



**Institutional Self-Evaluation Report
In Support of
Reaffirmation of Accreditation**

Submitted by

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208

to

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

Submitted December 2022

Certification

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

From: Dr. Ryan Cornner
Glendale Community College
1500 North Verdugo Road, Glendale, CA 91208

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

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

Signatures:

<u>[Chief Executive Officer]</u>	<u>[Date]</u>
<u>[Chief Executive Officer]</u>	<u>[Date]</u>
<u>[Chairperson, Governing Board]</u>	<u>[Date]</u>
<u>[Name, Title, Representing]</u>	<u>[Date]</u>
<u>[Name, Title, Representing]</u>	<u>[Date]</u>
<u>[Name, Title, Representing]</u>	<u>[Date]</u>
<u>[Name, Title, Representing]</u>	<u>[Date]</u>

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A. Introduction

College History

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

In the 1930s and 1940s, additional land was purchased and new construction occurred. A student union was constructed in 1937 and an auditorium was constructed in 1948. In 1962, a new building for chemistry and mathematics was added, and the science building, renamed the Physics-Biology Building, was remodeled in 1963. A new library was built in 1967, followed by a building for aviation and arts in 1975. The College was renamed Glendale Community College in 1971. In 1980, voters approved the separation of the College from the GUSD, creating the Glendale Community College District. Since April 1983, the College has been governed by its own five-member Board of Trustees.

During the 1980s and 1990s, construction and expansion continued, including the addition of the Child Development Center, the Life Skills Building, and the San Rafael Building, which consisted of classrooms, computer labs, and faculty offices. A facility was constructed at a site approximately three miles south of the main campus to house noncredit programs. This facility, initially named the Adult Community Training Center, would later be renamed the Garfield Campus. An additional site, the Professional Development Center, which provides state-funded workforce training, moved into its headquarters in Montrose.

In March 2002, Glendale voters passed a \$98 million facilities bond measure for repair and rehabilitation of deteriorated educational facilities and for the creation of classrooms and instructional support space. Improvements included an upgrade of the College's network infrastructure and the construction of a science center, parking structure, a health sciences building, as well as the expansion of the Garfield Campus. Bond funds and state funds were also used to construct the Sierra Vista Building, which houses student services, labs, classrooms, and offices.

In the time since its 2016 Self-Evaluation Report and site visit, various major changes have occurred at the College. In November 2016, Glendale voters approved the issue of a \$325 million general obligation bond to enable the College to update its educational facilities and add classrooms and instructional support space at the Verdugo, Garfield, and Montrose campuses.

At the Verdugo Campus, the San Rafael Building was renovated and the Tongva Building was repurposed to include a state-of-the-art welding facility and machine technology laboratory. Currently under development are: the renovation of the San Gabriel Building to improve spaces for the Office of Disabled Students and Programs and Services as well as the Math department; expansion of the central plant; and construction of a biological and physical sciences building, an instructional building, conference center with performance plaza, and a storage facility. At the Garfield Campus, the Mariposa Building was renovated to improve educational and student support spaces, and adjacent land was acquired to address current needs and support projected growth. The commercial property adjacent to the Professional Development Center was acquired to expand and improve the College's ability to meet the educational needs of the community. Together, these two facilities presently constitute the Montrose Campus. The Fire Academy program was relocated to the Glendale Fire Department training facility. To improve energy conservation, outdated HVAC systems and inefficient windows were replaced. Wayfinding signage has been installed to ensure students and visitors are able to navigate the campuses.

Although Board members had previously been elected by District residents on an at-large basis, the 2017 election was the first to initiate a new process whereby Board members represent five geographic areas within the District.

In March 2020, the Coronavirus Disease 2019 (COVID-19) was declared a pandemic by the World Health Organization and brought about a years-long outbreak which was global in scale and historic in nature. At that time, a statewide stay-at-home order was issued by the California governor and consequently necessitated that Glendale Community College transition to remote delivery of instruction and support services for students. To ensure the safety of students and staff, the spring 2020 commencement ceremony was cancelled. In the ensuing years, the College leveraged ingenuity and technology to continuously adapt its operations in response to the pandemic's ever-evolving series of challenges. In spring 2021, Glendale Community College served as the host site for a mass vaccination clinic on Verdugo Campus in partnership with the City of Glendale and Adventist Health. Consequently, the Glendale City Council honored the College for its role in the Jewel City Vax Clinic where medical staff and volunteers administered more than 16,000 doses of the COVID-19 vaccine to the community from early April to mid-June of that year. In August 2020, after substantive change consultation with the Accrediting Commission for Community and Junior Colleges (ACCJC), the College was able to designate its programs to have more than 50% of their courses offered in a distance education format. The following year, the 2021 commencement took place through an online virtual event and was additionally celebrated through an automobile procession of music, decorations, and festive signage, which was also livestreamed on the internet.

In fall 2021, as a result of substantial vaccination progress, the College was able to resume in-person instruction for more than 120 in-person classes. Since that time, recognizing the need for diverse choices to fit the individual needs of students, the College resumed offering in-person, remote, hybrid, and online courses. The spring 2022 commencement constituted the College's first in-person graduation ceremony within the last three years. The Class of 2022 consisted of more than 1,200 graduates and resulted in the awarding of a record number of

degrees and certificates. For fall 2022, the College has been able to schedule face-to-face instruction for approximately 50 percent of its course offerings. Although the COVID-19 pandemic has wrought unprecedented adversity and unanticipated challenges, the College community has persevered to ensure students reach their educational goals.

Student Enrollment Data

The following paragraphs show enrollment, demographic, and outcomes data about Glendale Community College’s students. More detailed information is available online at the College Profile webpage. [\[EVIDENCE\]](#)

Enrollment trends for credit and noncredit students are shown in Figure 1. Headcount enrollment has been declining since the 2016 accreditation, a trend that accelerated during the COVID-19 pandemic, particularly for noncredit enrollment. Noncredit enrollment began to rebound in 2021 and 2022, but credit enrollment has continued to decrease. The pattern is also shown in Figure 2, which shows full-time equivalent enrollments (FTES), which accounts for student units and hours.

Figure 1. Headcount Enrollment

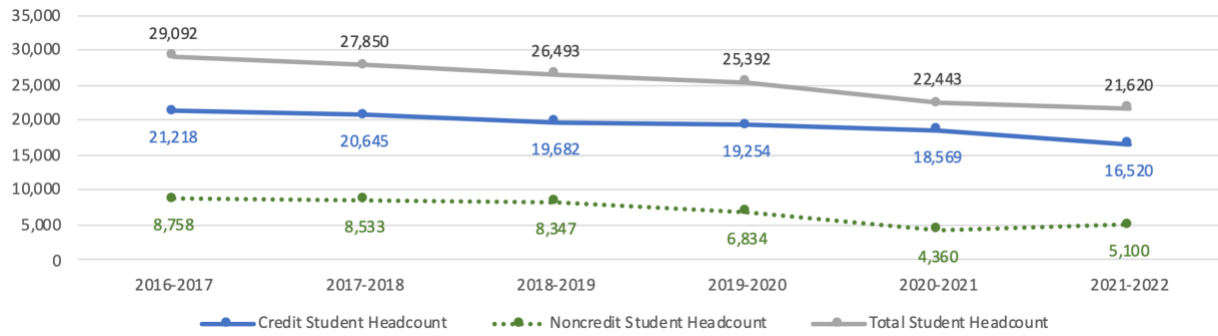


Figure 2. Full-Time Equivalent Student Enrollment

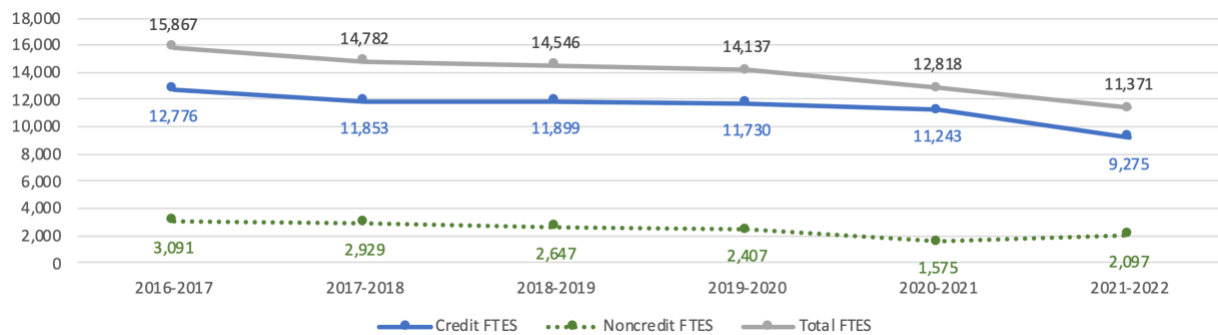


Figure 3 below shows the number of duplicated enrollments by modality. Before the changes beginning in spring 2020 due to the COVID-19 pandemic, only about 11 percent of credit enrollments were in online and hybrid courses. In spring 2020, most class sections were converted to a remote synchronous format. In the 2021-2022 academic year, the percentage of classes held on campus increased from 1 percent to 11 percent. However, the College offered most course sections in remote and online formats.

Figure 3. Duplicated Enrollments by Modality

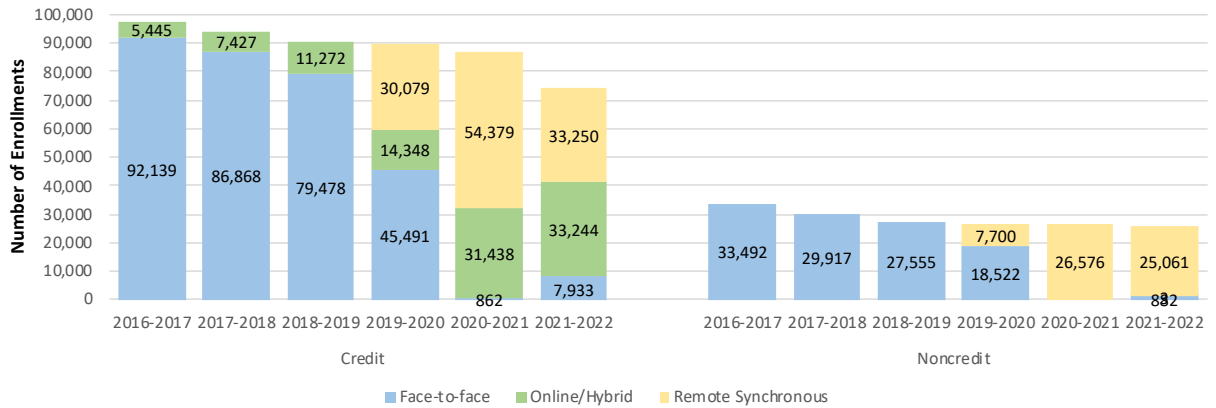


Figure 4 below shows credit and noncredit enrollment by gender. The gender distribution has remained relatively stable over the past six years, with female students representing approximately 55 percent of credit students and 60 percent of noncredit students. The College will be collecting more information on nonbinary and other gender-identifying students going forward, as gender information is not consistently available for past academic years.

Figure 4. Gender Distribution of Credit and Noncredit Students

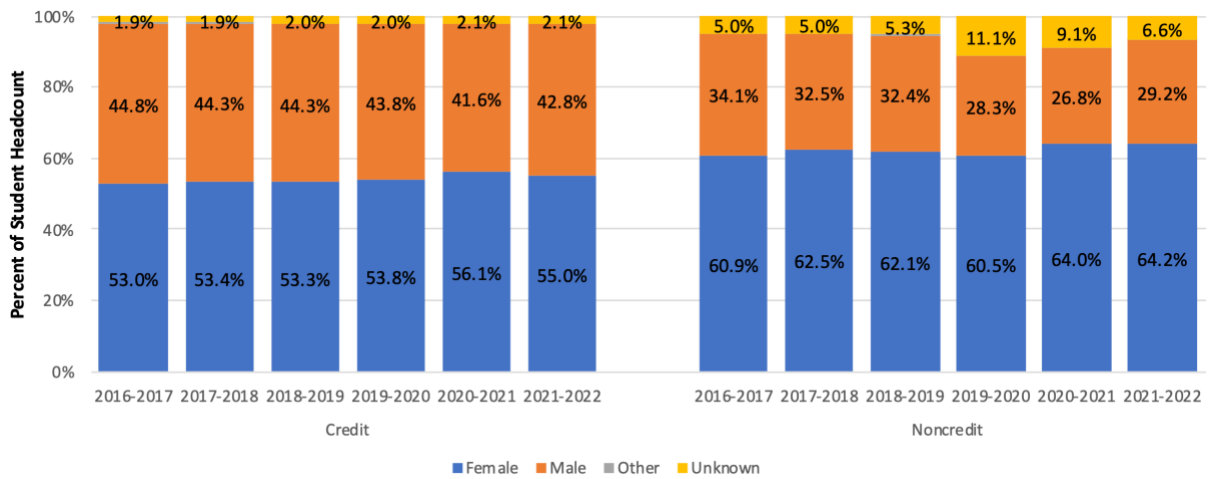


Figure 5 below shows the distribution of credit and noncredit student headcount by ethnicity. While the largest groups of credit and noncredit students are categorized as White, these groups include Caucasian students of Armenian descent, a population with different needs (including English as a second language) than the traditional White college student population.

