within eLumen where they are formally recorded. To facilitate college wide dialog and understanding about assessment, the learning outcomes coordinator has conducted workshops and open office hours for faculty, and has updated the learning outcomes website [REC4.A]. The website has tutorial videos, explanations on reviewing LO statements through the curriculum process [REC4.E], robust guidance on how to conduct assessments [REC4.F], a schedule of training events, and a repository of tools and resources [REC4.G]. To ensure currency of knowledge, both the learning outcomes coordinator and the eLumen database coordinator attended eLumen's eLumination conference in the summer of 2019.

All Program Learning Outcomes (PLO) statements were migrated to the eLumen system from the College's previous homegrown system. Degree and certificate programs were uploaded and linked to their respective PLOs. In the summer of 2019, all divisions and departments were provided with their current PLO statements to confirm or update as needed. PLO assessment results are now derivable from course level student learning outcomes (SLO) assessment data. Course and program level information will enable identification of where improvement is needed at both levels.

After analyzing the former hierarchical mapping of course, program, institutional learning outcomes, the Learning Outcomes Committee approved the change to a split mapping system to improve the consistency and accuracy of data [REC4.H]. The mapping proposal was also approved by the Senate [REC4.I]. In the split model, Institutional Learning Outcomes (ILOs) and PLOs represent outcomes that students should have accomplished upon graduating from the institution [REC4.J]. Specifically, PLOs are outcomes for the academic program or major that graduates will need for their chosen certificate or degree. ILOs are general education outcomes that all or most graduates, across most programs or majors, should accomplish. The split model allows for indirect assessment of PLOs and ILOs when course level outcomes are mapped to them.

To further support college dialog, the learning outcomes coordinator attended various division and department meetings to discuss: the use of eLumen, how to navigate changes to learning outcomes through the curriculum process, and how the information gained from disaggregated information can be used to examine performance gaps or successes. Some instructional divisions like Credit English as a Second Language (Credit ESL) [REC4.K] and Language Arts [REC4.L], include the topic of learning outcomes assessment as a standing agenda item in their meetings. Other divisions and departments like English division [REC4.M], Kinesiology division [REC4.N], Math division [REC4.O], Noncredit Business and Life Skills division [REC4.P], Parent Education department [REC4.Q], Student Development department [REC4.R], and Visual and Performing Arts division [REC4.S], agendize discussions about assessment as needed. The learning outcomes coordinator routinely presents updates and guidance to the chairs of instructional divisions [REC4.T]. Most recently, she presented at the division chairs meeting in April 2019 [REC4.U] and at their summer retreats in 2018 [REC4.V] and 2019 [REC4.W].

The data migration process and dialog at the College triggered some needed changes, including nomenclature changes to ILOs to improve their fluidity, and renaming of the term Student Learning Outcomes (SLO) to

Course Learning Outcomes (CLO) to increase clarity. These changes were approved by the Learning Outcomes Committee [[REC4.X](#)] and the Senate [[REC4.Y](#)].

Regarding resource allocation, every year since 2017, the annual instructional priorities developed by the Academic Affairs Committee has included “assist with the improvement of the use of learning outcomes assessments” [[REC4.Z](#)]. The purposes of instructional priorities are 1) to steer the work of the Academic Affairs Committee for the upcoming year and 2) to identify areas that will receive priority for annual resource allocation. As eLumen learning outcomes assessment cycle data and findings become available, stakeholders can incorporate these into resource allocation decisions.

Recommendation 5: In order to increase effectiveness, the team recommends that the College assess the effectiveness of its current decentralized approach to student support labs and tutorial coverage and utilize the results to implement change as appropriate. (II.B.2)

At the October 2016 meeting of the IPCC, the committee reviewed the recommendation [[REC5.A](#)]. The discussion ensured that relevant entities understood the meaning and import of the recommendation. At the committee's May 2017 meeting, the College's dean of library and learning support was delegated primary responsibility for action steps to address the recommendation [[REC5.B](#)]. As his first action, he assessed existing conditions with regard to student support labs and tutorial coverage. In the spring of 2017, he administered a survey to gather information from the college's various lab supervisors and tutoring managers regarding services that their area offered, types of training used for tutors, software utilized in labs, and any relevant student needs that still needed to be addressed. The results of the survey helped stakeholders understand all of the College's locations and types of learning support, services provided, technology relied upon, nature and extent of tutor training, and any unmet needs [[REC5.C](#)].

In the fall of 2017, the College's various learning support areas initiated an effort to better coordinate their activities. At a September 2017 meeting that brought together coordinators and managers over all areas of learning support, the group's discussions explored future areas of collaboration [[REC5.D](#)]. As a result of the meeting, multiple plans were agreed to:

- Develop an official training program for tutors of the Learning Center and Supplemental Instruction
- Ensure Supplemental Instruction tutors can access library study rooms and learning center meeting areas when no other space on campus is available
- Provide a centralized office location for the distance education and faculty development personnel in the newly constructed Faculty Innovation Center
- Coordinate work among personnel in the areas of faculty development, instructional services technical support, and distance education
- Disseminate the contact information for all area leads responsible for learning support to promote further collaboration

At IPCC's October 2017 meeting, the committee received a progress report and affirmed that high-level coordination and improvement of student support labs and tutoring would be centralized under the dean of library and learning support [[REC5.E](#)]. The dean worked closely with: 1) the supervisors of student support labs to ensure cohesion in operations, and 2) managers over tutoring areas to develop alignment in tutor training. The dean would continue to convene the group of all learning support coordinators and managers at least once a year (or more frequently, if needed) to review operations and discuss best practices.

In the ensuing months, substantive progress occurred for each of the plans. Coordination efforts began on a pilot project for increasing the effectiveness of tutor training across the college. Since the College's Learning Center is recognized for its robust system of tutoring and high-level of quality due to years of data-driven continuous improvement, steps were taken to adopt a standardized method across the institution for training tutors using the Learning Center's time-tested procedures. The Learning Center's training of tutors is tailored to the needs of the subject matter delivery and includes substantial guidance on tutoring and instruction. Feedback results collected from Anatomy tutors trained in the pilot project indicated that the training was very helpful and effective [[REC5.F](#)]. Discussions have occurred regarding how this tutor training might be expanded to Math which is the College's other major lab or instructional department that provides tutoring.

In the fall of 2018, the deans associated with each of these learning support areas met to discuss learning support best practices already in place, and additional processes to potentially implement [[REC5.G](#)]. Through

its participation in the California Virtual Campus-Online Education Initiative, the College had adopted NetTutor which supports online tutoring for distance education students as well as provides a standardized form of online tutoring for all course taking modalities. This leveraging of technology enables the College to greatly expand the availability of tutoring and thereby increase student access to learning support.

Also, to strengthen coordination between the College's tutoring and Supplemental Instruction (SI) efforts, the Learning Center coordinator completed training designed for supervisors of SI. The International Center for Supplemental Instruction at the University of Missouri-Kansas City offers this training annually and the training areas include: procedures for selecting SI courses and SI leaders, roles and benefits of supervisors and leaders, evaluation and funding of the program, training and supervision of SI leaders, theoretical frameworks underlying the SI model, and effective learning strategies and SI session activities. Completers of the training participated in SI simulations and received SI Supervisor and SI Leader manuals for use and distribution at completers' institutions. As a result of this training, multiple outcomes were gained: 1) a greater understanding of the ways tutoring and SI are necessarily separate and distinct processes, 2) discovery of areas where tutoring and SI approaches overlap with regard to teaching and learning and which could benefit from the same methods (e.g. pedagogical techniques like Flipped Classrooms), 3) identification of the types of training that tutors currently receive which should be additionally required of SI leaders (e.g. handling sexual harassment, active shooter, etc.), 4) training which increases the number of individuals who can train SI leaders at the College.

As a result of the fall 2018 meeting, the lab coordination and collaboration workgroup developed a plan with the Office of Communications and Community Relations to increase students' awareness of available learning support. This included the creation of a webpage to function as the centralized hub of all learning support available to students and to include the locations of learning labs on campus maps. The workgroup also discussed the possibility of designing a standard icon to be displayed on college buildings and on maps to help students know how to find learning support.

In the fall of 2019, the lab coordination and collaboration workgroup reconvened to follow up on plans to improve communication and ensure consistency across open labs on campus and expand standardized tutor training across the College [REC5.H]. The Learning Center and Biology division had successfully implemented specialized, truncated tutor training for tutors employed in the Anatomy lab. The tutor training sessions were extensive and evaluative feedback from student tutors indicated that the new training model had been very helpful and informative. Since the Math Discovery Center Steering Committee was open to integrating components of the Learning Center's tutor training that could be applied to Math tutoring, the lab coordination and collaboration workgroup discussed specific proposals to expand tutor training to Math.