Figure 5. Ethnicity Distribution of Credit and Noncredit Students

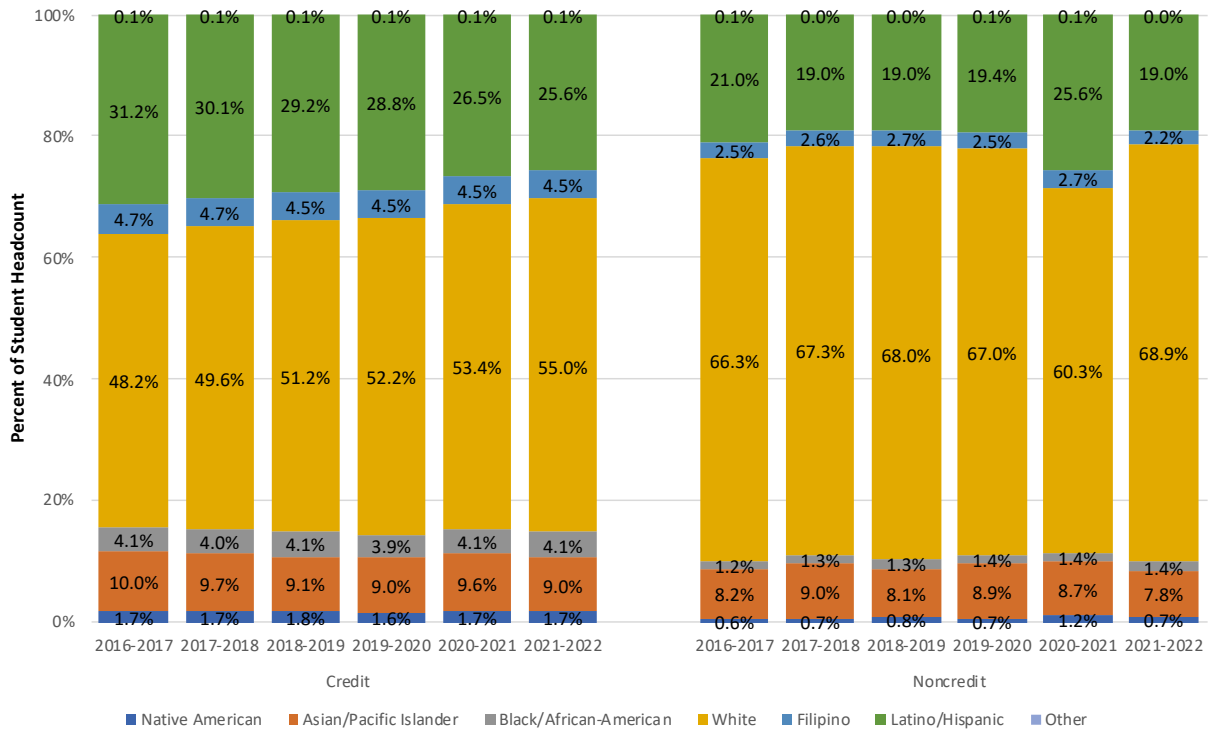


Figure 6 below shows the distribution of credit and noncredit student headcount by age group. Credit programs tend to serve younger students than noncredit programs. The median age of credit students is 22 while the median age of noncredit students is 40.

Figure 6. Age Distribution of Credit and Noncredit Students

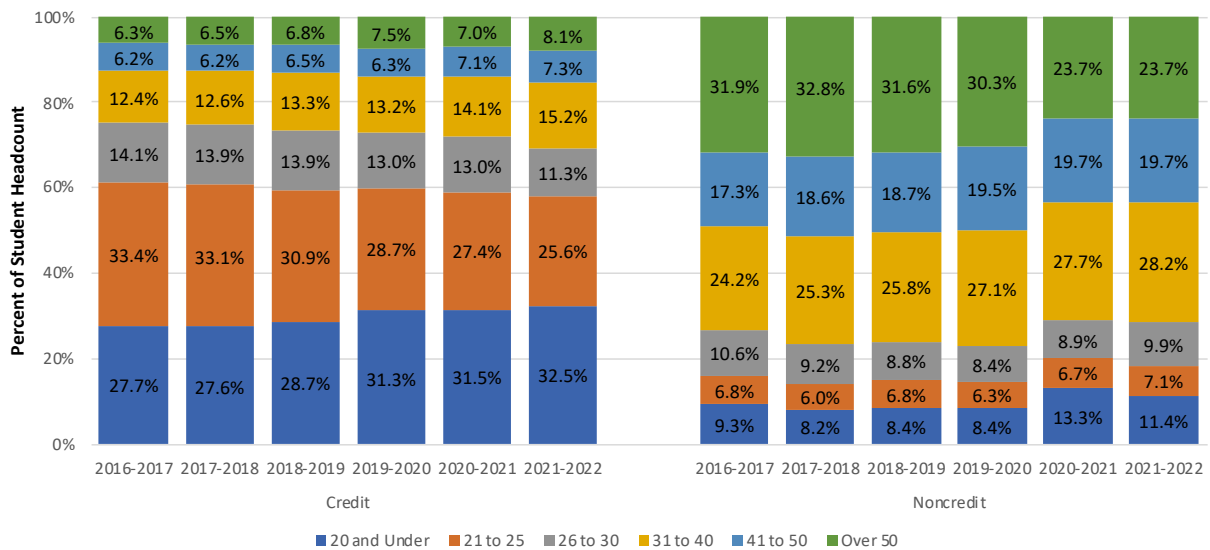


Figure 7 below shows the headcount of students with disabilities enrolled in credit and noncredit courses. As the overall student population has declined, the number of students with disabilities has also declined.

Figure 7. Headcount of Students with Disabilities

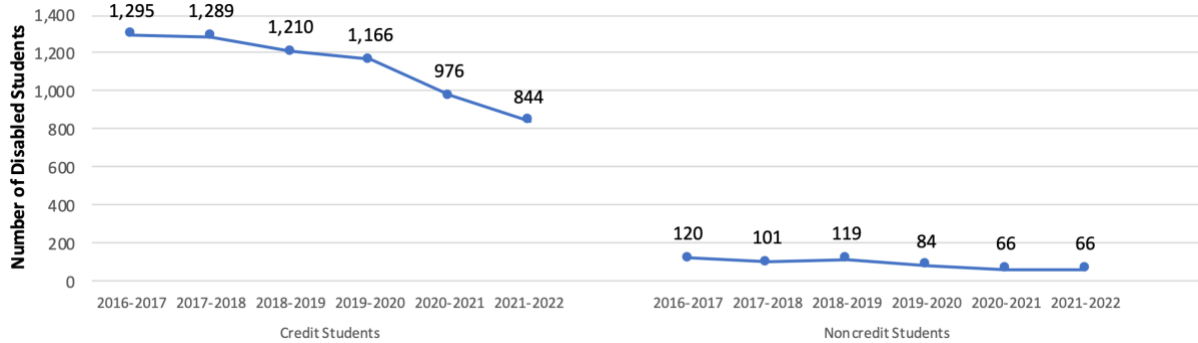


Figure 8 below shows the headcount of students receiving financial aid. The decrease in students receiving financial aid has paralleled the overall decrease in the number of credit students.

Figure 8. Headcount of Students Receiving Financial Aid

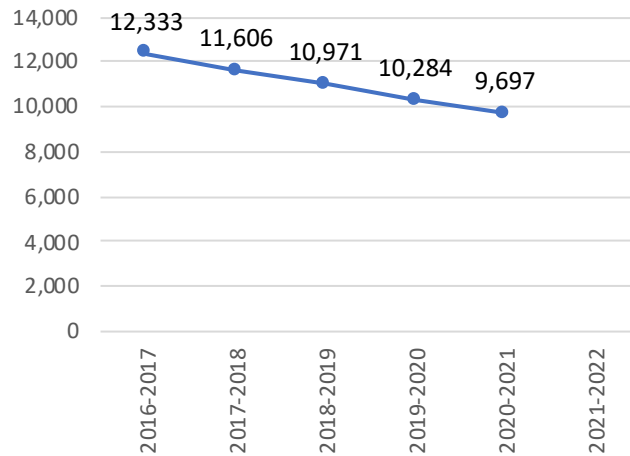


Figure 9 below shows the headcount of credit students studying on student visas. Figure 10 shows the headcount of AB 540 students. The number of both groups has decreased with the overall decrease in the number of enrolled students. Changes in immigration policy and pandemic-related travel restrictions have also affected the number of international students.

Figure 9. Headcount of International Students

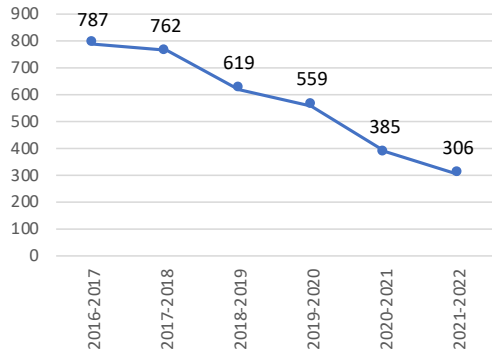


Figure 10. Headcount of AB 540 Students

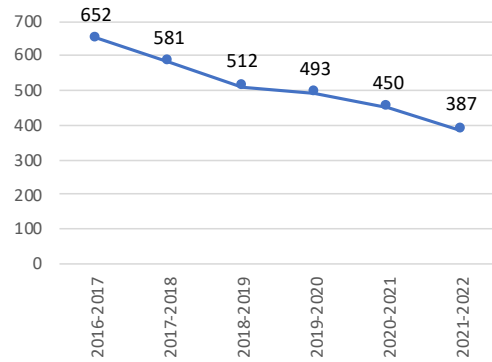
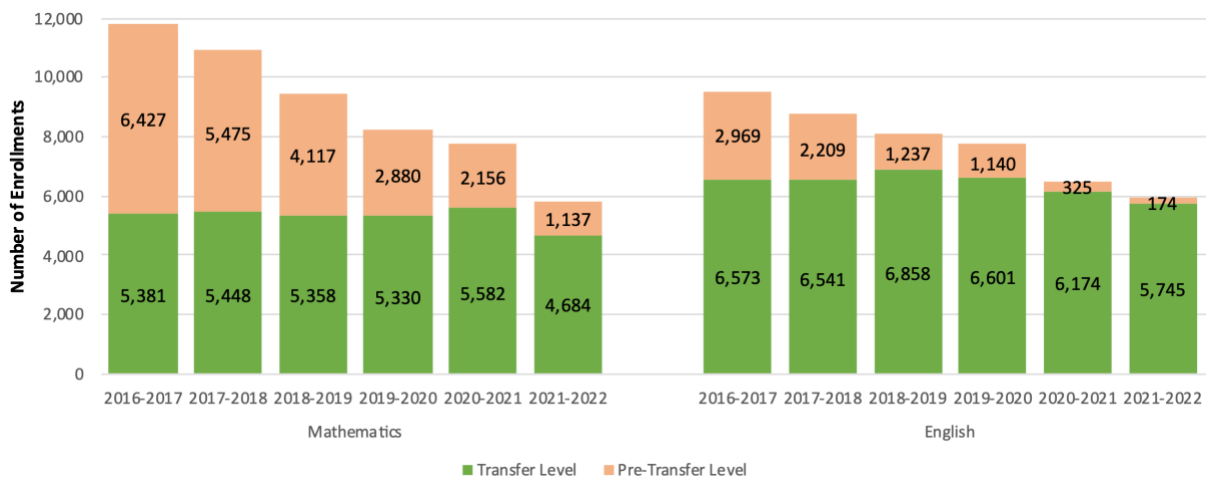


Figure 11 below shows the number of enrollments in transfer-level and pre-transfer-level mathematics and English credit courses. In 2017, California Assembly Bill 705 required community colleges to maximize the probability students would enter and complete transfer-level coursework in mathematics and English within one year, resulting in changes to curriculum and policies. The result of AB 705 was to reduce and eventually eliminate the number of pre-transfer courses offered in mathematics and English, resulting in a substantial decline in such enrollments between 2016 and 2022.

Figure 11. Enrollments in Transfer-Level and Pre-Transfer Mathematics and English Courses



Labor Market Data

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

Labor Market Data

Glendale Community College is located in Los Angeles County, the most populous county in the United States with a diverse set of industries and employers. The section below presents labor market information for Los Angeles County and more narrowly defined parts of the College’s service area. Tables 1-3 show occupations with the most projected new jobs in Los Angeles County by entry-level educational requirement, according to the California Employment Development Department’s 2018-2028 employment projections. These are the most current long-term projections available, and they do not account for the impact of the COVID-19 pandemic. [\[EVIDENCE\]](#)

Table 1. Top Occupations Requiring Postsecondary Certificate in Los Angeles County, 2018 to 2028

Occupation	2018 Employment	2028 Employment	Average Annual Change	Percent Change, 2018 to 2028	Projected Annual Percent Change
Heavy and Tractor-Trailer Truck Drivers	36,010	40,580	+457	+12.7%	+1.3%
Nursing Assistants	34,730	39,530	+480	+13.8%	+1.4%
Medical Assistants	24,200	29,980	+578	+23.9%	+2.4%
Licensed Practical and Licensed Vocational Nurses	18,960	21,600	+264	+13.9%	+1.4%
Hairdressers, Hairstylists, and Cosmetologists	15,840	17,690	+185	+11.7%	+1.2%
Automotive Service Technicians and Mechanics	17,510	17,060	-45	-2.6%	-0.3%
Dental Assistants	12,600	14,370	+177	+14.0%	+1.4%
Manicurists and Pedicurists	9,310	10,490	+118	+12.7%	+1.3%
Audio and Video Equipment Technicians	8,850	10,220	+137	+15.5%	+1.5%
Telecommunications Equipment Installers and Repairers, Except Line Installers	8,450	8,490	+4	+0.5%	+0.0%

Table 2. Top Occupations Requiring Associate Degrees in Los Angeles County, 2018 to 2028

Occupation	2018 Employment	2028 Employment	Average Annual Change	Percent Change, 2018 to 2028	Projected Annual Percent Change
Web Developers	6,120	7,000	+457	+88	+14.4%

Respiratory Therapists	4,990	6,290	+480	+130	+26.1%
Dental Hygienists	4,620	5,250	+578	+63	+13.6%
Radiologic Technologists	4,540	5,180	+264	+64	+14.1%
Computer Network Support Specialists	4,540	4,870	+185	+33	+7.3%
Architectural and Civil Drafters	3,730	3,840	-45	+11	+2.9%
Human Resources Assistants, Except Payroll and Timekeeping	3,670	3,580	+177	-9	-2.5%
Electrical and Electronics Engineering Technicians	3,140	3,190	+118	+5	+1.6%
Broadcast Technicians	2,900	3,150	+137	+25	+8.6%
Life, Physical, and Social Science Technicians, All Other	2,110	2,400	+4	+29	+13.7%

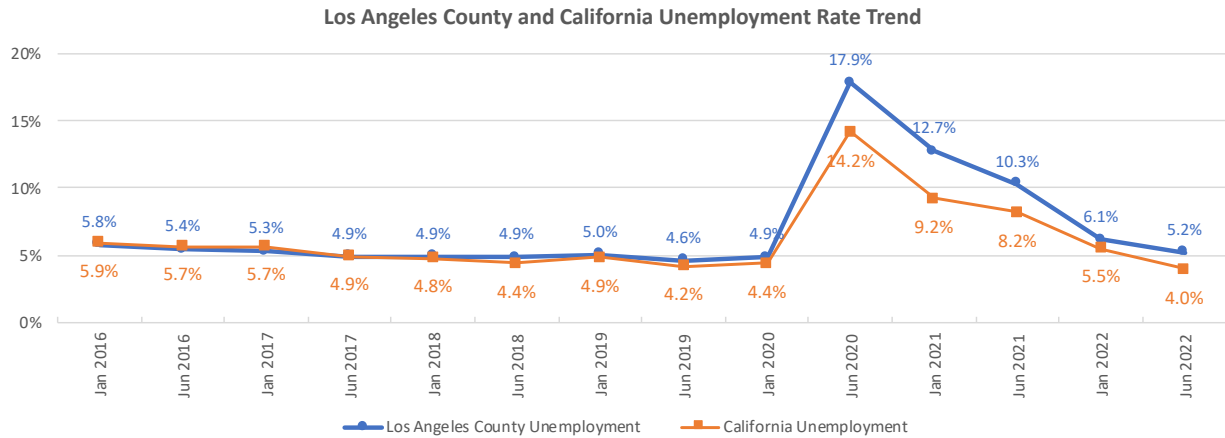
Table 3. Top Occupations Requiring Bachelor’s Degrees in Los Angeles County, 2018 to 2028

Occupation	2018 Employment	2028 Employment	Average Annual Change	Percent Change, 2018 to 2028	Projected Annual Percent Change
Registered Nurses	81,610	94,000	+1,239	+15.2%	+1.5%
General and Operations Managers	66,430	71,940	+551	+8.3%	+0.8%
Accountants and Auditors	50,230	53,760	+353	+7.0%	+0.7%
Business Operations Specialists, All Other	48,400	53,530	+513	+10.6%	+1.1%
Managers, All Other	37,390	40,930	+354	+9.5%	+0.9%
Elementary School Teachers, Except Special Education	33,790	35,790	+200	+5.9%	+0.6%
Secondary School Teachers, Except Special and Career/Technical Education	32,870	34,970	+210	+6.4%	+0.6%
Market Research Analysts and Marketing Specialists	25,480	31,390	+591	+23.2%	+2.3%
Management Analysts	26,650	30,050	+340	+12.8%	+1.3%
Financial Managers	23,100	27,050	+395	+17.1%	+1.7%

Unemployment

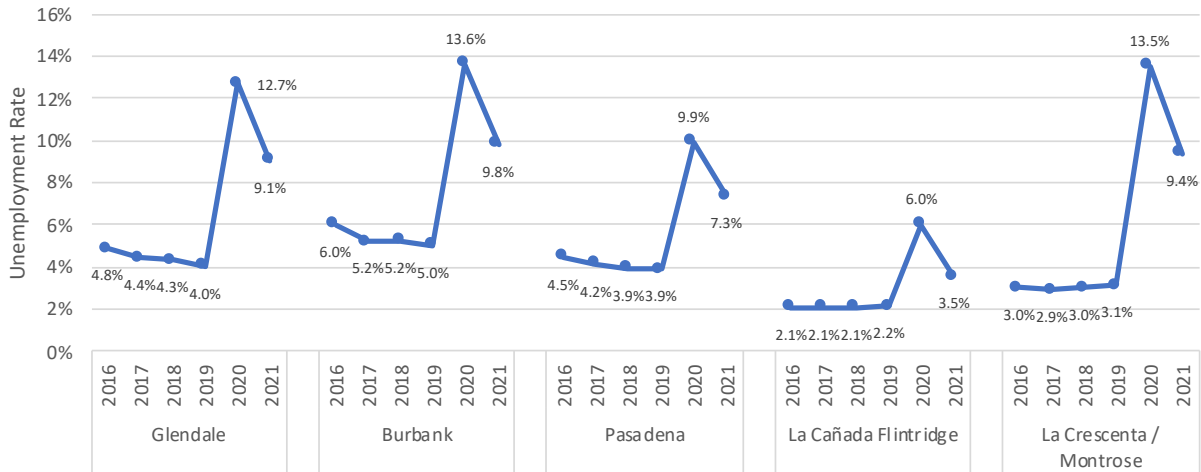
Figure 12 shows unemployment rate between 2016 and 2022 for Los Angeles County and California as a whole. After the economic downturn beginning in 2008, the unemployment rate in Los Angeles County declined to approximately five percent and remained steady until the effects of the COVID-19 pandemic and stay-at-home orders drove unemployment up to nearly 18 percent. Since the spring of 2020, unemployment in Los Angeles County has declined to close to its pre-pandemic rate.

Figure 12. Unemployment Rate in Los Angeles County and California



There is some variability in unemployment rates across the College’s region, as Figure 13 shows. Unemployment is currently higher in Glendale, Burbank, and La Crescenta/Montrose than in Pasadena and La Cañada Flintridge.

Figure 13. Unemployment Rate in Service Area



Demographic and Socio-economic Data

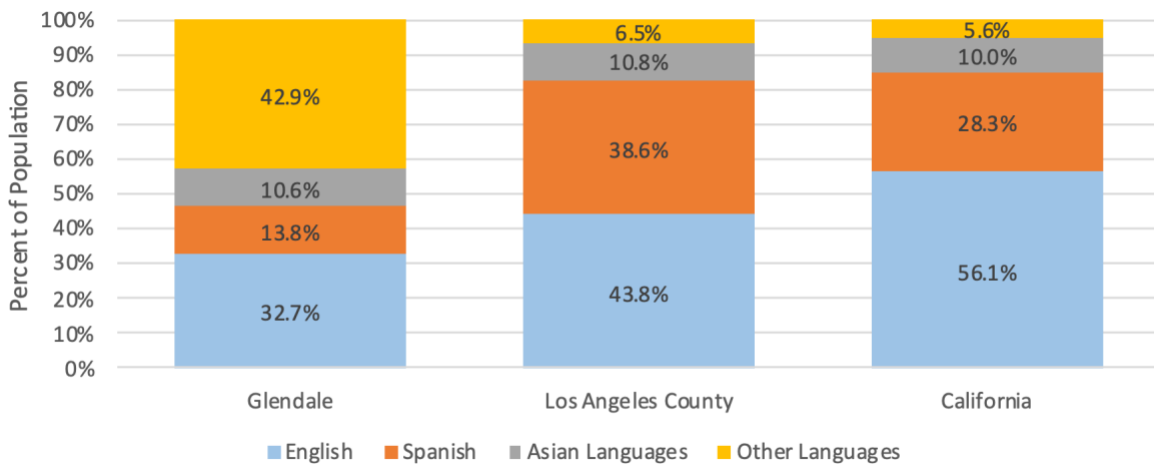
Demographically, the College’s service area is diverse. Table 4 shows diversity in terms of race/ethnicity of the populations of the largest cities in the service area, based on the United States 2020 Census.

Table 4. Population of Service Area by Race/Ethnicity

Area	Total Population	White, Non-Hispanic	Hispanic	Black	Asian/Pacific Islander	Other/Multiple Races
Glendale	192,366	62%	18%	2%	14%	5%
Pasadena	135,732	35%	35%	8%	18%	4%
Burbank	105,401	55%	24%	3%	12%	6%

A large proportion of Glendale’s White, Non-Hispanic population is made up of residents of Armenian descent. This diversity is reflected in Figure 14, which shows the percent of residents speaking English and other languages in the home, based on the United States Census American Community Survey’s five-year estimate in 2020. Nearly 70 percent of Glendale residents speak a language other than English in the home, with over 30 percent speaking languages categorized by the Census Bureau as “other languages,” which include Armenian and Farsi.

Figure 14. Population by Language Spoken in Home



As the median age data in Figure 15 show, the population of Glendale is somewhat older than that of Los Angeles County and of California. These data are based on U.S. Census American Community Survey five-year estimates.

Figure 15. Population Median Age

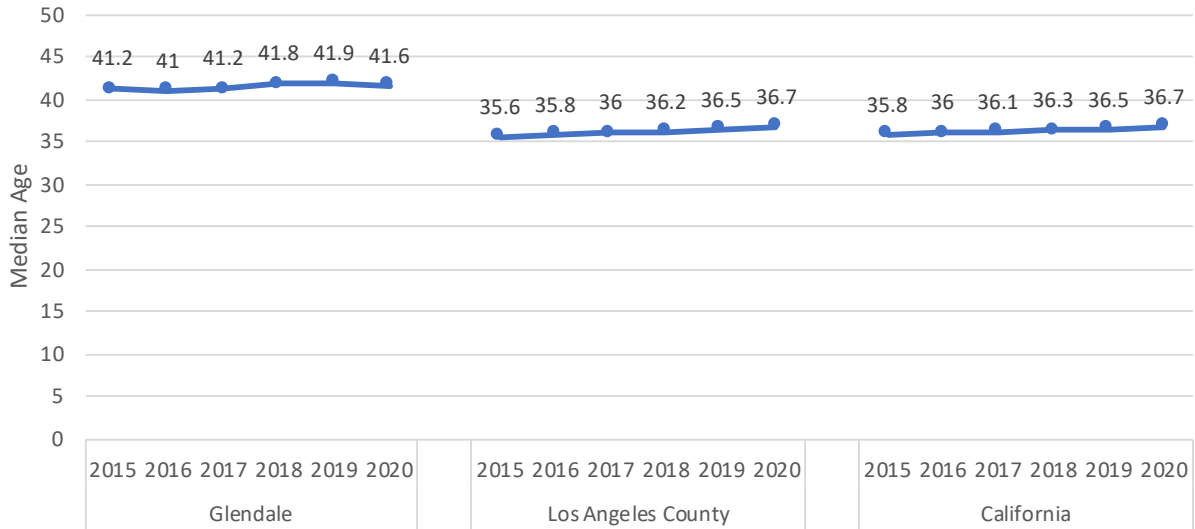
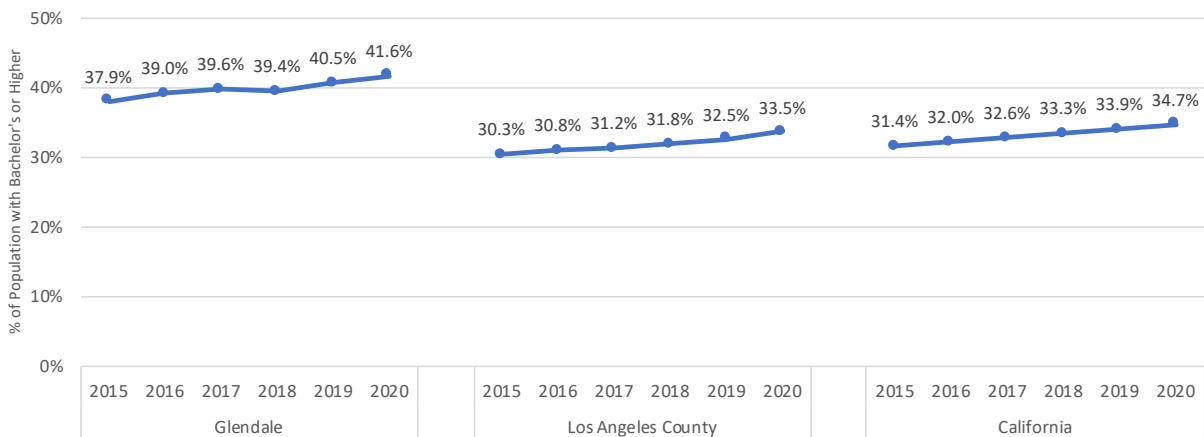


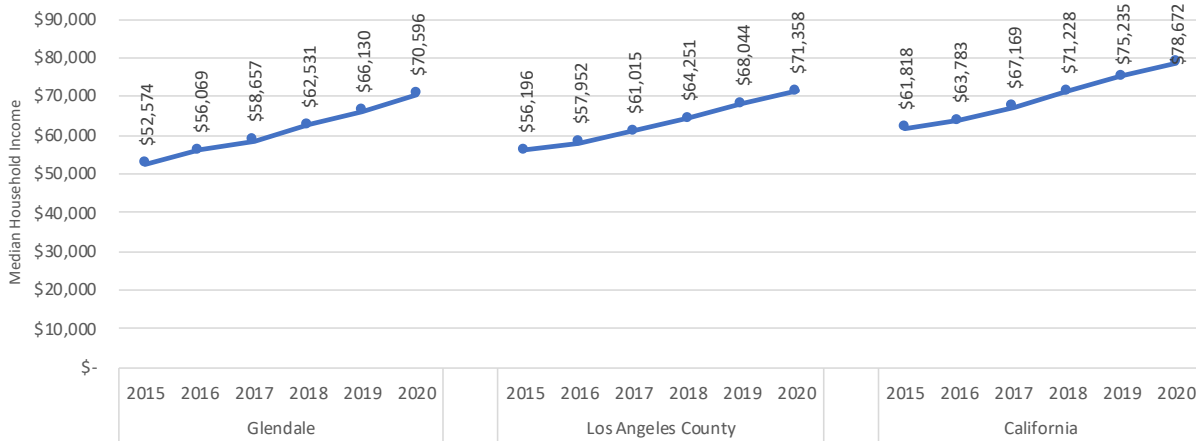
Figure 16 shows the percent of residents with a bachelor’s degree or higher. In addition to an older population, Glendale has a population that is somewhat more highly educated than the average for Los Angeles County and for California.

Figure 16. Population by Education Level



Although Glendale’s population is more highly educated than the average for Los Angeles County and California, household income is not higher, as Figure 17 shows. The median household income is slightly lower than that of Los Angeles County and California as a whole.

Figure 17. Median Household Income



Sites

The College’s primary sites are listed in Table 5. The Verdugo Campus mainly offers credit courses, with some noncredit courses. The Garfield Campus currently offers only noncredit continuing education courses. The Montrose Campus consists of the Professional Development Center which offers workforce training to employers, as well as a newly-acquired adjacent building that will be developed to expand the College’s ability to meet the educational needs of the community. The Baja California Field Station is used to offer courses in Mexico to Glendale Community College students. The College does not operate any facilities outside the United States that enroll foreign nationals.