The workgroup reviewed progress on NetTutor which supports online tutoring for distance education students as well as provides a standardized form of online tutoring for all course taking modalities. Discussion included the 24/7 availability of the service which is free to students, the ways in which it is publicized to students, its integration in the Canvas learning management system, the number of hours students can use it, and the significant degree to which students at the College have utilized the service for writing and Math. The workgroup reviewed the various ways in which students are informed of learning support services. The College's website has a centralized hub called HelpFinder which was designed to be a student-friendly resource that directs students to available student support, including learning support such as tutoring and SI [REC5.I]. One of the most visible mediums that directly communicates information to students consists of the many large television displays mounted in indoor and outdoor locations across the College. These have provided a way to broadcast information about tutor support, through both eye-catching digital signage as well as through video. Lastly, support services are publicized to students in the Learning Center itself.

In summary, in the time since the College received the recommendation, it has assessed the effectiveness of its approaches to learning support and tutorial coverage. In seeking continuous development and enhancement, high-level coordination and improvement of student support labs and tutoring was centralized under the dean of library and learning support. Learning support coordinators and managers have held recurring meetings to plan actions for improvement and ensure cohesion in operations. The workgroup has implemented numerous changes, including a formal training program for Anatomy tutors based on the most applicable and useful elements of the existing tutor training program. This work has yielded positive results from the completers of the Anatomy tutor training and has provided an auspicious onramp for Math tutoring. The College will continue to strengthen coordination and collaboration regarding its learning support services.

Recommendation 6: In order to increase effectiveness, the team recommends that the College provide access to online counseling for students and identify methods to reduce wait time for counseling appointments. (II.C.5)

Online Counseling.

Throughout the year, the average wait time for counseling services has been 17 minutes which is good when measured against comparable colleges. However, during priority registration periods, the average wait time can be considerably longer (e.g. in August 2018, it was 45 minutes). In pursuing continuous improvement and in response to the recommendation, relevant committees have discussed steps that must be taken to provide online counseling for students and identify methods to reduce wait times for counseling appointments. At their October 2016 meeting, the Student Affairs Committee discussed the recommendation and its significance in meeting of students' needs [REC6.A]. This is the standing committee that presides over student services and matters of student life at the College.

The use of technology to address the need for online counseling fell directly under the purview of the Student Success and Support Program (SSSP) Committee and consequently the review of progress on the issue of online counseling became a routine agenda item for SSSP Committee meetings. In the 2016-2017 academic year, the College had purchased ConexEd's Cranium Café, which was the online meeting and collaboration platform selected by the California Community College's Online Education Initiative (OEI). In the SSSP Committee's March 2017 meeting, the counselor and student services technician who were delegated the responsibility for implementing the technology discussed progress to date and future direction [REC6.B]. The platform was identified as a promising solution for online counseling because: 1) going forward, the cost would be wholly subsidized by the Chancellor's Office through its California Virtual Campus-Online Education Initiative, 2) it was compliant with the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA), and 3) it easily integrated with Canvas, the learning management system that the College was anticipating to adopt. Work soon commenced on integrating Cranium Café with SARS, the College's system for setting appointments, including those for counseling.

By the time of the next SSSP meeting in April 2017, testing had begun on the compatibility and data sharing between Cranium Café and SARS to ensure that students would be able to make appointments for online counseling [REC6.C]. For counselors who would be participating in the pilot of Cranium Café, demonstrations were provided that explored the various tools of the system. By the time of their May 2017 meeting, the technical implementation of Cranium Café was completed and included full connection to SARS [REC6.D]. In their September 2017 meeting, the SSSP Committee was provided a demonstration of an online counseling session using a mock appointment between a counselor and another counselor playing the role of a student [REC6.E]. Discussions then focused on logistics behind the sharing and completing of Admissions & Records and Financial Aid forms electronically, and with ensured confidentiality. To learn best practices for online counseling, the counselors who would be participating in the Cranium Café pilot underwent the OEI Online College Counseling Course and Orientation between February 5th and March 18 of 2018. As documented in the minutes of their September 2018 meeting, the pilot for online counseling began at the College at the start of the fall semester of 2018 and concluded at the end of that semester [REC6.F].

College wide implementation of Cranium Café began at the start of Spring 2019. Since that time, students have been able to engage in online counseling appointments. The initial informational campaign to promote awareness of this option occurred through governance and non-governance committee meetings as well as flyers distributed throughout the college. The College's Counseling website includes a page specifically for information on how and when students can access online counseling [REC6.G]. Currently, online counseling is widely available to students.

Use of Multiple Modalities for Improving Student Access to Student Services.

At the College, students have the following modalities to access counselors for their counseling experience: In-person one-to-one counseling, group counseling, workshops, Student Development classes, online counseling, email communication, phone communication, texting functionality through EAB Navigate, Early Alert through PeopleSoft, and student club and organization advising. All of these modalities allow for access to students to remind them of counseling availability and resources for student growth and matriculation.

Each semester Academic Counseling sends email reminders to all enrolled students inviting them to make counseling appointments to develop or update their student education plans. These reminders help students meet with their counselors early in the semester to set up their planner in preparation for the next term registration period. Along with helping students become fully engaged in their academic planning, this process also supports all counseling offices' efforts to provide services to students in a timely matter.

Expansion of Decentralized Counseling.

Decentralized Counseling purposefully fosters the counselor-to-student experience by housing full-time and/or adjunct counselors in strategic office locations across the College and away from the "main counseling area". This helps decrease the wait times to see a counselor and is particularly beneficial during peak times of registration. Decentralized Counseling has been expanded to include more locations. Some examples of decentralized locations include our Veterans Resource Center, Center for Academic Success in Athletics (CASA), Student Welcome Center, English Division, and Math Division. Decentralized Counseling provides students with easier access in connecting with a counselor. Students at the Garfield location connect with counselors who are centrally located at its Career and Counseling Center. In the future, the Garfield location aims to explore additionally placing a counselor in its Welcome Center.

Counselors Embedded in Learning and Professional Pathways.

Embedded Counseling is a student-centered innovation that helps students reach their educational and career goals by making available to them, counselors with highly specialized academic and career information about their learning and professional pathway (i.e. meta major). These counselors will conduct outreach and appointments with students majoring in the pathway. Like Decentralized Counseling, Embedding Counseling seeks to reach students "where they are" and adds to the number of options students have for counseling.

Addition of Streamlined and Transformational Counseling Experiences.

A team of the College's student services representatives attended Skyline College's *Counseling in the Era of Equity* conference and Equity Institute in order to adapt transformative principles in student services. After evaluating existing processes with a more "student-ready" mindset, the general Academic Counseling department has recently implemented practices designed to reduce the wait times for counseling during priority registration periods while also ensuring students are receiving the services they need. This approach was discussed at the College's own *Counseling in the Era of Equity* retreat [[REC6.H](#)], Student Affairs Committee [[REC6.I](#)], and Faculty Meeting [[REC6.J](#)]. A focus on student-centered service is at the heart of the redesigned process. This is reflected in the use of student staff members as greeters who are employed to welcome all students who arrive at the general Academic Counseling department, determine the specific outcomes the student desires, and consequently guide the student on the next step. Based upon the student's reported needs, the greeter will often describe to the student the specific type of appointment she/he will need that day and direct her/him to the office of the appropriate counselor. The use of greeters in the Academic Counseling area aims to ensure students receive what they need and it also facilitates timely delivery of services.

The focus on student-centered service was likewise the basis of newly categorizing three types of counseling services that not only address wait times, but also improve operational efficiency: Express Counseling, Express+ Counseling, and Transformational Counseling. The first two types function to quickly provide

students solely the service they stopped in for and promptly get them on their way. Express Counseling is a quick fix for transactional items such as prerequisite clearances which typically require about five minutes. In Express+ Counseling, a counselor can spend a little more time with the student however, if not able fully serve the students' needs, they can determine whether the student requires an on-the-spot appointment. Express+ Counseling aims for a ten-minute meeting duration. Transformative Counseling applies theory to practice and endeavors to move beyond the transactional functions of counseling. Using the full 30-to-60-minute appointment allotment, better rapport is developed between the counselor and the student with the intent to inspire return visits with the same counselor. The Transformative Counseling approach allows full-time counselors to get to know students, identify their needs (including but not limited to basic needs such as food, shelter, safety, etc.), determine if the student requires an abbreviated or comprehensive educational plan, and establish if they additionally need specialized consultation with a counselor in Career Services, Transfer Center, Career Education, EOPS, or Equity.