Table 5. Instructional Sites

Site Name	Address	Phone
Verdugo Campus	1500 North Verdugo Road, Glendale, California 91208	(818) 240-1000
Garfield Campus	1122 East Garfield Avenue, Glendale, California 91205	(818) 548-5233
Montrose Campus	2340 Honolulu Avenue, Montrose, California 91020	(818) 957-0024
Baja California Field Station	Estación del Mar Cortés, Bahía de Los Angeles, Baja California, México	(no phone number)

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

Specialized or Programmatic Accreditation

Glendale Community College offers a number of programs that are accredited and/or licensed by external agencies other than the Accrediting Commissions for Community and Junior Colleges (ACCJC). The Child Development Center has accreditation as a child care facility. These programs are listed in Table 6 and at the College’s Specialized or Programmatic Accreditation webpage. [[EVIDENCE](#)]

Table 6. Specialized or Programmatic Accreditation

Program	Accrediting Agency
Nursing Program	California Board of Registered Nursing
Alcohol/Drug Studies Program	California Association for Alcohol/Drug Educators (CAADE)
Emergency Medical Technician Program	Los Angeles County EMS Agency
Fire Academy Program	State Board of Fire Services, California State Fire Marshalls
Child Development Center (child care facility)	National Association for the Education of Young Children (NAEYC)

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards: College wide Standards

Glendale Community College has established standards and stretch goals for five metrics at the institutional level. The following sections shows College performance on these institution-set standards.

Standard 1 is student course completion rate, defined as the percentage of credit enrollments at census resulting in a passing grade of C or better. The College has established a standard of 68 percent and a stretch goal of 75 percent. The credit course completion rate exceeded the 75 percent stretch goal in fall 2020 and reached 73 percent in fall 2021. Completion rate has not fallen below the institution-set standard of 68 percent.

Figure 18. Institution-Set Standard 1: Student Course Completion Rate

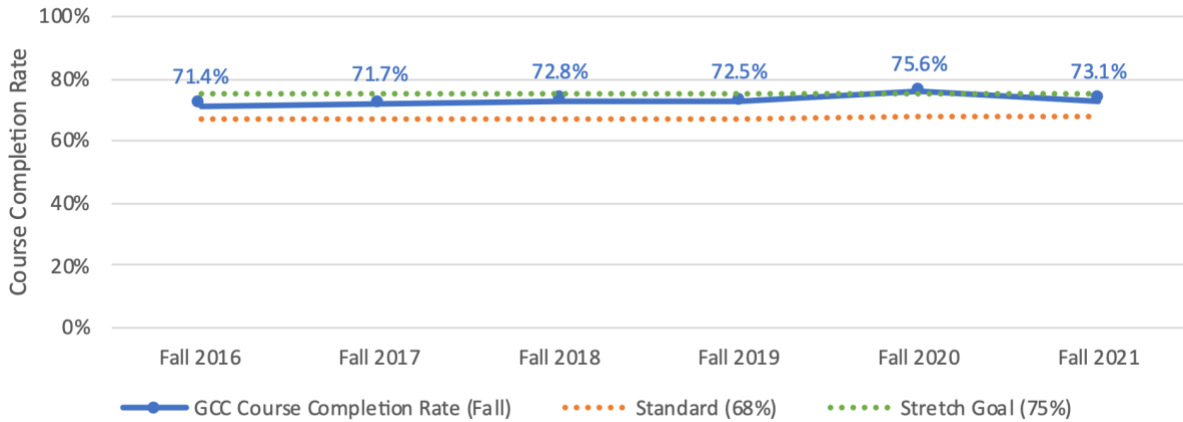
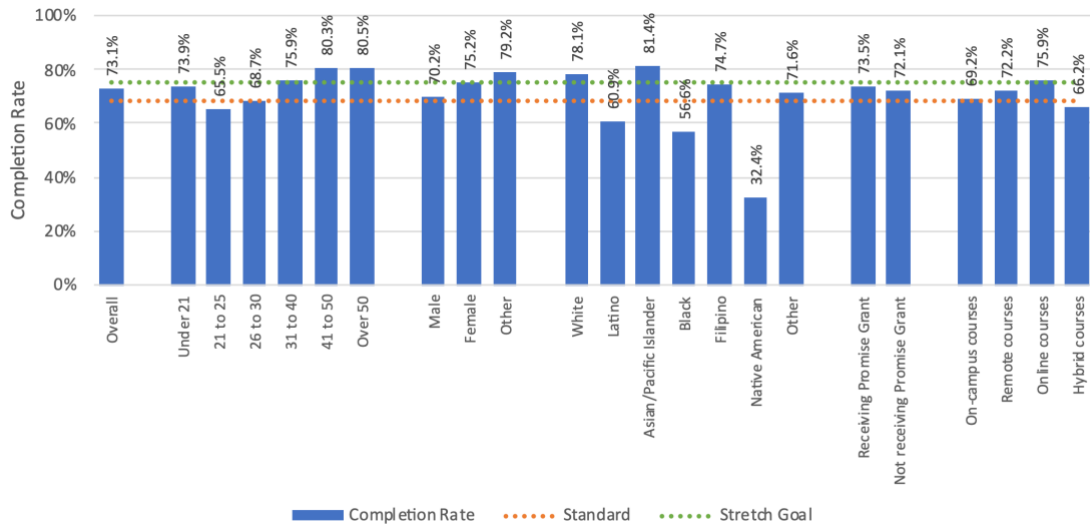


Figure 19 shows course completion rate in fall 2021 for different student groups. Groups whose completion rates fell below the established standard include students aged 21 to 25, Latino students, Black students, Native American students, and students enrolled in hybrid courses.

Figure 19. Institution-Set Standard 1: Student Course Completion Rate in Fall 2021 by Student Group



Standard 2 is student retention rate, defined as the percentage of credit students enrolled in one fall semester who also enroll in the next fall semester. The College has established a standard of 50 percent and a stretch goal of 57 percent. The retention rate from 2020 to 2021 was 47.9 percent, slightly below the standard of 50 percent. Following the policy established by the College’s Academic Senate, a task force was formed to address the issue of falling below the institution-set standard. A detailed description of the College’s actions to address this is provided in section Standard I.B.3 and Section F regarding Standards and Performance with Respect to Student Achievement within the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies.

Figure 20. Institution-Set Standard 2: Student Retention Rate

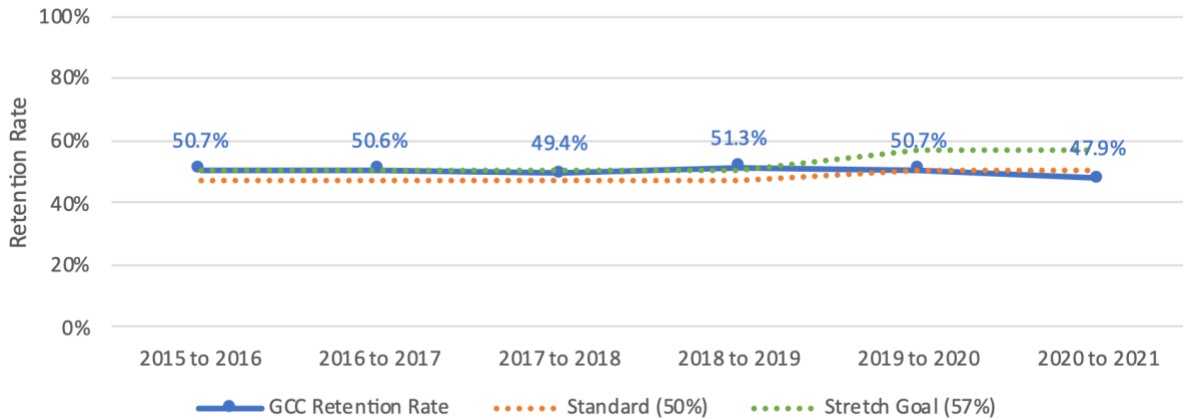
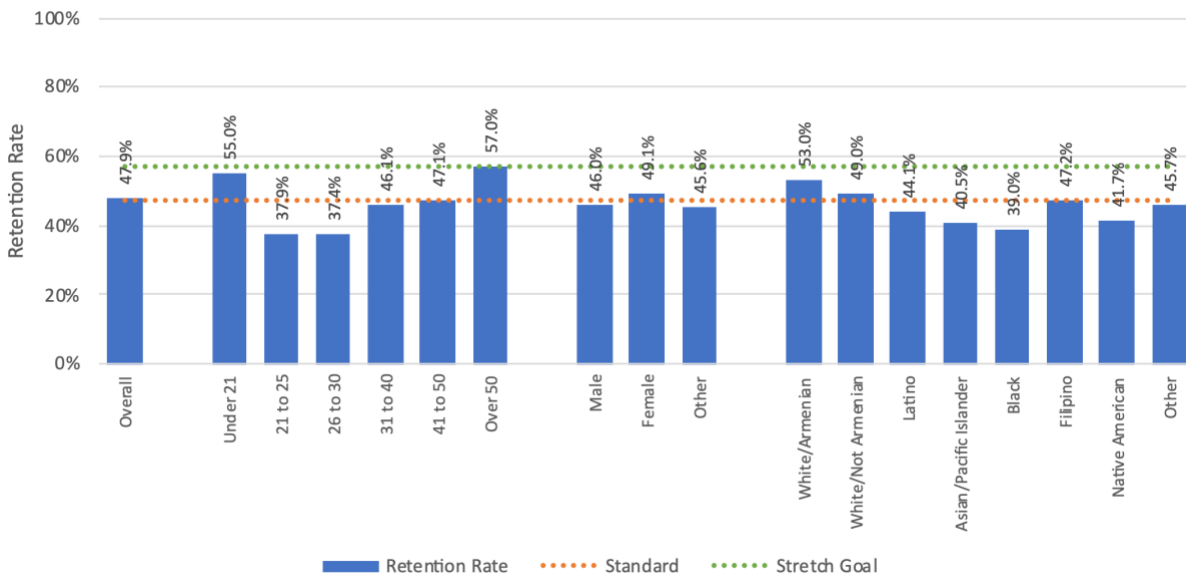


Figure 21 shows retention rate by student group. Groups falling under the revised standard of 47 percent include students age 21 to 25, age 26 to 30, Latino students, Asian/Pacific Islander students, Black students, and Native American students.

Figure 21. Institution-Set Standard 2: Retention Rate by Student Group, Fall 2020 to Fall 2021



Standard 3 is degree completion, defined as the total number of associate degrees awarded by the College in an academic year. The College has established a standard of 1,000 degrees per year

and a stretch goal of 1,200 degrees per year. In 2020-2021, the number of associate degrees awarded exceeded the stretch goal.

Figure 22. Institution-Set Standard 3: Degree Completion

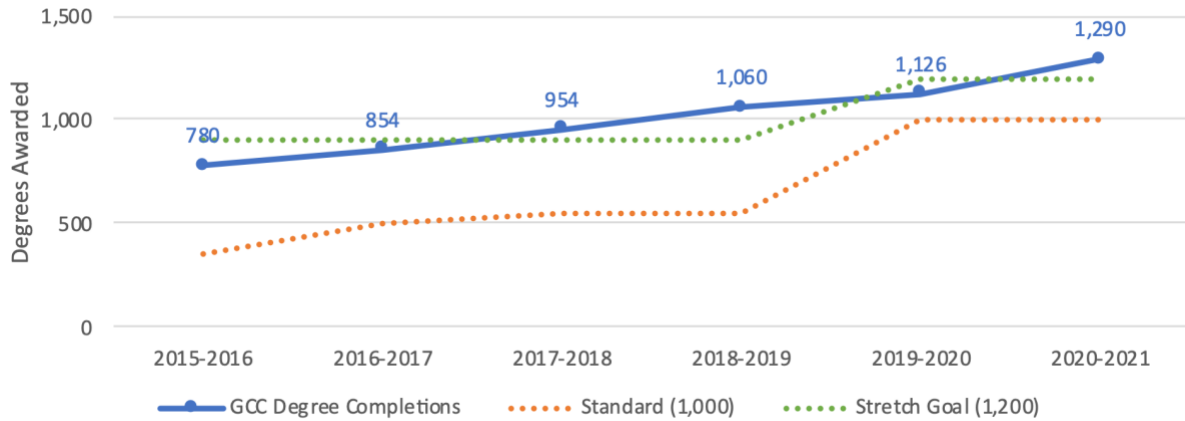
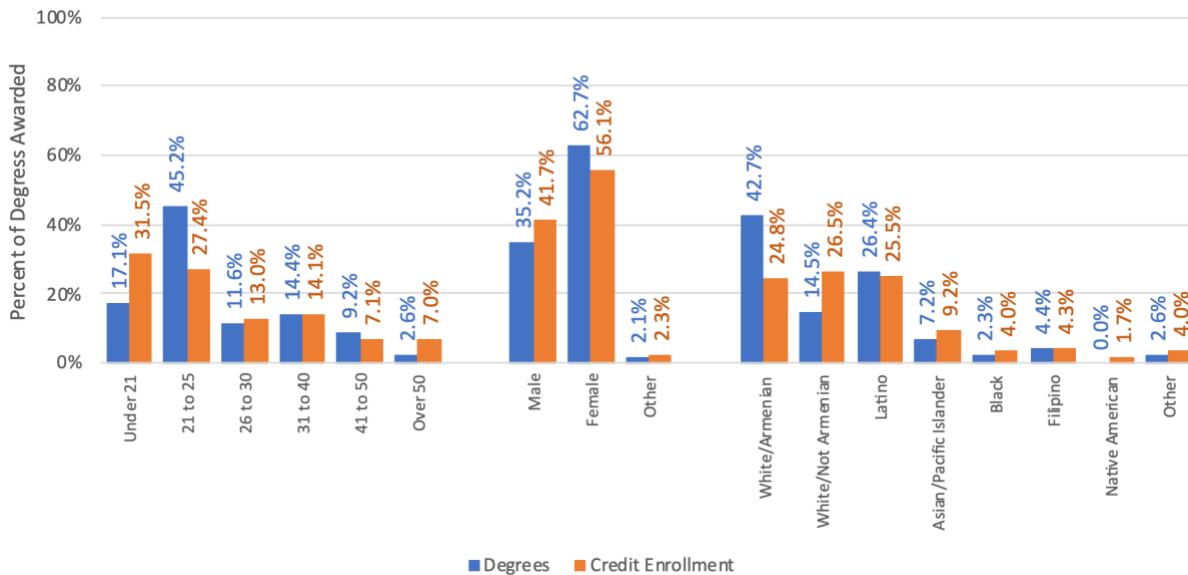


Figure 23 shows the percentage of associate degrees awarded by student group compared to the percentages of all credit students. Students completing degrees tend to be younger than the general student population. The percentages of degree completers among female students and Armenian students are higher than these groups’ representation in the credit student population.

Figure 23. Institution-Set Standard 3: Degree Completion by Student Group Compared to Credit Enrollment, 2020-2021



Standard 4 is transfers, defined as the total number of transfers from the College to the University of California and the California State University. The College has established a standard of 1,100 transfers per year and a stretch goal of 1,300 transfers per year. In 2020-2021, transfers to UC and CSU were slightly higher than the College’s stretch goal.

Figure 24. Institution-Set Standard 4: Transfers

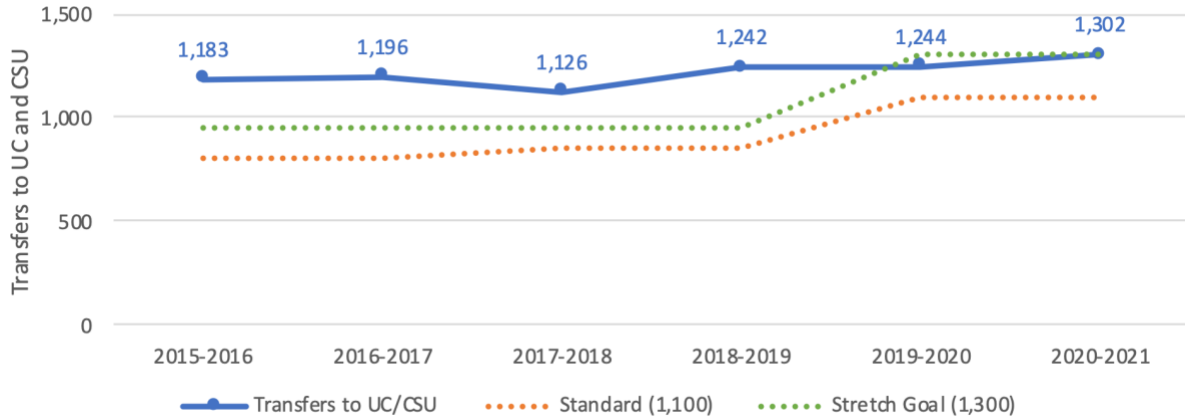
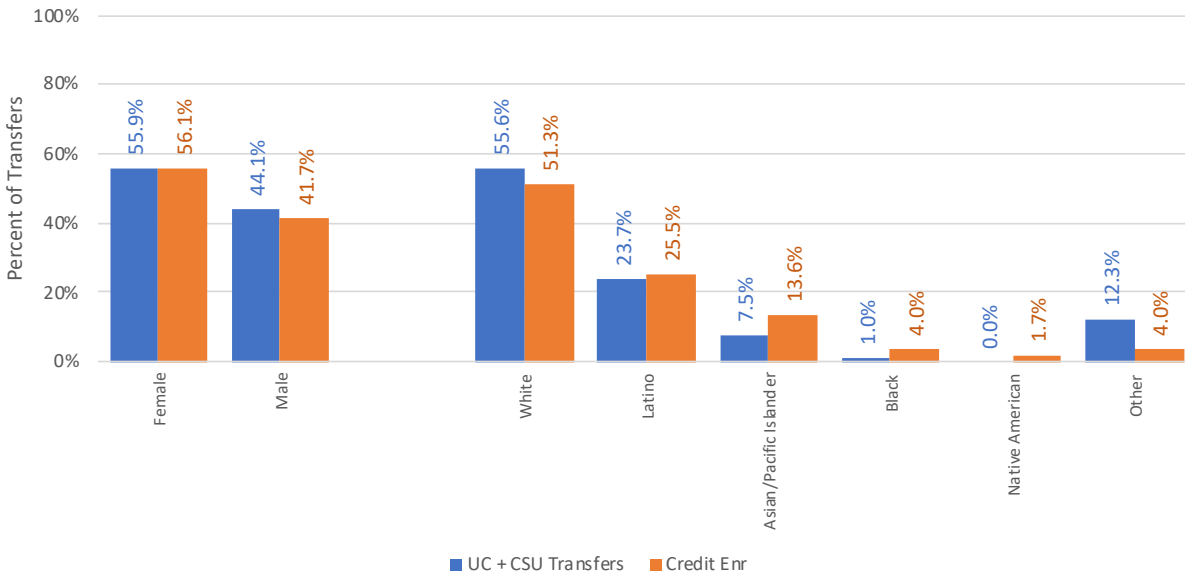


Figure 25 shows transfers by student group, with percentages compared to the percentage of credit students in 2020-2021.

Figure 25. Institution-Set Standard 4: Transfers by Student Group in 2020-2021



Standard 5 is certificate completion, defined as the total number of certificates awarded per year. The College has set a standard of 300 certificates per year and a stretch goal of 500 certificates per year. In 2020-2021, the College awarded about 100 more certificates than the set standard.

Figure 26. Institution-Set Standard 5: Certificates

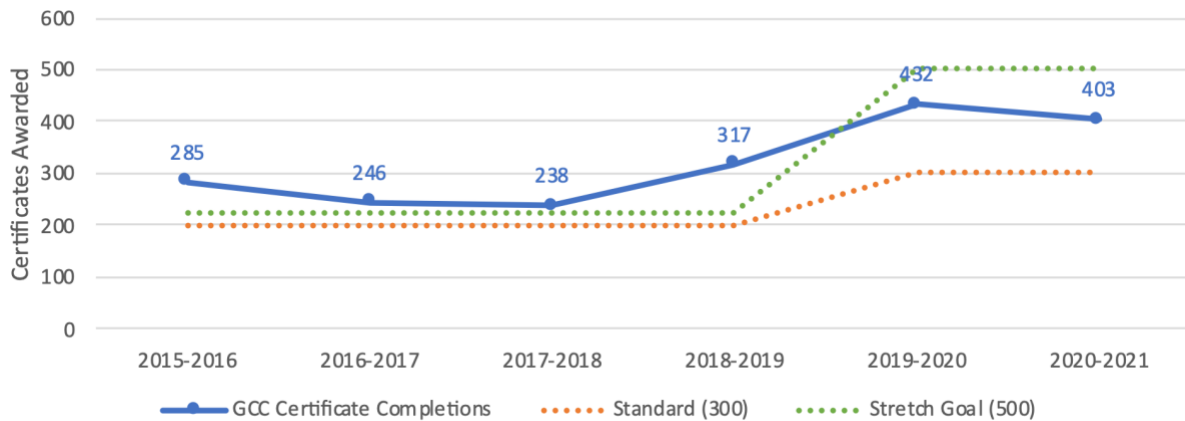
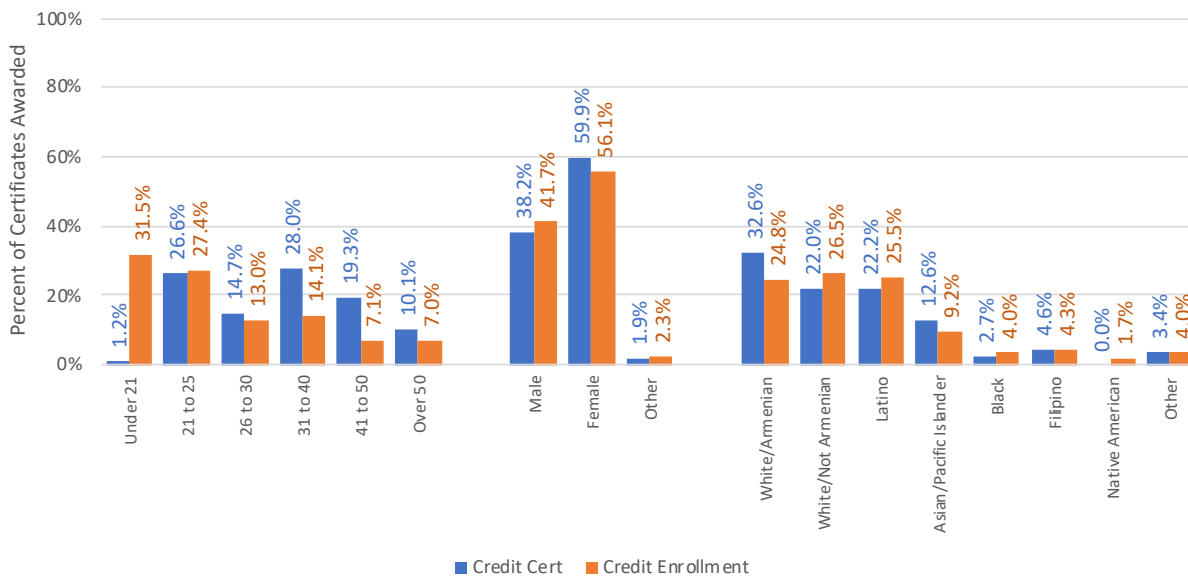


Figure 27 shows the percentage of certificates awarded by student group in 2020-2021 compared to the percentage of student groups in the credit student population.

Figure 27. Institution-Set Standard 5: Certificates by Student Group, 2020-2021



Institution-Set Standards: Programmatic Standards

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

Table 7. Job Placement Rates, Standards, and Stretch Goals

Program	2017-2018	2018-2019	2019-2020	Three-Year Average	Three-Year Completers	Standard	Stretch Goal
Accounting AS Degree	74.7%	81.6%	72.3%	76.3%	224	55%	79%
Accounting Certificate	74.7%	81.6%	72.3%	76.3%	224	55%	79%
Addiction Studies Counseling AS Degree	76.2%	82.4%	80.0%	79.2%	48	52%	82%
Addiction Studies Counseling Certificate	76.2%	82.4%	80.0%	79.2%	48	52%	82%
Administration of Justice AS Degree	83.3%	70.0%	93.3%	81.4%	59	60%	84%
Administration of Justice AS-T Degree	83.3%	70.0%	93.3%	81.4%	59	60%	84%
Administration of Justice Certificate	83.3%	70.0%	93.3%	81.4%	59	60%	84%
Bookkeeping AS Degree	74.7%	81.6%	72.3%	76.3%	224	55%	79%
Bookkeeping Certificate	74.7%	81.6%	72.3%	76.3%	224	55%	79%
Business Administration AS-T Degree	75.9%	78.6%	55.2%	71.3%	115	50%	74%
Business Administration: General Business AS Degree	75.9%	59.1%	83.3%	74.0%	104	50%	77%
Business Administration: General Business Certificate	75.9%	59.1%	83.3%	74.0%	104	50%	77%
CABOT: Administrative Assistant AS Degree	75.0%	78.6%	62.5%	74.0%	50	50%	77%
CABOT: Administrative Assistant Certificate	75.0%	78.6%	62.5%	74.0%	50	50%	77%
CABOT: General Office AS Degree	75.0%	78.6%	62.5%	74.0%	50	50%	77%
CABOT: General Office Certificate	75.0%	78.6%	62.5%	74.0%	50	50%	77%
Child Development: Master Teacher AS Degree	83.3%	60.9%	64.7%	70.3%	64	60%	73%
Child Development: Master Teacher Certificate	83.3%	60.9%	64.7%	70.3%	64	60%	73%
Child Development: Teacher AS Degree	83.3%	60.9%	64.7%	70.3%	64	70%	73%
Child Development: Teacher Certificate	83.3%	60.9%	64.7%	70.3%	64	70%	73%
Computer Programmer Certificate	82.4%	81.8%	50.0%	75.0%	36	50%	78%
Computer Science AS Degree	77.8%	73.9%	66.7%	72.7%	77	50%	76%
Computer Science Certificate	77.8%	73.9%	66.7%	72.7%	77	50%	76%
Computerized Accounting Specialist Certificate	74.7%	81.6%	72.3%	76.3%	224	55%	79%
Fire Technology AS Degree	88.9%	93.5%	89.7%	91.1%	79	70%	94%
Fire Technology Certificate	88.9%	93.5%	89.7%	91.1%	79	70%	94%
Medical Office: Administrative Medical Assistant AS Degree	81.8%	76.9%	70.0%	76.5%	34	50%	79%
Medical Office: Administrative Medical Assistant Certificate	81.8%	76.9%	70.0%	76.5%	34	50%	79%
Medical Office: Medical Front Office AS Degree	81.8%	76.9%	70.0%	76.5%	34	50%	79%
Medical Office: Medical Front Office Certificate	81.8%	76.9%	70.0%	76.5%	34	50%	79%
Photography AS Degree	30.0%	60.0%	27.3%	38.7%	31	50%	53%
Photography Certificate	30.0%	60.0%	27.3%	38.7%	31	50%	53%
Real Estate Appraisal AS Degree	63.8%	65.5%	53.8%	62.5%	128	50%	66%
Real Estate Appraisal Certificate	63.8%	65.5%	53.8%	62.5%	128	50%	66%
Real Estate Broker AS Degree	63.8%	65.5%	53.8%	62.5%	128	50%	66%
Real Estate Broker Certificate	63.8%	65.5%	53.8%	62.5%	128	50%	66%
Receptionist/Office Clerk Certificate	75.0%	78.6%	62.5%	74.0%	50	50%	77%
Registered Nursing AS Degree	95.1%	86.7%	84.6%	89.7%	97	51%	93%
Registered Nursing Certificate	95.1%	86.7%	84.6%	89.7%	97	51%	93%
Restaurant Management AS Degree	20.0%	43.5%	50.0%	35.3%	51	50%	53%
Restaurant Management Certificate	20.0%	43.5%	50.0%	35.3%	51	50%	53%
Transitional Kindergarten Certificate	83.3%	60.9%	64.7%	70.3%	64	70%	73%
Verdugo Fire Academy Certificate	89.5%	76.5%	80.0%	82.9%	41	60%	86%
Verdugo Recruit Fire Academy Certificate	89.5%	76.5%	80.0%	82.9%	41	60%	86%

Analysis: Data are only included for programs that have more than 10 completers per year. The three-year average for the Photography department's A.S. Degree and Certificate programs fell below their standard. Additionally, the three-year averages for the Child Development department's Teacher A.S. Degree and Certificate as well as Transitional Kindergarten

Certificate fell below their standards. Following the policy established by the College’s Academic Senate, the programs’ faculty took actions to address the shortfalls. A detailed description of these departments’ actions is provided in section Standard I.B.3 and in the section regarding Standards and Performance with Respect to Student Achievement within the Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies.

Licensure Examination Pass Rate

Licensure examination passage rate is the percent of program completers who took and passed the relevant exam.