Recommendation 7: In order to increase effectiveness, the team recommends that the College develop a method for identifying, completing, and tracking timely evaluations of adjunct faculty. (III.A.5)

At the October 2016 meeting of the IPCC, the committee learned of the recommendation [[REC7.A](#)]. However, it was emphasized that the information in the draft of the team evaluation report was not to be made public until the final, official recommendations were provided to the college in January 2017. At IPCC's March 2017 meeting, the recommendation was again shared with the committee as a result of the official conclusions by the ACCJC [[REC7.B](#)]. This discussion served to ensure that relevant entities understood the meaning and importance of the recommendation. Basically, the College had fallen short on ensuring timely evaluation of adjunct faculty according to the College's established schedule. From that point forward, progress on this accreditation recommendation became a routine line item in the agenda of each IPCC meeting.

By the time of IPCC's April 2017 meeting, the human resources (HR) manager was delegated primary responsibility for coordinating the action steps to address the recommendation [[REC7.C](#)]. At the May 2017 meeting, the committee engaged in a robust discussion to understand the current conditions surrounding adjunct faculty evaluations and the factors underlying why instructional divisions were not able to complete the evaluations in a timely manner [[REC7.D](#)]. It was identified that part of the problem was due to a lack of information provided to the HR department regarding current status of adjuncts which is required in order to accurately track who needs to be evaluated. The HR department currently tracks evaluations manually and relies on this information from the instructional divisions. Additionally, there had been a shortcoming on the part of the instructional divisions in ensuring evaluations were completed in a timely manner. Discussion further explored the factors underlying why instructional divisions were not able to complete the evaluations. The meeting concluded with an action item to assemble a core workgroup to address the recommendation.

Beginning the summer of 2017, the HR manager led a series of fact-finding and problem-solving meetings with key personnel from the departments of instructional services, student services, HR, and Information Technology (IT). She also assembled ad hoc meetings with a core workgroup that consisted of the HR management, the vice president of instruction, the vice president of student affairs, the dean of research, planning, and grants, the dean of instructional services, the manager of accreditation and institutional effectiveness, and the faculty coordinator of planning and accreditation. The discussions of these meetings generally centered on clarifying business processes, understanding the tracking and transmittal of relevant data, and problem-solving for effective workflows. In essence, the ultimate goals of these meetings were to clarify: 1) what specific factors had made it difficult for the College to ensure timely completion of evaluations for adjunct faculty, and 2) the ways that structures or processes could be modified to ensure timely completion.

Research also began in earnest regarding online systems and the focus turned to the possibility of adopting employee performance evaluation modules of online systems that were already used by the College. Since NeoGov is the system for managing the application and onboarding phases of employment at the College, its module for employee evaluations was investigated. Also, research was initiated into expanding the use of Oracle since it was already used by the College for enterprise resource planning (ERP), including payroll. After a careful assessment of the compatibility of these options with the college's existing data sources and tracking systems for adjunct faculty, it was concluded that NeoGov's module appeared to be the most optimal solution since out-of-the-box, it was fairly ready for implementation. In contrast, the technicians for Oracle indicated that the system would require customized development in order to ensure compatibility with the relevant data sources.

At IPCC's September 2017 meeting, the committee reviewed and discussed the work progress and its findings to date [[REC7.E](#)]. Further discussion ensued regarding the complexity associated with adjunct faculty since the instructional divisions' need for part time instructors varies so much from term to term. The committee discussed the difficulty in reconciling data, processes, and practices associated with: 1) determining which

adjunct faculty members are actively teaching during any single term, and 2) determining whether the active faculty member is due for an evaluation (given the College's policy for the frequency of evaluations). At IPCC's October 2017 meeting, the vice president of administrative affairs urged the reconsideration of Oracle as the technology to facilitate evaluation of adjunct faculty [REC7.F]. By this time, the College's chief information systems officer had taken employment elsewhere and his interim replacement notified the committee that Oracle was contacted to revisit the system's options. At IPCC's November 2017 meeting, the committee was told that Oracle was a viable option and that further exploration would resume in the spring semester after the IT department and Office of Administrative Affairs implemented a high-priority system for the college's planning and budgeting [REC7.G]. At IPCC's April 2018 meeting, the committee was notified that a meeting was being scheduled to review technology options [REC7.H].

By the time of IPCC's May 2018 meeting, work had focused on a business process for how to reconcile the complexities associated with the data, processes, and practices relevant to instructional divisions completing adjunct evaluations [REC7.I]. The new process was validated by instruction, HR, and IT and tested in Oracle. The resulting processing workflow was then piloted with an eye toward incorporating and automating data that adhered to the College's complex "re-employment rights" rules [REC7.J]. After the pilot work [REC7.K] was completed by the time of IPCC's September 2018 meeting [REC7.L], and the new process was confirmed as viable, the next step sought to finalize the College's direction regarding the technology systems that could further facilitate and strengthen the College's ability to ensure timely evaluations.

In the ensuing months, it was also decided that demonstrations would be scheduled for the workgroup to evaluate technology solutions. Multiple onsite demonstrations of each system were completed with the workgroup in attendance. Collectively, it was decided to move forward with NeoGov. Testing was completed by the IT department to ensure the processing using NeoGov was handled correctly.

By the time of IPCC's March 2019 meeting, the committee was notified that the Oracle option would necessitate the moving of all HR systems to a cloud network and therefore the NeoGov module might instead be implemented [REC7.M]. The College's most recently hired chief information systems officer indicated that he was carefully reviewing contract terms for NeoGov and that another meeting with the company would be scheduled.

In April 2019, the HR manager coordinated several follow up meetings with NeoGov and the College's chief information systems officer to confirm that NeoGov's PERFORM module could support the college's performance evaluation tracking needs and interface compatibly with Oracle. It was determined by IT that NeoGov's system requirements for the interface could be met. As of summer of 2020, the HR department concluded it would be moving forward with implementing the NeoGov module.

Recommendation 8: In order to increase effectiveness, the team recommends that the College revises the evaluation forms for faculty, counselors, and librarians to more clearly and effectively demonstrate that the results of the assessment of learning outcomes are used to improve teaching and learning. (III.A.6)

At its January 2018 Commission Meeting, the ACCJC had a second reading on its proposal to eliminate Standard III.A.6 based upon the rationale “to remove the evaluative spotlight of student learning assessment from the individual” [\[REC8.A\]](#). On page 9 of the ACCJC’s Accreditation Standards, the section for Standard III.A.6 now states, “Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.” [\[REC8.B\]](#) In light of the Commission’s decision to remove this standard, the College felt the need to adjust its actions accordingly and therefore discontinued discussions and actions related to the eliminated standard.

**Reflection on Improving Institutional Performance:
Student Learning Outcomes and Institution Set Standards**

STUDENT LEARNING OUTCOMES (Standard I.B.2)

Reflect on the college's assessment processes since the last comprehensive review:

- **What are the strengths of the process that helps lead the college to improve teaching and learning?**

A major strength in the College's process for improved teaching and learning has regarded effective leveraging of technology for learning outcomes assessment. The College's migration to the eLumen system has supported greater transparency, stronger communication, and more consistency in the frequency of assessment. As a result of the switch to eLumen, all faculty assess their courses and students at the individual unit level. Many have found that their learning outcomes require revision and updating. Implementation of eLumen has provided a transparent and integrated online display of learning outcomes work in all areas of the college. Faculty and staff have an increased awareness of how learning outcomes can be used for continual improvement.

Another of the College's strengths consists of outreach and support for learning outcomes assessment. Over the past three years, both learning outcomes support to faculty, and their engagement with assessment, has grown significantly. Almost all divisions are represented on the Learning Outcomes Committee and committee representatives actively report back to their division constituents. As faculty more regularly conduct assessments, they are actively reviewing and revising learning outcomes as well as instructional approaches to improve student performance. To increase opportunities for dialog across all areas of the College, the learning outcomes coordinator has provided workshops and support for individuals and departments college wide. The support includes attending and presenting at division retreats and meetings, providing learning outcomes and assessment workshops, and holding office hours for individual faculty. The coordinator also supports faculty by maintaining a learning outcomes website that provides current information and trends in learning outcomes assessment as well as instructions and support for those completing assessment. Additionally, the coordinator has met one-on-one with division chairs to discuss implementation of learning outcomes assessment in eLumen.

- **What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?**

Several areas contain growth opportunities for improving the College's assessment efforts. Although the adoption of eLumen has dramatically strengthened learning outcomes assessment, the College could greatly benefit from the adoption of a curriculum management system that seamlessly integrates with the learning outcomes system in eLumen. This is a critical step for ensuring informational consistency and data integrity since continual improvement necessitates that faculty routinely review and revise learning outcomes statements within course outlines. Having learning outcomes and curriculum management systems integrated would ensure that assessments are always aligned to current learning outcomes statements and would appropriately distinguish between, and appropriately track assessments to, older statements versus updated statements.