Table 8. Licensure Examination Pass Rates

Degree/Certificate Program	2018-2019	2019-2020	2020-2021	Standard	Stretch Goal
Nursing AS Degree	96%	98.7%	97.7%	80%	83%
Nursing Certificate	96%	98.7%	97.7%	80%	83%
Addiction Studies Counseling AS Degree	90%			70%	73%
Addiction Studies Counseling Certificate	90%			70%	73%

Analysis:

The most recent licensure exam pass rates of 97.7% for the Nursing A.S. Degree and Certificate are well above their program-set standard of 80% and have surpassed their stretch goal of 83%. [Awaiting data for Addiction Studies Counseling.]

C. Organization of the Self-Evaluation Process

Students, classified staff, faculty, and administrators participated in the self-evaluation process. High-level planning and the establishment of the timeline for the College's Institutional Self-Evaluation Report (ISER) and site visit was the responsibility of the Accreditation Leadership Team. This team consisted of the college president, vice president of instruction (the de facto accreditation liaison officer), and the Office of Research and Planning's institutional effectiveness team that consists of the dean of research, planning, and grants, the manager of accreditation and institutional effectiveness, the faculty coordinator of planning and accreditation, and faculty coordinator of institutional effectiveness, called the Core Four. The Core Four are responsible for managing and coordinating all aspects of accreditation, program review, and strategic planning at the College. The Institutional Planning and Coordination Committee (IPCC) provides oversight for accreditation matters, including the preparation of the ISER.

In fall 2020, a gap analysis was conducted by governance committees and other leadership groups for the Accreditation Standard areas under their respective purview. For example, the College Computer Coordinating Committee completed the gap analysis for Standard III.C. Technology Resources and the Academic Affairs Committee and Curriculum and Instruction Committee completed the gap analysis for Standard II.A. Instructional Programs. During the gap analysis, the Standards were reviewed by these area experts who deliberated on existing evidence and provided written conclusions regarding whether the College met each Standard.

The Accreditation Steering Committee included 3 students, 10 classified staff, 13 faculty, and 14 administrators and was composed of the Accreditation Leadership Team, Core Four, and the Standards Workgroups Writing Teams.

In spring 2021, Standards Workgroups Writing Teams were created to develop the College's ISER response to each Standard. Consistent with Administrative Regulation (AR) 4000 Mutual Gains Agreement, every writing team was chaired by a faculty member who was confirmed by the Academic Senate and each team included a representative from the administration who was appointed by the college president. [\[EVIDENCE, EVIDENCE\]](#)[\[Replace AR4000 after updated in 2022\]](#) These teams also included classified staff representatives appointed by leadership of the College's chapter of the California School Employee Association.

That same semester, the writing teams as well as the College community participated in the ISER Kick-Off and Training event which was facilitated by a liaison from the ACCJC. The writing teams later received more detailed training by the Core Four. Using the gap analysis conclusions as their starting point, the writing teams developed the ISER's responses to the Standards from spring 2021 to summer 2022. During that time, they coordinated with key resource personnel and relevant departments to discuss the Standards, plan actions, acquire needed approvals, monitor outcomes, write ISER responses to the Standards, and gather evidentiary documentation.

In winter 2022, the Board of Trustees completed their own accreditation training provided by the ACCJC liaison. During that same winter, the Core Four developed all remaining sections of the ISER. Through the process of preparing the report, the members of the Institutional Planning

Coordination Committee (IPCC) scanned for possible institutional effectiveness projects that could be the basis of the Quality Focus Essay (QFE).

In spring 2022, the IPCC deliberated on prospective project topics and ultimately proposed to the Strategic Planning Committee, a Guided Pathways professional development initiative as the QFE project. The faculty coordinator of Guided Pathways developed the QFE in consultation with relevant departments and the Core Four. During this same semester, the writing teams participated in the ACCJC's Advanced ISER Training. Also in spring 2022, Accreditation Standards Reading Teams, governance committees, and other leadership groups were provided with preliminary drafts of sections of the ISER and asked for their input. These groups included: IPCC, Academic Senate, Academic Affairs Committee, Library and Information Competency Committee, Student Affairs Committee, Campus Development Committee, College Computer Coordinating Committee, Governance Review Committee, College Executive Committee, and Board of Trustees. In fall 2021 and spring 2022, the Office of Research and Planning was able to work with a political science student part of a collaborative project with the College's Mentoring Men of Color program. In the role of student liaison for the Office of Research and Planning, the student was responsible for presenting major institutional effectiveness matters (e.g., racial climate survey results, Institutional Strategic Plan updates, etc.) to student organizations and clubs for their examination and input. As part of that role, the student liaison provided the ISER draft sections to reading team representatives from the Associated Students of Glendale Community College for their review and input.

In fall 2022, the final draft of the ISER in its entirety was provided to the Academic Senate, standing governance committees (i.e., Student Affairs Committee, Administrative Affairs Committee, Academic Affairs Committee), College Executive Committee, and Board of Trustees [EVIDENCE] for their review, input, and eventual approval over the course of first and second readings. That final draft was also shared with the college community through an email invitation that asked for feedback to be provided through a web link. In December, after incorporating college wide input, the ISER was, at last, finalized and submitted to the ACCJC.

Accreditation Leadership Team

College President and Superintendent, David Viar (administrator)^{until June 2022}
College President and Superintendent, Ryan Cornner (administrator)^{after June 2022}
Vice President of Instruction and Accreditation Liaison Officer, Michael Ritterbrown (administrator)
Dean of Research, Planning, and Grants, Edward Karpp (administrator)
Program Manager of Accreditation and Institutional Effectiveness, Daphne Dionisio (administrator)
Faculty Coordinator of Planning and Accreditation, Elizabeth Kronbeck (faculty)^{until June 2022}
Faculty Coordinator of Institutional Effectiveness, Stacy Jazan (faculty)

Core Four

Dean of Research, Planning, and Grants, Edward Karpp (administrator)
Program Manager of Accreditation and Institutional Effectiveness, Daphne Dionisio (administrator)
Faculty Coordinator of Planning and Accreditation, Elizabeth Kronbeck (faculty)
Faculty Coordinator of Institutional Effectiveness, Stacy Jazan (faculty)

Accreditation Steering Committee

Student Liaison for the Office of Research and Planning, Robert Peters (student)
[Awaiting appointee] (student)

[Awaiting appointee] (student)
 Administrative Assistant, Nonah Maffit (classified staff)
 Instructional Services Specialist, Melissa Malandrakis (classified staff)
 Administrative Assistant, Elena Grigorian (classified staff)
 Administrative Assistant, Irina Shumakova (classified staff)
 Human Resources Generalist, Donna Diamond (classified staff)
 Warehouse Worker, Lynn Ribisi (classified staff)
 Programmer Analyst, Afsaneh Abyari (classified staff)
 Assistant District Accountant, Terry Flexser (classified staff)
 Governance Office Coordinator, Frankie Strong (classified staff)
 Foundation Accountant, Saodat Aziskhanova (classified staff)
 Spanish Faculty and Faculty Coordinator of Institutional Effectiveness, Stacy Jazan (faculty)
 History Faculty and Faculty Coordinator of Planning and Accreditation, Elizabeth Kronbeck (faculty)
 Faculty Coordinator of Curriculum and Instruction; English Faculty, Francien Rohrbacher (faculty)
 Librarian and Library Faculty, Susie Chin (faculty)
 Counselor and Counseling Faculty, Stephanie Yau (faculty)
 Student Services Division Chair and Counseling Faculty, Richard Cortes (faculty)
 Noncredit Business and Life Skills Faculty, Cindy Haiduk-Pollack (faculty)
 Kinesiology Faculty, Erin Calderone (faculty)
 Mathematics Faculty, Jeremy Talaoc (faculty)
 Mathematics Division Chair and Mathematics Faculty, Elizabeth Russell (faculty)
 English as a Second Language Faculty, Paul Vera (faculty)
 Animation Faculty and Senate President, Roger Dickes (faculty)
 English Faculty and Distance Education Coordinator, Piper Rooney (faculty)
 College President and Superintendent, David Viar (administrator) ^{until June 2022}
 College President and Superintendent, Ryan Cornner (administrator) ^{after June 2022}
 Vice President of Instruction and Accreditation Liaison Officer, Michael Ritterbrown (administrator)
 Dean of Research, Planning, and Grants, Edward Karpp (administrator)
 Dean of Library and Learning Support, Eric Hanson (administrator)
 Vice President of Student Services, Paul Schlossman (administrator)
 Vice President of Human Resources, Victoria Simmons (administrator) ^{until June 2022}
 Vice President of Human Resources, Brittany Grice (administrator) ^{after June 2022}
 Director of Facilities, Joel Peterson (administrator) ^{until April 2022}
 Director of Facilities, Fred Parker (administrator) ^{after April 2022}
 Chief Information Systems Officer, Calvin Madlock (administrator)
 Exec Vice President of Administrative Services, Anthony Culpepper (administrator) ^{until June 2022}
 Exec Vice President of Administrative Services, Amir Nour (administrator) ^{after June 2022}
 Program Manager of Accreditation and Institutional Effectiveness, Daphne Dionisio (administrator)

Standard Workgroups Writing Teams

Standard I.A., I.B., & I.C.

Faculty Co-Chair: Spanish Faculty and Faculty Coordinator of Institutional Effectiveness, Stacy Jazan
 Faculty Co-Chair: History Faculty and Faculty Coordinator of Planning and Accreditation, Elizabeth Kronbeck ^{until June 2022}
 Classified Staff Representative: Administrative Assistant, Nonah Maffit
 Administrative Representative: Dean of Research, Planning, and Grants, Edward Karpp
 Administrative Representative: Program Manager of Accreditation and Institutional Effectiveness, Daphne Dionisio

Standard II.A.

Faculty Chair: English Faculty and Faculty Coordinator of Curriculum and Instruction, Francien Rohrbacher
 Classified Staff Representative: Instructional Services Specialist, Melissa Malandrakis
 Administrative Representative: Vice President of Instruction and Accreditation Liaison Officer, Michael Ritterbrown

Standard II.B.

Faculty Chair: Librarian Faculty, Susie Chin
Classified Staff Representative: Administrative Assistant, Elena Grigorian
Administrative Representative: Dean of Library and Learning Support, Eric Hanson

Standard II.C.

Faculty Co-Chair: Counselor and Counseling Faculty, Stephanie Yau
Faculty Co-Chair: Student Services Division Chair and Counseling Faculty, Richard Cortes
Classified Staff Representative: Administrative Assistant, Irina Shumakova
Administrative Representative: Vice President of Student Services, Paul Schlossman

Standard III.A.

Faculty Chair: Noncredit Business and Life Skills Faculty, Cindy Haiduk-Pollack
Classified Staff Representative: Human Resources Generalist, Donna Diamond
Administrative Representative: Vice President of Human Resources, Victoria Simmons ^{until June 2022}
Administrative Representative: Vice President of Human Resources, Brittany Grice ^{after June 2022}

Standard III.B.

Faculty Chair: Kinesiology Faculty, Erin Calderone
Classified Staff Representative: Warehouse Worker, Lynn Ribisi
Administrative Representative: Maintenance and Operations Manager, Patrick Shahnazarian
Administrative Representative: Director of Facilities, Joel Peterson ^{until April 2022}
Administrative Representative: Director of Facilities, Fred Parker ^{after April 2022}

Standard III.C.

Faculty Chair: Mathematics Faculty, Jeremy Talaoc
Classified Staff Representative: Programmer Analyst, Afsaneh Abyari
Administrative Representative: Chief Information Systems Officer, Calvin Madlock

Standard III.D.

Faculty Chair: Mathematics Division Chair and Mathematics Faculty, Elizabeth Russell
Classified Staff Representative: Assistant District Accountant, Terry Flexser
Administrative Representative: Executive Vice President of Administrative Services, Anthony Culpepper ^{until July 2022}
Administrative Representative: Executive Vice President of Administrative Services, Amir Nour ^{after July 2022}

Standard IV.A.

Faculty Chair: English as a Second Language Faculty, Paul Vera
Classified Staff Representative: Governance Office Coordinator, Frankie Strong
Administrative Representative: College President and Superintendent, David Viar ^{until June 2022}
Administrative Representative: College President and Superintendent, Ryan Cornner ^{after June 2022}

Standard IV.B.

Faculty Chair: Animation Faculty and Senate President, Roger Dickes
Classified Staff Representative: Foundation Accountant, Saodat Aziskhanova
Administrative Representative: College President and Superintendent, David Viar ^{until June 2022}
Administrative Representative: College President and Superintendent, Ryan Cornner ^{after June 2022}

Standard IV.C.

Faculty Chair: English Faculty and Distance Education Coordinator, Piper Rooney
Classified Staff Representative: Foundation Accountant, Saodat Aziskhanova
Administrative Representative: College President and Superintendent, David Viar ^{until June 2022}
Administrative Representative: College President and Superintendent, Ryan Cornner ^{after June 2022}

Standard Workgroups Reading Teams

Standard I.A, I.B, & I.C

Student Liaison for the Office of Research and Planning, Robert Peters
ASCCC Student Representative, Annette Petrosyan
(Also reviewed by Institutional Planning Coordination Committee)

Standard II.A.

ASCCC Student Representative, David Saryan
ASCCC Student Representative, Eric Havakian
Dean of Continuing and Community Education, Alfred Ramirez
Associate Dean of Continuing and Community Education, Ramona Barrio-Sotillo
Dean of Instructional Services, Agnes Eguaras
English Division Chair, Sarah Schwendimann
Kinesiology Faculty and Learning Outcomes and Assessment Coordinator, Yvette Ybarra
Curriculum Specialist, Nancy Traynor
(Also reviewed by Academic Affairs Committee)

Standard II.B.

ASCCC Student Representative, Margret Guyumdzhyan
English Faculty and Faculty Coordinator of the Learning Center, Shant Shanoian
Garfield Librarian Faculty, Shelley Aronoff
Supplemental Instruction Program Coordinator, Nancy Yaldizian
(Also reviewed by Library and Information Competency Committee)

Standard II.C.

ASCCC Student Representative, Nareh Pirjanian
Dean of Student Services, Drew Yamanishi
Dean of Student Affairs, Tzoler Oukayan
Multicultural and Community Engagement Manager, Hoover Zariani
Associate Dean of Continuing and Community Education, Ramona Barrio-Sotillo
Kinesiology Faculty and Learning Outcomes and Assessment Coordinator, Yvette Ybarra
GCC CARES Manager, Andre Manukyan
Director of Admissions and Records, Michelle Mora
(Also reviewed by Student Affairs Committee)

Standard III.A.