Another growth area involved learning outcomes mapping. The Learning Outcomes Committee recommended that the College change from a hierarchical mapping approach to a split mapping approach. This change would significantly advance the College's PLO and ILO data collection as well as improve data integrity when assessing ILOs. The assessment process continues to be integrated into the college wide culture. As greater numbers of departments and divisions close their assessment cycles, the data sets become increasingly informative for teaching and learning.

- **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

As assessment cycles are completed, there are ongoing improvements occurring that result in improved practices and performance. A number of departments have taken actions to improve their courses as a direct result of findings from course-level assessments. For example, the Noncredit English as a Second Language (ESL) [SLO1] department established a plan and workgroup to for a curriculum redesign, the Kinesiology [SLO2] department created a Coaching Certificate and is developing a Wellness Certificate, the Health [SLO3] department faculty created common assignments to enhance learning of material and increase pass rates of the final exam, the Office Skills and Business Technology (OBT) [SLO4] department has implemented interactive software for in-person and online assignments which has helped students successfully learn course concepts and commands and apply them to other courses and even occupational environments, the Economics [SLO5] department faculty identified that Economics 102 needed the money multiplier model supplemented with alternative and more empirical analyses of how money is created in the modern economy, the Visual and Performing Arts Division (VPAD) [SLO6] has been able to better prioritize concepts and lesson modules, and the Media Arts [SLO 7] department created a new lab activity with a clear grading rubric which improved the Digital Editing class and clarified where students were having problems.

Additionally, the table below shows examples of improvements made to courses through the curriculum review process based on course-level learning outcomes assessment data.

Subject	Number	Course Description	Change Description
BIOL	115	Human Biology	Cyclical review of the course. Revisions to SLOs in order to make them possible to evaluate for each student using current instruments of assessment shared by all instructors. Updates to catalog statement, course content, methods of instruction, out of class assignments, methods of evaluation, textbook, etc.
BIOL	120	Human Anatomy	This is not a cyclical review, but only a fix to SLOs in order to match the assessment instruments used by all instructors of this course. Nothing else has been changed.
BIOL	122	Introduction to Biology	Cyclical review for this course. Re-wrote the SLOs in an attempt to make them easier to assess across many sections with different instructors. Revised course content, exit standards, and updated the textbooks. Minor change in catalog statement.
BIOL	123	Evolution	The last assessment of existing SLOs for this course made clear that the current SLOs were difficult to assess. Email discussions among instructors of the course resulted in a set of revised SLOs and some shared methods of assessment. This is a cyclical review.
ESL	1	English As a Second Language Literacy	Revisions made to SLOs for Level 0 reflect analysis of learning outcome assessment data for student reading comprehension, writing responses, and vocabulary usage when responding to oral questions.

KIN	155	Foundations for Group Exercise Instruction	<p>Due to advisory committee recommendations and SLO assessments, revising this course to be 2 units of lecture, 1 unit of lab.</p> <p>Changes made:</p> <ul style="list-style-type: none">• 3 units lecture to 2 units lecture, 1-unit lab• Updated SLOs to be more succinct• Updated course content• Updated out of class assignments and methods of evaluation• Updated textbook
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LIB	100	Critical Approaches to Information Research	<p>In January 2016, the Association of College and Research Libraries, a division of the American Library Association, officially adopted the “Framework for Information Literacy for Higher Education.” This framework replaces the former “Information Literacy Competency Standards for Higher Education.” However, many of the former standards are reflected in the current framework as without them, the higher order concepts of the framework would not be achievable from an instruction perspective. Although the framework, especially its replacement of the standards, is still somewhat controversial in our profession, it is the board-approved guideline for information literacy competency. As such, as a department, the full-time librarians in a credit instruction retreat in Spring 2016, agreed to move forward on incorporating as much as possible the framework into GCC Library’s credit and non-credit curriculum.</p> <p>The framework is a guiding document that is quite extensive and includes knowledge practices and dispositions for each of the six frames. For the sake of brevity, only included the six frames here and provide a link to the more comprehensive document for those interested. The frames are:</p> <ul style="list-style-type: none"> • Authority is Constructed and Contextual • Information Creation as a Process • Information Has Value • Research as Inquiry • Scholarship as Conversation • Searching as Strategic Exploration <p>Here is the link for the “Framework for Information Literacy for Higher Education”: http://www.ala.org/acrl/standards/ilframework</p> <p>The framework is more encompassing and comprehensive in nature than the former standards, which was more skills-based. The framework is a timely adjustment given the the social, political, and cultural information ecosystem of the day, and facilitates instruction that is more relevant and engaging to students within multiple contexts and interests, providing an avenue for students to make cross-disciplinary connections.</p>
ABSE	ABSE 151	Workforce Readiness for Adults with Disabilities	<p>Through the assessment process of the Adult Education Block Grant (AEBG) the consortium identified Adults with Disabilities needing entry/initiation courses for College and Career readiness. These two course outlines address this need.</p>

ACCTG	165	Tax Planning, Tax Research, and Tax Fraud	<p>The course is being reviewed as part of the regular cycle of curriculum review.</p> <p>Updated the textbook to a newer edition the only newer edition available for the second textbook is 2012 edition</p>
ACCTG	220	Cost Accounting	<p>Updated:</p> <ul style="list-style-type: none"> • Course content and contact hours • The textbook
BIOL	102	General Biology	<p>With the new requirement of using eLumen for individual SLO assessments for each student, we have re-written our course SLOs to better match our evaluation instruments (major topics covered on exams and laboratory practicals).</p>
BIOL	131	Regional Natural History	<p>This a cyclical review of the course outline that includes small changes to SLOs in order to allow better assessment of the course, no matter where it is taught. The instructors of this class have collaborated via email on the revisions. Also revised exit standards, course content, textbooks, out-of-class assignments and methods of instruction.</p>
EMT	140	Emergency Medical Technician (EMT)	<p>Additional pharmacology knowledge and administration of medications have been added statewide to the EMT-Basic job description, resulting in an increase of instructional hours.</p>

ENGL	101+	Introduction to College Reading and Composition	<p>New Info:</p> <ul style="list-style-type: none"> • The units of this course are changing from 3.0 lecture units to 4.0 lecture units and .5 lab units. • The lecture unit change will help us meet the AB 705 mandate that “requires college to maximize the likelihood that students enter and complete a transfer-level course in English in one year.” The additional lecture unit will allow this course to include more robust critical reading instruction to supplement the instruction that was previously in the longer course sequence and to better accommodate students who are entering the course through multiple measures. This is also in response to eliminating our stand-alone reading courses. And, finally, to better serve the needs of other divisions who assign writing, this course will teach multiple writing modalities, as well as citation styles beyond MLA. • The additional .5 lab unit includes the co-requisite that makes this course English 101+ which will support students who need additional remediation and “just in time” support from an instructor. It also provides scaffolded and supportive reading and writing content.
ENGL	199	Composition Workshop for Reading, Writing, and Academic Literacy	<p>This course is designed in response to the shifting requirements that students who assess into courses below English 101 be given support to complete their English course sequence in a timely manner. It is hoped that this corequisite “support” class will assist students in completing other English courses. This is the credit version of the support course (updated from an existing but deleted credit course).</p>
FIRE	101	Principles Of Fire Emergency Services	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <ul style="list-style-type: none"> • The changes are noted throughout the updated course information. Most of the changes are tied to the nomenclature for course descriptions. • Edited Out of Class Assignments (CH) • Edited textbook (CH) • Added selected content to align with C-ID descriptor (CH)

FIRE	102	Fire Behavior And Combustion	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes are focused on the nomenclature tied to the catalog description, course content and course description.</p> <ul style="list-style-type: none"> • Formatted and added content (CH) • Updated textbook (CH) • Formatted Out of class assignments (CH)
FIRE	103	Fire Prevention	<p>This course provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation.</p> <p>Rationale: The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. Since all fire programs in California now utilize this standard, updating all fire courses accordingly. Although word for word adoption is not mandated, updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes include changes to content, update the book and slight SLO changes.</p> <p>Description Change from FESHE;</p> <ul style="list-style-type: none"> • Formatted and edited Course Content • Changed “engineering” to “designing” in Course Content • Edited Textbook • Edited Out-of-Class Assignments • Checked CSU only articulation

FIRE	104	Building Construction for Fire Protection	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. since all fire programs in California now utilize this standard, we are updating all fire courses accordingly. Although word for word adoption is not mandated, updating all curriculum to fall more in line with the FESHE model.</p> <ul style="list-style-type: none"> • The changes include updated textbook and update catalog description. • Edited course content and formatting • Inserted authors in textbook • Updated Out of Class Assignments • Logic And/Or of recommended prep listing • Checked CSU Transferable • Added exit standards to conform to C-ID descriptor • 101 is being removed as a pre-req
FIRE	105	Fire Protection Systems	<p>The Glendale College Fire Technology program meets the FESHE Fire and Emergency Services Higher Education guidelines. This is a National adoption of Fire Technology programs at the Community college and University level. Since all fire programs in California now utilize this standard, updating all fire courses accordingly. Although word for word adoption is not mandated, we are updating all curriculum to fall more in line with the FESHE model.</p> <p>Changes to the content, update the book and update the catalog description was updated.</p> <ul style="list-style-type: none"> • 101 is being removed as a pre-req as per the C-ID and students not needing exiting skills for 101 to have success in 102, 103, 104 and 105. • Formatted and added Course content (CH) • Changed to CSU transferable (CH) • Edited textbook (CH) • Updated Out of Class Assignments (CH) • Added exit standards to comply with C-ID descriptor
FIRE	106	Principles of Fire and Emergency Services Safety And Survival	<p>There has been changes to the CID for Fire Technology that Glendale College is updating. This course reflects those changes along with the need to change the title. The course title is similar to FIRE 101. The pre-requisite requirement has also been removed.</p>

FIRE	108	Fire Apparatus And Equipment	This course has not been updated in some time, thus, new student learning outcomes as related to this course have been updated. Have also removed the pre-req for FIRE 101 and updated the course as to reflect changes to adopted curriculum from the California State Fire Marshal's office.
FIRE	114	Hazardous Materials	<p>This course is being updated in the following ways. First, removing the pre-req course FIRE 101 since have aligned the fire curriculum with the national fire curriculum which the California State Fire Marshal has adopted. Next, have updated the content of this course as technology has changed over the past years tied hazardous materials and the way first responders respond to such events.</p> <p>Changes were made to the catalog statement to update the course nomenclature to be aligned with national fire course descriptions and those posed by the California Fire Directors.</p>
NS	213	Medical-Surgical Nursing III	Regular cycle of curriculum review of all courses is a College expectation.
STV	22	Beginning Account Clerk	<p>WAS OBT 22</p> <p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, need a department name that reflects all our courses. Essentially offering short term vocational training which is how Title 5 describes our category of funding. Thus, it makes sense that the new name and course prefix reflect the State's language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop-down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for students to identify the right department to find the courses they want if CCCApply is adopted.</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>

STV	31	Business Writing: Email	<p>WAS OBT 31</p> <p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, need a department name that reflects all our courses. Essentially offering short term vocational training which is how Title 5 describes the category of funding. Thus, it makes sense that new name and course prefix reflect the State’s language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop-down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for students to identify the right department to find the courses they want should CCCApply be adopted.</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>
STV	33	Business Letter Writing	<p>WAS OBT 33</p> <p>With the expansion of our course offerings beyond office and business technology (OBT) into allied health and pre-CTE, we need a department name that reflects all our courses. Essentially we are offering short term vocational training which is how Title 5 describes category of funding. Thus, it makes sense that new name and course prefix reflect the State’s language: Short Term Vocations (STV).</p> <p>Additionally, there is movement in the State for everyone to adopt CCCApply, and in the drop down menu for noncredit, the State language will be used: Short Term Voc, Adult Basic and Secondary, Parent Education, Older Adults, etc. This will make it easier for students to identify the right department to find the courses they want should CCCApply be adopted.</p> <p>Revisions have been made to the Student Learning Outcomes to reflect appropriate competencies for this course.</p>
STV	61	Administrative Medical Assisting	<p>“Revisions of the following were made so that the course would accurately reflect noncredit Short Term Vocational in Allied Health discipline:</p> <ul style="list-style-type: none"> • Title • Catalog statement • Exit standards • Content • Hours

T ART	104	Acting Fundamentals II	<p>Expanded catalog statement that more clearly defines and details the course.</p> <p>Edited Course Exit Standard #5 to demonstrate written critiques</p> <p>Edited language in SLO 2</p> <p>Added an out of class assignment choice</p> <p>Deleted Kassel text, added Bogart and Landau text</p> <p>Added more detailed course context that reflects specific techniques, theories, and styles for the class</p> <p>From instructor: Course has been taught twice since the outline was written and needed to be updated to reflect the curriculum being taught. In addition, Richard Cortes informed us (TA instructors) that the language we were using with regard to the requirement that students attend two plays and write a critique, needed clarification.</p> <p>Fixed bullets in content area, checked checkbox to include entry standards</p>
T ART	111	Voice for the Actor	<p>Cyclical revision.</p> <ul style="list-style-type: none"> • Catalog statement simplified for the lay person to understand • Deleting recommended prep of ENGL 191 or ESL 141 • Deleted 1 exit standard, modified language slightly on most others • Deleted SLO 3 and 4 • Modified out of class assignments • Course content modified, one header deleted • Deleted a Method of evaluation, slightly modified others • Texts are the same. Found newer versions. • A note no English needed- it is a great class to build confidence in English and attracts many international students • Modified SLO's and exit standards so there is differentiation

The table below shows examples of improvements that were made based on program-level assessments and student services assessments, as assessed through the program review process.

Instructional Programs		
Program	Issue Noticed	Changes Planned or Made
Ceramics	Difficulty for students to earn AS	Reduction in units to program
Studio Art	Student Exhibitions detected weaknesses	Changed instructions with emphasis in particular artistic realms
Athletics	Need better success rates	Implemented study/tutor area, monthly meetings, workshops, and grade checks
Bus Admin	Need to prepare students for Global trade	Identified how to prepare students for employers and contextualizing classes through English 101
Economics	Need better success rates	Department is working on Open Educational Resources, Reading Apprenticeship, and Team-Based Learning modules for faculty
Electronic Tech	Need better success rates	Improved curriculum by providing more training space and equipment
EMT	Increase student success	Finding qualified lab technicians to help EMT students understand complex scenarios
English	Increase student success	Faculty created an OER writing handbook, new 101 rubric, and developed new degrees and certificates
Engineering	No Completers - 1 certificate for 1 year only	Created four AS degrees for the program
Armenian	Need to improve writing practice	Requiring more compositions, conducting more dictations, and providing more lab work
French	Need to improve comm & Cultural understanding	Encouraging more direct dialog between students and critically engaging thoughts about Francophone world
Italian	Comfortable with PLOs assessment	Increase reading exercises and reading aloud of passages
Spanish	Better PLO results	Asking for more uniform responses to gauge accurate PLOs and use Spanish in classroom at all levels
Japanese	Comfortable with PLOs assessment	Will continue to emphasize reading, listening, oral & written communication

Geography	Need to improve student enthusiasm	New GIS course was introduced, including field experience in Geog 111
Health	PLOs are difficult to assess	Currently aligning PLOs with Health Industry and ILOs
Journalism	Need better success rates	Digital Journalism has been added, updating curricula, creating 1-unit courses, and offering study abroad opportunities
Kinesiology	Better PLO results	Restructuring PLOs to incorporate job market trends that connect to the Meta Major Guided Pathway
Music	Need better success rates for Online Courses	Improving contact between students and the instructor as well as among students, also help create global awareness
Nursing	PLOs need to align to State Accreditors	Change PLO to align with BRN and created tutoring/mentoring grant, decrease unit program to 36 units
Parent Edu	Need to revise assessment tool	Revising survey and will not have students fill out survey while watching students
Physical Edu	Need better success rates	Asked instructors to spend more time discussing “safety”
Sociology	Desire better success rates	Courses need more emphasis on collaborative learning and classroom discussions
Theatre Arts	Comfortable with PLOs assessment	Made changes in acting program adding research. Working towards more internships, guest artists, etc. Making more CTE programs.
Non-Instructional Programs		
Program	Issue Noticed	Changes Planned/Made
Adm & Records		Created more peer-on-peer tutoring groups and educated academic counselors
Athl. Admin.		Will assess outcomes through introspective reflection and collaborative experience
Cal Works		Designing new quiz, offering more CalWorks events, working with Career Services, and adding legal resources
DSPS		Changes made to DSPS course curriculum and created two modules to online resources
EOPS		Changes made to EOPS waiver process which is now 100% electronic

Intl Students		Student Development 103 was expanded to include academics and adjustment to life in the United States
Multicultural Ctr		Improve existing questions from service-learning questionnaire
Scholarship Office		Will improve application
Student Activities		Leadership development, governance training, Leadership Academy, revised ASGCC By-Laws, and training sessions during inter-Organizational Council meetings
Transfer Center		Increasing student's understanding of transfer deadlines, transfer decisions, units and GPA requirements for transfer

- **In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule.**

Consistent and regular ILO and General Education Learning Outcomes (GELO) assessments need to be integrated into current processes. The adoption of the split mapping approach is intended to specifically support the assessment of ILOs and GELOs. The assessment schedules for different divisions have been posted online and the learning outcomes coordinator meets with division chairs and individual faculty one-on-one to answer questions and discuss how to conduct assessments.