ASCCC Student Representative, Rachele Gilbuena
ASCCC Student Representative, Inga Chilingaryan
Executive Vice President of Administrative Services, Anthony Culpepper
College President and Superintendent, David Viar

Standard III.B.

ASCCC Student Representative, Shirak Karabedian
College Police Chief, Gary Montecuello
Disabled Students Programs and Services Manager, Mark Matsui
(Also reviewed by Campus Development Committee)

Standard III.C.

ASCCC Student Representative, Rishi Lakhori
Director of Network System and Operations, Lauren Lampietti
Director of Enterprise Application Systems, Vladimir Vasquez

Speech Faculty and Faculty Coordinator of Distance Education Faculty Development, Sam Garagliano
(Also reviewed by College Computing Coordination Committee)

Standard III.D.

ASCCC Student Representative, Sarin Teker
Controller (until July 2022) and Vice President of Administrative Services (after July 2022), Amir Nour
College President and Superintendent, David Viar

Standard IV.A.

ASCCC Student Representative, Sonia Alexani Baroudi
Animation Faculty and Senate President, Roger Dickes
Art History Faculty and Guild President, Emily Haraldson
Assistant District Accountant, Terry Flexser
ASGCC President Diana Morales
(Also reviewed by Governance Review Committee)

Standard IV.B.

ASCCC Student Representative, Melody Seraydarian
Executive Assistant, Debra Kallas

Standard IV.C.

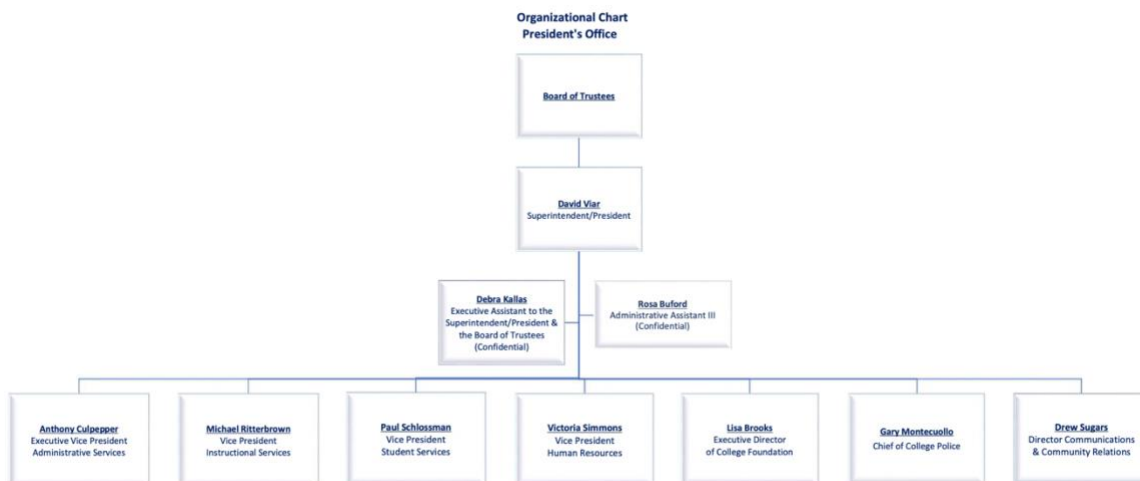
ASCCC Student Representative, Tigran Saakov
Executive Assistant, Debra Kallas

Editing

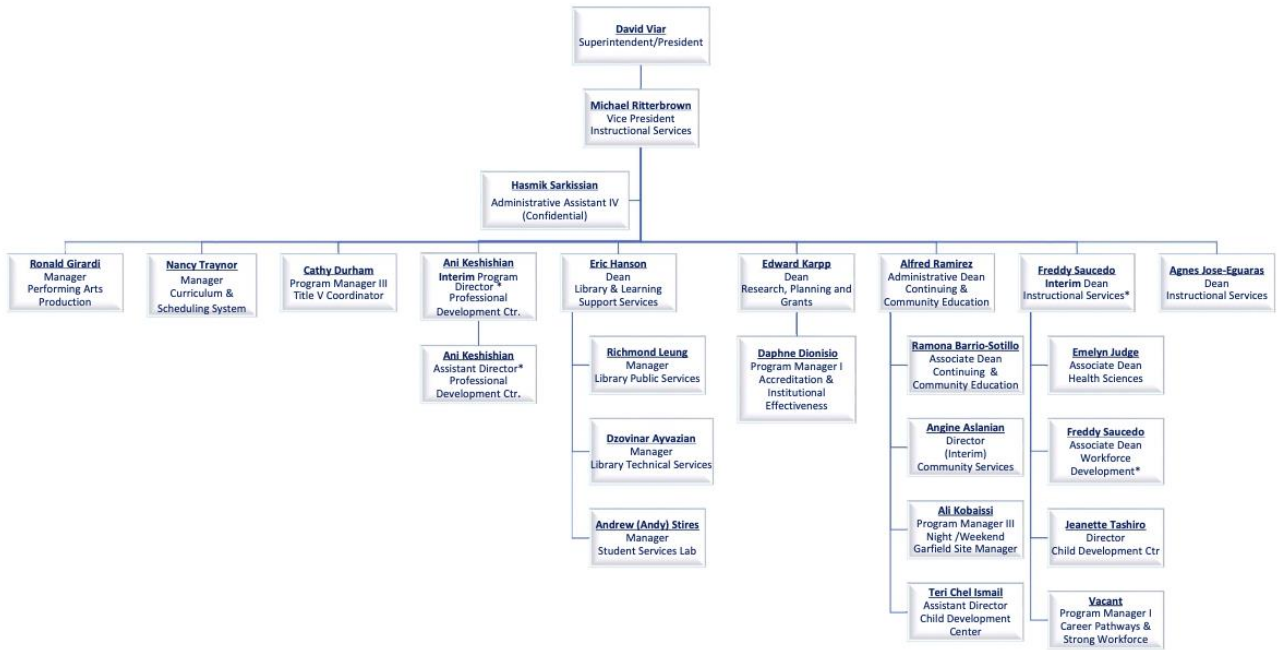
Journalism Faculty, Reut Cohen Schorr

D. Organizational Information

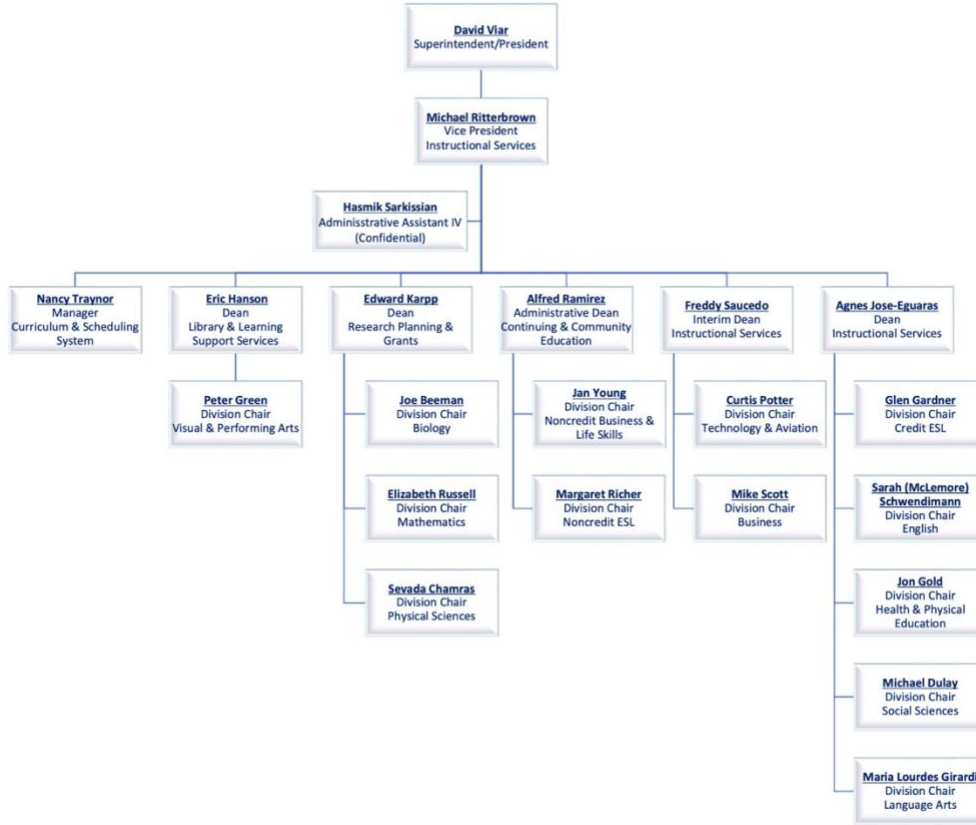
[Need to replace in fall 2022 after AR 3100 Organization Chart with Names is updated and approved.]



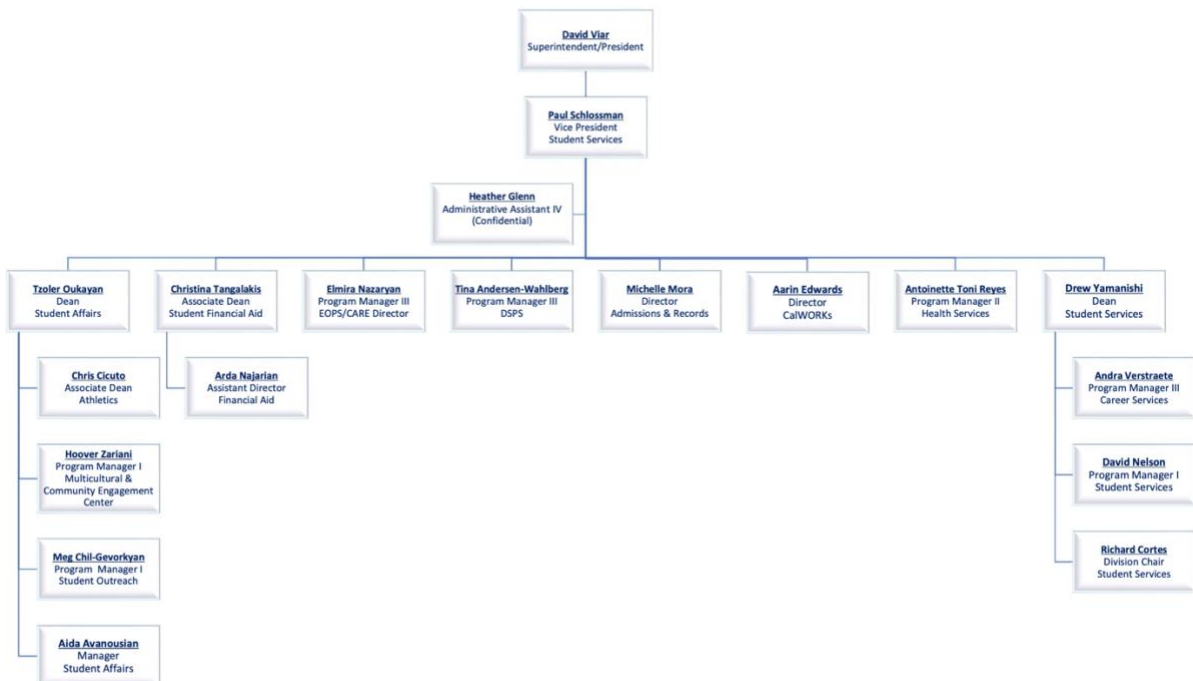
**Organizational Chart
Instructional Services**



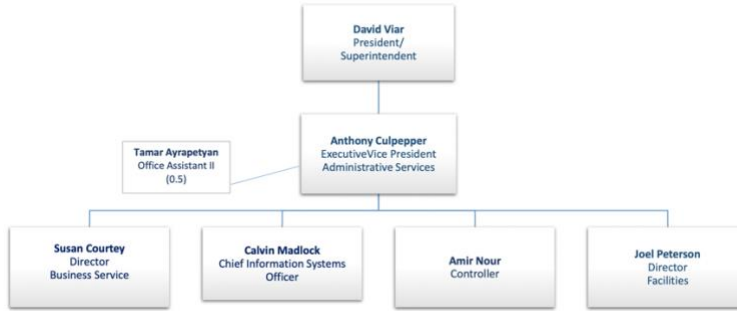
**Organizational Chart
Instructional Services
Division Chairs**



**Organizational Chart
Student Services**



**Organizational Chart
Administrative Services**



E. Certification of Continued Compliance with Eligibility Requirements

The following section addresses Eligibility Requirements 1, 2, 3, 4 and 5. As specified in the ACCJC'S Guide to Institutional Self-Evaluation, Improvement, and Peer Review, the remaining Eligibility Requirements are addressed in the responses to the relevant sections of the Standards.

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Glendale Community College is authorized by the Chancellor's Office of the California Community Colleges as an educational institution that awards degrees in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code [EVIDENCE]. The College is accredited as a degree-granting institution by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, which is authorized by the United States Department of Education. [EVIDENCE]

Eligibility Requirement 2: Operational Status

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

Glendale Community College is fully operational each semester and intersession with course offerings provided in in-person, hybrid, and online modalities. [EVIDENCE] Data on annual enrollment [EVIDENCE] reflects students' pursuit of transfer, degrees, certificates, skill awards, career education, basic skills, and lifelong learning. Data on annual degrees awarded reflect that students actively pursue the College's educational programs. [EVIDENCE]

Eligibility Requirement 3: Degrees

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

The College offers associate degrees [EVIDENCE] with course credit requirements, length of study, general education courses and requirements defined in the 2022-2023 Catalog. [EVIDENCE] 119 degrees are two academic years in length. Of the College's headcount of 21,620 credit and noncredit students in 2021-2022, 18,659 students (86 percent) were enrolled in degree programs.

Eligibility Requirement 4: Chief Executive Officer

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

Dr. Ryan Cornner is the College's chief executive officer and superintendent/president of the Glendale Community College District. [EVIDENCE] He was appointed by the Board of Trustees at its regular meeting in April 2022. [EVIDENCE] His full-time responsibility is to the College. The superintendent/president's authority to administer board policies is defined in Board Policy (BP) 2415 Superintendent/President Role. [EVIDENCE] The chief executive officer is not the chair of the governing board; the Board of Trustees elects one of its members to serve as the board president. When there is a change in chief executive officer, the College informs the ACCJC immediately. Such a change last occurred in this year and correspondence was sent to the Commission on June 27, 2022.