INSTITUTION SET STANDARDS (Standard I.B.3)

Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

- **Has the college met its floor standards?**
- **Has the college achieved its stretch goals?**
- **What initiatives has the college undertaken to improve its outcomes?**
- **How does the college inform its constituents of this information?**

In recent years, the College has maintained an institution-set floor standard of 67 percent for course completion. Not only has the institution exceeded that standard, pass rates for courses have been steadily increasing each year [ISS1]. In aspiring to continually improve the academic success of students, in October 2019, the Academic Senate established an associated stretch goal of 75 percent [ISS2].

For degrees awarded, the institution has never fallen below its institution-set floor and, in fact, has consistently raised its standard which is now up to 550 per year [ISS1]. Although the statewide trend in decreased community college enrollment has likewise impacted the College, its number of awarded degrees has nevertheless outperformed its low-enrollment conditions. Discussions among stakeholders have predominantly attributed this robust performance to the College's success in recently creating a significant number of Associate Degrees for Transfer. In addition to its 31 local associate degrees, the College offers 24 Associate Degrees for Transfer. For this indicator, the Academic Senate established a stretch goal of 900.

For certificate completion, the College has maintained an institution-set floor standard of 200 per year. To date, the institution has never fallen below that standard. However, over the years, there has been a steady decrease in certificates awarded [ISS1]. This trend has been presented at meetings of the Master Planning Committee and the Academic Senate. In such meetings, discussions have explored the reasons for this trend and have speculated on the inverse relationship between number of awarded degrees and number of awarded certificates.

To uncover possible reasons underlying the downward trend for certificates, the Student Voices task force has partnered with the Office of Research & Planning in developing a student survey focused on this completion metric. The survey questions include asking students whether a certificate is among their educational goals and if so, what types of obstacles have they faced in pursuit of a certificate. For this indicator, the Academic Senate established a stretch goal of 225.

For transfers, the College had recently raised its institution-set floor standard which is currently at 850 per year [ISS1]. To date, the College has never fallen below that standard. In seeking to continually increase the number of transferable students to a four-year college, in 2019, the Academic Senate established an associated stretch goal of 950.

The College has embarked upon a number of initiatives to improve the success and achievement of its students. These initiatives include college wide efforts for student equity and the implementation of Guided Pathways best practices as described in the present report's Quality Focus Projects.

Information about institution-set standards is effectively communicated throughout the organization. Regarding institution-set standards for collegewide indicators, the College regularly reviews for year-over-year trends in the data, examining for any gaps between performance and institution-set standards. Since it falls under their purview, the Academic Senate and Master Planning Committee engage in this regular review each spring semester. During such review, there is consideration regarding whether the standards continue to be appropriate and useful. The Academic Senate is composed of faculty representatives from each instructional

division. Between the Senate and their instructional division, these senators confer information about academic and professional matters (including institution-set standards). The senators are a vital mechanism for information-sharing among instructional stakeholders and facilitate discussions that inform relevant decision-making. Similarly, the Master Planning Committee is the largest of the College's governance committees and is composed of the College's leadership as well as representatives from the student, staff, faculty, and administrator constituent groups. In the same way that senators convey information to and from their respective division faculty, representatives on the Master Planning Committee convey information to and from their respective constituent group.

For broader sharing of information, institution-set standards have also been occasionally included in presentations given to the board of trustees and classified staff. Additionally, the institution-set floor standards are shared online with the college and surrounding community through their own dedicated webpage [[ISS3](#)] within the Research & Planning website and are accessible within the ACCJC Annual Reports [[ISS4](#)] which are posted at the accreditation website.

Report on Outcomes of the Quality Focus Projects

In accordance with the Commission's general directive to describe projects that targeted areas where the College needed improvement, the original Quality Focus Essay projects that were proposed in the 2016 Institutional Self Evaluation Report had centered on learning outcomes assessment and improved integration of college plans. However, the Commission later revised the directive and at their 2019 conference, encouraged that the Quality Focus Essay should instead describe projects more directly focused on improving student learning and achievement. As a result, the College received permission from the Commission to write about its institutional initiatives for student equity and Guided Pathways [[Equity1](#)].

STUDENT EQUITY

The College recognizes the importance of equity and is committed to ensuring a learning environment with academic and student support programs aimed at promoting an equitable college. Therefore, the College's student equity initiative is the focus of its first Quality Focus Essay project. Equity efforts are interwoven throughout the College through a variety of initiatives, projects, and programs that ensure equal educational opportunities and promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. Addressing inequities is such a priority that the College's Institutional Master Plan included goals for achieving equity and reducing gaps in learning and completion among student groups. Student equity faculty leaders have been supporting instructional efforts in implementing projects and they oversee programs in their respective divisions which engage student learning and are targeted toward achieving the institution's equity goals. Students are active participants in equity decision-making processes and institutional improvements are focused on student-centered initiatives.

GOALS

The College has identified goals for various student groups who were found to perform below college wide averages and therefore need assistance to improve their success on various academic indicators.

- Access – Successful Enrollment
- Retention – Fall to Spring
- Transfer to a Four-Year institution
- Completion of Transfer-Level Math and English within the First Year
- Earned Credit Certificate over 18 units or Associate Degree

The Office of Research and Planning collects and analyzes data to help clarify the priorities of equity programs and track relevant outcomes. Using the "Percentage Point Gap Method" of the Chancellor's Office, disproportionately impacted (DI) student groups have been identified. DI groups are those that achieve success at much lower rates than students who achieve average rates. The data has subsequently been used in the development of strategies to address the gaps found for success indicators.

The 2019-2022 Student Equity plan has been aligned to the California Community College (CCC) system's new Student Success Metrics. Colleges have been directed to use the Student Success Metrics Dashboard to access their data for their overall student population and accordingly set three-year goals from the Student Success Metrics for each student equity population shown to have disproportionate impact in access, retention, transfer to a four-year institution, completion of transfer-level math and English, and earned certificate over 18 units or associate degree.

ACTIVITIES

To improve **access**, Shadow Days have provided opportunities for high school students to attend the College and partner with a college-level peer mentor to experience a “day in the life of a college student”. To specifically address access for veterans, more rigorous marketing campaigns were developed to improve their enrollment. Publications and videos were developed to promote our Veterans Resource Center, student assistants were hired for the facility, and outreach efforts to local high schools were increased. To improve access and support for adults with disabilities at the Garfield noncredit campus, pre-orientation and orientation services were implemented.

Numerous activities were developed through instruction and student services with a focus on increasing **course completion and retention** for the full range of DI student groups. iPads were provided for students’ use to access Canvas, enable the completion of class assignments, conduct research, and ensure currency in enrollment and financial aid information. Summer Bridge provides incoming students with support for a smooth transition into college. DI students are encouraged to partake in the Summer Bridge program to become oriented and connected to the College prior to their first term as college students. Black Scholars, La Comunidad, and Guardian Scholars are three learning communities that serve many of our Latinx, Black/African American, and current and former foster youth students by providing a wide range of support services and activities and events that help them stay engaged, connected, and involved. Professional development has been offered to increase faculty and staff awareness of strategies and promising practices for serving DI students.

Activities targeting **degree and certificate completion** include direct services for students, tutoring, group counseling, and addressing food insecurity of students. The SPARK peer mentoring program also aims to increase indicators such as course completion and degree/certificate completion. Multiple **transfer** programs were created to address the various needs of DI students. These include several college tours such as the Northern and Southern California trips and the Historically Black Colleges and University (HBCU) tours.

The following is a comprehensive list of programs and activities that are part of the College’s equity initiative.

Advocates for Student Access and Participation (ASAP):

- Guides students who are on academic probation through a year-long self-reflection and support program to help them get back on track.

Cultural Diversity Lecture Series:

- Promotes cultural competency among students, staff, faculty, and administrators by organizing and executing educational/cultural/social activities and events designed for the exploration, promotion, and celebration of diverse cultures, particularly those represented in the student community as DI.

Dream Resource Center:

- Helps support Dreamer students, coordinates events, and works on outreach and retention efforts.

English Division Third Attempt Program:

- Aims to support students repeating courses for the third time by offering intrusive advising and support services.

Filipino Student Empowerment Program:

- Supports three major cultural events on campus: Filipino Culture Night, Filipino Community Culture Event, and 3rd Annual Filipino Fiesta.

Learning Center Enhancement:

- English Grammar Workshops: Workshops provided through the Learning Center, that give students the tools they need to succeed in English.
- Keys to College Success Workshops: Workshops provided through the Learning Center, that empower students through Growth Mindset interventions.

Math Adjunct Support:

- A training and mentorship program for adjunct faculty that ensures that teaching excellence is a priority and provides workshops that focus on a range of math education topics including awareness of DI student issues, practical teaching methods for the classroom, and general math education theory

Non-Credit Career Enhancement:

- Supports career assessments for DI students (i.e. Strong Interest Inventory, Myers-Briggs Type Indicator, Knowdell Career Values Card Sorts, and Choices 360 site license).

Project to Provide Access, Inclusion, Resources, Understanding, and Preparation (PAIR UP):

- Workshops and specialized support to help Disabled Students Programs and Services students effectively use accessible technology.

Puerto Rico-An Exhibition and Spanish Language Guided Study:

- Exhibition featuring artwork exploring Latinx social identity. Involves collaboration with contextualized learning coordinator to bring integrated themes into different classes.

Restorative Justice Project:

- Coordinates events on campus for previously incarcerated students

Supplemental Instruction (SI):

- Supplemental Instruction offers collaborative learning workshops for participating classes. The workshops focus on critical thinking and problem-solving exercises centered on course material. SI sessions are scheduled outside of class time and are led by trained student leaders.

Social Science Lecture Series with the theme of “The World of the Uniquely Abled”:

- Lecture series provided to campus community aimed at addressing the needs of Disabled Students Programs and Services students by educating faculty, staff, and students.

Students Providing Assistance, Resources, and Knowledge (SPARK) Mentoring for Summer Bridge and fall term:

- Pairs students together for a peer-to-peer mentorship experience to help support students in their first year of college. This program also includes the training of peer mentor and the implementation of activities to help students connect with one another during Summer Bridge.

Student Athlete Orientations:

- Designed to inform athletes of campus resources and requirements and introduce them to various faculty and staff.

Summer Bridge:

- Invites incoming students to participate in a week-long intensive bridge program to help them transition into college, explore major and career options, get connected with faculty and staff, and learn about campus resources.

Welcome Center:

Early College Acceptance Program (ECAP)

- To ensure they are ready for fall registration, brings high school seniors to the college to complete matriculation steps, meet faculty and staff, and receive orientation and campus tours.

Shadow Days

- Interested high school students sign up to come to the College to shadow a peer mentor for “a day in the life of a college student”.

Learning Communities:

- **Black Scholars, Guardian Scholars, and La Comunidad**

Helps students feel connected to the campus and support them as they progress toward their goals by offering services to help guide them throughout their educational journey. The learning communities provide a safe space on campus for students, create opportunities for students to connect with their peers, gives opportunities to explore options in degree and transfer attainment, and allows students a vehicle to navigate college. Direct support and emergency assistance are also included.

University Tours:

- **Northern California University Tours, Southern California University Tours, Historically Black Colleges and Universities Tours, and Local University Tours**

Coordinated each year to help expose students to possible transfer institutions and motivate students toward transfer.

LGBTQ+ Pride Center:

- Aims to provide a secure, supportive, and accepting environment for students across all gender and sexual identities and their allies. It is a safe space designed to bring awareness of diverse sexual and gender identities, healthy masculinity, affirmative consent, and upstanding to prevent violence. Provides weekly group meetings and leadership development training where students can learn about topics related to diverse sexual and gender identities and where they can have the opportunity to share their experiences.

GCC Pride Week:

- An annual week-long event that includes workshops for faculty and staff, safe zone training, a community resource fair, and other activities to support LGBTQ+ students and to inform the college community.

OUTCOMES

According to results from analyses on project data, the College’s equity efforts have resulted in improved performance for various DI groups. Achievement gaps have been narrowed for the student groups and indicators listed below.

- increased enrollment for veteran students and students with disabilities
- successful fall-to-spring semester retention for African American, LGBT, and veteran students
- higher transfer rates to a four-year institutions for African American and Latinx students
- greater completion of transfer level math and English in the first year for LGBT and veteran students
- greater completion of associate degrees or credit certificates for African American, Latinx, LGBT, and foster youth students

Evaluation of programs and activities has been essential in helping determine the strategic direction of student equity efforts. Projects that have demonstrated success in closing equity gaps are being scaled up and enhanced to help positively affect greater numbers of DI students. The College is committed to ensuring continued support for underserved and underrepresented students. While these results are promising, institutional efforts will continue to implement activities, projects, and support programs for further progress in ultimately closing gaps for all DI students.

GUIDED PATHWAYS

The nature of the Guided Pathways (GP) [GP1] reform movement is such that successful implementation is an ongoing evolutionary process of institutional transformation. The movement aims to transform college programs, services, and operations based on cohesive, institution wide strategies to improve student outcomes and the student experience, with equity being a core guiding principle. If effectively implemented, there should be an increase in students' course completion, retention, degree and certificate completion, and transfer. In 2016, the concept of "Guided Pathways" was introduced to the college stakeholders. This information campaign was performed through multiple workshops that solicited input from varying constituents on campus. Information sessions continued to be held through various committees including Division Chairs, Academic Affairs, Curriculum & Instruction, Master Planning, College Executive, and Academic Senate.

In 2017, the College's GP steering committee had been formed. Through close work with the Master Planning Committee, it was collectively decided upon that the 2017 Institutional Master Plan of the College would base itself upon the GP "pillar" framework. The pillar goals include: Clarify Student Pathways, Facilitate Student Entry into Pathways, Help Students Stay on Pathways, and Ensure Student Learning. The master plan [GP2] was approved by the board of trustees in May 2018. During this time, the Steering Committee for Guided Pathways created workgroups for meta-majors, faculty development, student voice, compliance with Chancellor's Office GP grant requirements, and EAB Navigate student success platform implementation. Work began to gain momentum in an organic, grass-roots manner.

The scope of the GP movement is much broader than any past reform movement in the state's community college system. It's ambitious, but worthy, objectives require establishing a critical mass of people across the college ecosystem that share a vision of the institution as a "Guided Pathways college" and a means of moving toward that vision. Much effort has, and continues to be, focused toward discussions aimed at shifting institutional culture and operations to an even more student-centric and equity-driven mode. Intertwined with these more philosophical and reflective conversations, the College is engaged in focused activities aimed at advancing its realization of the GP model. This work has involved collegial collaboration across many different college units and constituent groups, and accomplishments have been distributed across diverse facets of college operations. Though much work remains, significant strides forward have been made in fueling that critical mass and realizing the Guided Pathways model of institutional operations and capacity. Provided below is a list of highlights regarding these activities.

1. Selection of Presentations, Events and Communications [GP3]

- a. Articles in the employee publication, The Chaparral [GP4]
- b. Presentations at Faculty Meetings
- c. Presentations at Retreats (e.g., Division Chair Retreats, some division retreats) and Institute Days (e.g., Faculty Institute Days, Classified Institute Day)
- d. Student Voice surveys, focus groups, and panel discussions
- e. Discussions at various department and governance committee meetings
- f. Participation in regional GP meetings
- g. Town halls for CCC Chancellor's Office GP Award Program documents
- h. Standing update [GP5] to the board of trustees

2. Technology Development and Implementation

- a. EAB Navigate [GP6] implementation – A comprehensive student success and communication platform
 - Implementation requires extensive work in mapping and improving college processes that impact the student experience and journey through the College
 - Provides mechanisms for implementing specific aspects of GP model, such as helping students stay on their pathways.

- b. Program Mapper implementation – a meta-major and program map authoring and presentation tool
 - Mapping workgroups have created draft maps for the largest programs. A counselor was hired specifically for his experience in career education and he began creating flyers for the meta-majors and then solicited input from the appropriate faculty.
 - Program Mapper will provide a user-friendly place to use and manage all metamajor and program mapping information
- c. AB705 tools
 - Guided Placement Survey (GPS) tool, which enables the implementation of Division placement policies and supports compliance with AB705
 - Retroactive Re-placement tool [\[GP7\]](#) operationalizing another aspect of AB705; resulting in programmatically processing thousands of considerations of retroactive re-placement by the new policies and resulting in approximately 6,500 customized emails to students with information about their retroactive re-placement [\[GP8\]](#)
 - This activity is intertwined with the work of math, English, and ESL divisions to redesign math and English curriculum, as well as to redesign placement practices and policies in response to AB705.
- d. GP Communications Dashboard [\[GP9\]](#) – a meeting document workflow tool for refreshed GP implementation group structure to support consistent, transparent, and inclusive communication while lowering logistical burdens for group leads/chairs
- e. Supporting opportunities for broad input and feedback through Google Apps
 - Surveys
 - Public documents with commenting/suggestion functions
 - Public, multi-authored documents

3. Coordinating compliance with GP Award program requirements [\[GP1\]](#)

- a. First GP Self-Assessment – December 2017 [\[GP10\]](#)
- b. Spring 2018 - Summer 2019 Work Plan [\[GP11\]](#)
- c. Scale of Adoption Assessment 2020 [\[GP10\]](#)

In 2019, release time positions were created for a counselor coordinator and for a classified coordinator, to complement the faculty coordinator already in place. In the fall of 2019, supported by the GP coordinators, the steering committee of GP created an “all hands-on-deck refresh” to the GP implementation structure [\[GP12\]](#). The entire implementation structure was reconstituted to reaffirm, renew, and clarify our commitment to centering the student experience in our efforts for institutional improvement, with student equity as the core driver. The following GP workgroups were established or refreshed, and the Standing Open Forum and steering teams were redefined.

- Meta Major Workgroup – This workgroup is focused on developing our meta majors and program maps, as well as mainstreaming their use and ongoing review/revision. They seek to facilitate a broad-based and inclusive effort to maximize the quality, effectiveness, and level of use of meta majors and program maps.
- Navigate Workgroup – This workgroup is focused on the remaining Navigate implementation work, as well as ongoing evaluation improvement, and integration of the tool throughout college processes.
- Professional Development & Communications Workgroup – This workgroup is focused on developing and supporting college-wide communication and involvement in the GP college redesign process.
- Student Voice Workgroup – This workgroup is focused on “engaging students to amplify their experience as a means to positively impact the effectiveness of college policies, practices, or programs.” The group aims to help us better understand the student experience, as well as disseminate that understanding across the College.
- Onboarding — This workgroup will address the many facets of student onboarding to the College.
- AB705 Workgroup – AB705 brings with it sweeping changes that will impact the experiences of virtually all students early in their journey. Its implications go beyond assessment rules and procedures: careful consideration of the design of instruction, pedagogy, and curriculum in math, English and ESL, as well as academic supports and how all this fits together into a seamless and supportive student experience, are among the key considerations for this Workgroup.

Each workgroup has individuals designated to serve in the following lead roles:

- **communication leads** are responsible for setting meetings, agendas, minutes and reporting out.
- **data coaches** are responsible for accessing, compiling and presenting information.
- **equity guides** are responsible for ensuring that practices and recommendations are evaluated from an equity lens.
- **noncredit liaisons** are responsible for ensuring that Noncredit-specific issues are integrated in all Workgroup efforts.
- **student expert consultants** are responsible for attending and participating in meetings. These roles will be open to all students, and positions will be filled with an emphasis on adequate representation across the Student Expert Consultant team. It is expected that more than one student will serve on each Workgroup, but one will serve as the lead for that Workgroup and also serve on the GP Steering Team.

These work groups ensure broad participation across the campus with implementation. They are each paired with one or two governance committees for standing two-way communication. The communications and meeting logistics tool adds consistency and transparency to the entire implementation effort, as well as to provide clear points-of-entry for interested individuals to join the collective effort. The workgroups are intentionally designed to be objective-driven and temporary in their lifespan. They aim to accomplish a specific aspect of GP implementation, then integrate the continual maintenance of their outputs into standing college operations. new workgroups can be established when needed by the GP Steering team.

It is understood that Student Equity and Guided Pathways are much more than multi-year initiatives with an identifiable end date. Rather, the collective intentionality behind the College's equity and pathways efforts is part of its commitment to student success and achievement through ongoing, continually improving institutional change.

Fiscal Reporting



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

2020 Annual Fiscal Report

Reporting Year: 2018-2019

Final Submission

05/09/2020

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208

General Information

#	Question	Answer
1.	Confirm the correct college's report	Confirmed
2.	District Name:	Glendale Community College District
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	Dr. Anthony Culpepper Executive Vice President 8185515210 aculpepper@glendale.edu Dr. Anthony Culpepper Executive Vice President 8185515210 aculpepper@glendale.edu

DISTRICT DATA (including single college organizations) Revenue

4.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)
	FY 16/17 FY 17/18 FY 18/19

	Total Unrestricted General Fund Revenues	\$ 95,051,179	\$ 101,831,820	\$ 100,149,397
	Other Unrestricted Financing Sources (Account 8900)	\$ 31,218	\$ 84,195	\$ 119,021
(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
5.	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 11,119,089	\$ 11,521,083	\$ 13,554,219
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 11,521,083	\$ 13,554,219	\$ 6,553,163

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)				
		FY 16/17	FY 17/18	FY 18/19
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 94,680,403	\$ 99,882,879	\$ 107,269,474
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 80,662,812	\$ 85,908,846	\$ 92,510,942
	c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 14,017,591	\$ 13,974,033	\$ 14,758,532

	Unrestricted		
d.	General Fund		
	Ending Balance	11,521,083	13,554,219
		\$	\$
		6,553,163	\$

Liabilities

7.		FY 16/17	FY 17/18	FY 18/19
	Did the District borrow funds for cash flow purposes?	No	No	No

8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
a.	Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
b.	Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0

9.		FY 16/17	FY 17/18	FY 18/19
a.	Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
b.	What type(s)			
c.	Total amount	\$ 0	\$ 0	\$ 0

10.		FY 18/19	FY 17/18	FY 18/19
	Debt Service Payments (Unrestricted General Fund)	6,926,300	11,377,125	17,143,650
		\$	\$	\$

Other Post Employment Benefits

11.	(Source: Most recent GASB 74/75 OPEB Actuarial Report)	FY 16/17
a.	Total OPEB Liability (TOL) for OPEB	\$ 25,088,425

	b. Net OPEB Liability (NOL) for OPEB	\$ 17,771,088
	c. [Fiduciary Net Position (FNP/TOL)]	29.17 %
	d. NOL as Percentage of OPEB Payroll	27.97 %
	e. Service Cost (SC)	\$ 839,352
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	\$ 5,419,738

12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2018
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	a. Has an irrevocable trust been established for OPEB liabilities?	Yes
		FY 16/17 FY 17/18 FY 18/19
13.	b. Amount deposited into Irrevocable OPEB Reserve/Trust	\$ 548,382 \$ 4,750,607 \$ 1,084,901
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	\$ 0 \$ 0 \$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	\$ 2,227,926 \$ 7,317,337 \$ 8,972,018

Cash Position

		FY 16/17	FY 17/18	FY 18/19
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet)	\$ 33,235,740	\$ 34,599,827	\$ 27,504,429

	Total accounts 9100 through 9115)
15.	Does the district prepare cash flow projections during the year? Yes

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org , along with the institution's response to any audit exceptions (mm/dd/yyyy) 05/10/2020
	NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.
17.	Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable): FY 16/17 n/a FY 17/18 n/a FY 18/19 n/a

Other District Information

		FY 16/17	FY 17/18	FY 18/19
18.	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	15,641	15,600	15,100
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	16,422	14,782	14,545
19.		FY 16/17	FY 17/18	FY 18/19

	Number of FTES shifted into the fiscal year, or out of the fiscal year	<input type="text" value="556"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
20.	<p>During the reporting period, did the district</p> <p>a. settle any contracts with employee bargaining units? <input type="text" value="Yes"/></p> <p>b. Did any negotiations remain open? <input type="text" value="No"/></p> <p>c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues</p> <input type="text"/>			

College Data

21.	<p>NOTE: For a single college district the information is the same that was entered into the District section of the report.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 16.6%;">FY 16/17</th> <th style="width: 16.6%;">FY 17/18</th> <th style="width: 16.6%;">FY 18/19</th> </tr> </thead> <tbody> <tr> <td>a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)</td> <td><input type="text" value="15,641"/></td> <td><input type="text" value="15,600"/></td> <td><input type="text" value="15,100"/></td> </tr> <tr> <td>b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320</td> <td><input type="text" value="16,422"/></td> <td><input type="text" value="14,782"/></td> <td><input type="text" value="14,545"/></td> </tr> </tbody> </table>		FY 16/17	FY 17/18	FY 18/19	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)	<input type="text" value="15,641"/>	<input type="text" value="15,600"/>	<input type="text" value="15,100"/>	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	<input type="text" value="16,422"/>	<input type="text" value="14,782"/>	<input type="text" value="14,545"/>			
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27.	<p>Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District</p> <p>Please describe the leadership change(s)</p> <p>Hired New Vice President of Human Resources</p>								

The data included in this report are certified as a complete and accurate representation of the reporting college.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
 10 Commercial Blvd., Suite 204
 Novato, CA 94949
 email: support@accjc.org
 phone: 415-506-0234