Eligibility Requirement 5: Financial Accountability

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

As confirmed by annual audit by independent auditors, the College's financial documents have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services [EVIDENCE]. [Replace with most recent Audit Report.] Each year, the budget is among the financial documents examined and is compiled using a three-year look back analysis. [EVIDENCE] The College is Title IV eligible and awards more than \$24 million in federal financial aid annually. The College's recent cohort student loan default rates are shown in Table 7.

Table 7. Cohort Default Rate History

As described in the Title IV Compliance section of Section F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations as well as in response to Standard III.D.15, the College's student loan default rate of 1.6 percent is within the acceptable range and well below the 12.1 percent national average for all two-year institutions. [EVIDENCE, EVIDENCE] In the time since 2016, when it was last approved for substantive change by the ACCJC, no further substantive changes have occurred at the College.

Eligibility Requirements 6-21 are addressed within the responses to the Standards as shown in Table 8.

Table 8. Eligibility Requirements

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

F. Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

The College complies with Commission policies and federal regulations. The sections below provide evidence of continued compliance.

Public Notification of a Peer Review Team Visit and Third Party Comment

On its website, the College has maintained an invitation to all stakeholders for their third party comment regarding the institution's accreditation. [EVIDENCE] In accordance with the ACCJC requirements, the College's superintendent/president notified the College community and public of the opportunity for submission of third party comments and the process for doing so. [At October 2022 Board of Trustees meeting, Dr. Cornner to make announcement of third-party comment. Awaiting December 2022 minutes as evidence.] This invitation for third party comment stated that the College is currently undergoing comprehensive accreditation evaluation with upcoming site visit in October 2023. Individuals wishing to make comments were directed to the Commission's third-party comment form available through the College's accreditation webpage. The College has not received any notification of third-party comments but intends to work with the evaluation team and Commission should any be received.

Standards and Performance with Respect to Student Achievement

Institution-Level Metrics. At the institutional level, student success and achievement data are used to determine effectiveness in accomplishing the College mission. As described in the Academic Senate's Policy on Setting Institution-Set Standards and Goals, the Academic Senate analyzes performance data each spring semester and engages in dialog regarding performance appropriate to fulfill the College mission in order to evaluate effectiveness and establish standards and goals for the aggregated, institution wide metrics of course completion, retention, degree completion, certificate completion, and transfers. [EVIDENCE, EVIDENCE] The goals reflect the College's targets for continuous improvement and challenges the current institutional performance pertaining to its mission and pursuit of academic quality. In order to guide self-evaluation and institutional improvement, the Academic Senate monitors and challenges institutional performance using these metrics. For institution wide planning for improvement and resource allocation, these data are additionally reviewed by the Strategic Planning Committee and inform the College's Annual Goals upon which resource allocation prioritization relies. [EVIDENCE, EVIDENCE] For example, non-Hiring Allocation Committee resource requests are prioritized based upon a quantification of the degree to which each request supports the College's Annual Goals or Instructional Priorities. [EVIDENCE, EVIDENCE]

In the wake of the COVID-19 pandemic's tumultuous effect on the lives and learning conditions of students, the College discovered that its institution wide retention rate had dropped below the standard that had just been raised the previous year. [EVIDENCE] In response to this, and in alignment with its policy, the Academic Senate approved the creation of a task force to: 1) identify the reasons why the performance fell below the standard, 2) provide supporting evidence

for why performance fell, 3) create recommendations regarding the appropriateness of the set standard or its adjustment, and 4) develop, implement, and evaluate an action plan for improvement. [EVIDENCE] As documented in the task force's notes, copious amounts of data were examined and deliberated upon over numerous meetings to identify the likely causes of the shortfall, to reach a recommendation for adjusting the retention standard, and to delineate plans for improvement. [EVIDENCE]

Program-Level Metrics. At the program level, student achievement data are used to determine effectiveness in accomplishing the College mission. As described in the Senate's Policy on Setting Institution-Set Standards and Goals, every Career Education (CE) program recommends to the Academic Senate its own standard and goal for its rate of job placement or passing of licensure exam for program completers. The goals reflect targets for continuous improvement and challenges current performance. For stakeholders, this information is published on the College webpage. [EVIDENCE] In order to guide self-evaluation and improvement, the Academic Senate monitors and challenges performance using these metrics. Every fall, the Academic Senate discusses, adjusts when needed, and approves the program-set standards and stretch goals in consideration of the College mission. The Academic Senate analyzes performance data to establish standards and goals that are appropriate to fulfilling the College mission. [Minutes to be inserted after approval at September 2022 meeting.] For departmental planning, improvement, and resource allocation, CE programs monitor their performance and may request resources to support department-level planning and actions for improving program completers' rate of job placement and licensure exam passage.

The program-set standards for job placement rate also experienced recent shortfalls. Specifically, the job placement rates for Photography and Child Development programs fell below their standards and triggered the Academic Senate's process for CE programs to: 1) seek recommendations from their advisory committee, 2) respond to a series of reflective questions that probe the cause, labor market data, advisory board recommendations, possibility of adjusting the standard, and 3) in their next program review, include documentation of faculty dialog about the questions above as well as an action plan to meet program-set standards. In a previous year, the Restaurant Management program had fallen below its set standard. At that time, it adhered to the Academic Senate's process and established and implemented actions which resulted in an increase in job placement rate. This year, however, the number of its program completers were below 10 and therefore too few to provide a valid measure of job placement. Consequently, as with any program with fewer than 10 completers, the program is not required to complete the Senate's process. Despite that, and in pursuit of continuous improvement, the program did so anyway. [EVIDENCE, EVIDENCE, EVIDENCE]

Annually, information about the institution-level standards and goals are presented to the Academic Senate, Strategic Planning Committee, and Board of Trustees and published at the Institutional Effectiveness webpage. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE] Likewise, information about the program-level data, standards, and goals are presented to the Academic Senate, sent by electronic communication to CE departments, and published on the College webpage annually. [EVIDENCE, EVIDENCE]

Through the process of establishing and monitoring institution-set data, standards, and goals, the College was able to detect the adverse impact that pandemic conditions wrought upon students' success and achievement. Through subsequent investigation and discussion of student performance, actions have been planned and implemented for improvement.

Credits, Program Length, and Tuition

Credit hour assignments and degree program lengths are within the range of good practice in higher education in policy and procedure. The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice. Consistent with standards of higher education and in compliance with federal financial aid eligibility, one college credit is earned per one lecture hour, three laboratory hours, or two studio hours. For example, English 101 has 4 lecture hours and a student with a passing grade would be awarded 4 units of credit. Biology 120 has 3 lecture hours and 6 laboratory hours for a total of 5 units. Board Policy (BP) 4020 and AR 4020 Course, Program, and Curriculum Development further outline this process. [EVIDENCE, EVIDENCE] Course outlines of record clearly state both course contact and out-of-class hours required for the course. As described in Standard II.A.5, all associate degree programs meet a minimum of 60 units. The College does not award credit based on clock hours. As described in Standard I.C.2, and demonstrated by fees policies on page 37 of the 2022-2023 catalog, tuition is consistent across degree programs. [EVIDENCE]

Transfer Policies

Transfer policies are appropriately disclosed to students and to the public. BP 4050 and AR 4050 Course and Program Articulation describe course and program articulation for Bachelor's degrees, course-by-course transfers, and high school articulation agreements. [EVIDENCE, EVIDENCE] These policies and practices can also be found on pages 15-16 in the 2022-2023 catalog. [EVIDENCE]

Policies contain information about the criteria the College uses to accept credits for transfer. As per the Catalog (page 15), "Only lower-division degree-applicable credit will be accepted; classes must be college level rather than remedial or developmental. An upper-division course may only be accepted as subject credit for an associate degree. All courses to be used for an associate degree, certificate, IGETC, or Breadth certification must be completed with a grade of 'C' or better." The Office of Admissions and Records provides transcript evaluations to determine transfer of courses completed at other colleges or universities. The evaluation determines how a student's prior coursework can contribute to the attainment of a degree, certificate, or other educational goal. The College has articulation agreements with California State Universities, Universities of California, and some private colleges and universities. These agreements allow students to seamlessly complete lower-division courses at the community college and complete their upper-division courses when they transfer. The Transfer Center provides students with assistance in ensuring their chosen pathway maximizes their ability to transfer credits to their desired institutions. The Transfer Center also maintains a website showing transfer equivalencies

for specific institutions. [EVIDENCE] Further, the College has articulation agreements with local high schools for career education programs of study as well as course-to-course articulation. This allows high school students to obtain job skills, a credential or certificate, and/or earn college credit for their high school courses. As described in Standard II.A.10, the College adheres to federal regulations and Commission policies regarding transfer of credit.

Distance Education and Correspondence Education

To ensure the occurrence of regular and substantive interaction (RSI) between students and the instructor, the College established AR 4105 DE Policies and Procedures.[EVIDENCE] [Awaiting approved Senate minutes] It states that for any portion of a course that is delivered through distance education, RSI must occur, between the instructor and students, either synchronously or asynchronously. For asynchronous online or hybrid courses, instructor contact with students will be initiated by the instructor through one or more of a variety of methods outlined in the documentation for approval of a new distance education course. For videoconferenced classes and face-to-face portions of hybrid courses, instructors are present at each class meeting and may interact with students using a number of additional methods described in the course approval documentation.

As part of the curriculum process, the DE Addendum to the course outline requires explicit specification of the ways the RSI mandate will be met within the course (e.g., welcome letter, regular instructor-initiated contact, ensure instructor contact information is easily accessible in the syllabus and welcome letter and encourage students to initiate contact with instructor, provide weekly opportunities for formal and informal student-initiated interaction with other students through discussion boards, chat, and other collaborative tools, design RSI into discussions and other collaborative group work and facilitate such assignments to build a sense of community, provide students with rubrics to inform them of the quantity and quality expected in their assignment responses to ensure substantive interactions, and provide students with tools such as Pronto, to communicate with one another outside of formal designated interactions). [EVIDENCE] The DE Addendum also requires explicit identification of the online tools to be used to ensure RSI (e.g., Zoom or other teleconferencing tool, discussion boards, chat, Pronto or other messaging tool, Canvas conferences, synchronous office hours, Canvas Speedgrader feedback, rubrics with embedded feedback).

In April 2022, the Committee on Distance Education (CoDE) approved a motion to recommend the dissemination of the recent Title 5 changes on RSI for DE courses to all divisions. [EVIDENCE] The motion also recommended that individual divisions develop rubrics to assess the presence of weekly RSI within their discipline courses. The resulting rubrics are to be approved by the Academic Senate and its CoDE subcommittee. RSI is the subject of many DE professional development workshops offered throughout the year. However, for continuous improvement, the College's 2022-2025 Distance Education (DE) Strategic Plan promotes the exploration of new tools that could be adopted and integrated into Canvas to ensure the required quality and frequency of communication.[EVIDENCE][Awaiting Senate-approved version] The plan also promotes associated training and professional development.

The College verifies that the student who registers in a DE program is the same person who participates every time and completes the course or program and receives the academic credit. This is important not only to authenticate the participation and learning of actual students enrolled in the course, but to also safeguard against the possibility of fraudulent enrollments by bots that simulate actual students. AR 4105 states that student identification is confirmed by the assignment to each student upon enrollment, an email that is both individual and unique, as well as linked to the student identification number. [EVIDENCE][Awaiting approved minutes Senate's 2nd Read of AR 4105] This is in turn used to provide Canvas access and subsequently, the student information system interacts with Canvas to provide correct enrollment information for the individual courses. For full semester courses, all asynchronous courses require a check-in assignment by the end of the first week of instruction. For courses of four to eight weeks duration, the assignment is due by the Thursday night of the first week of instruction. This check in assignment ensures that a student is authentically in the class and participating, as these assignments are unable to be completed by bots. As part of the curriculum review process, the DE Addendum to the course outline confirms and documents that each course includes the student identification verification check-in assignment.

The College demonstrates comparable learning support services and student support services for DE students. In March 2020, the COVID-19 pandemic necessitated Safer-At-Home learning and working conditions and consequently, learning support and student services were only offered remotely. These services are becoming increasingly available for in-person use as the impact of the COVID-19 pandemic slowly subsides. As described in response to Standard II.B.1, learning support from the libraries, Learning Center, and Supplemental Instruction that was offered in-person and online are comparably effective at supporting students, and the 2022 Spring Student Satisfaction Survey results are consistent with this assertion. Similarly, as described in response to Standard II.C.1, student services support offered in-person and online are comparably effective at supporting students, and again, the 2022 Spring Student Satisfaction Survey results are consistent with this.

Student Complaints

The policy for handling student complaints is defined in BP 5530 Student Grievances and the procedures are published in AR 5530 Student Grievances well as on pages 49-51 of the 2022-2023 catalog. [EVIDENCE, EVIDENCE, EVIDENCE] These are additionally posted online at the College webpage on student grievances. [EVIDENCE] Files relating to the Office of Civil Rights complaints are maintained by the Office of Human Resources, and files relating to Title IX complaints are maintained by the Title IX director who also serves as the vice president of student services. As described in AR 5530, files related to formal student complaints are maintained at the level of the dean or manager. The vice president of instruction, vice president of student services, vice president of administrative services, and superintendent/president maintain records of complaints when they escalate beyond the dean or manager level. Case files regarding judicial board complaints are stored in the superintendent/president's office.

The College's accreditation webpage has a subpage on programmatic and specialized accreditation that provides the names of associations, agencies, and entities that accredit, approve, or license the institution and any of its programs, and provides contact information for filing

complaints with such entities. [EVIDENCE] If a student believes their complaints have not been resolved within the institution, the College's website provides information for submitting complaints as well as links to the online complaint forms for the California Community College Chancellor's Office and the ACCJC. [EVIDENCE, EVIDENCE]

Institutional Disclosure and Advertising and Recruitment Materials

The College provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including but not limited to:

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

The College catalog and class schedule serve as primary informational tools about the College. [EVIDENCE, EVIDENCE] General information provided in the College catalog both online and in print format includes the official institution name, address, phone numbers, and website address; the College's mission statement; course, program, degree, and certificate offerings; academic calendar and program length; the academic freedom statement; available student financial aid; and available learning resources. The names and credentials of faculty and administrators and the members of the governing board are listed in the College catalog. Additionally, the catalog includes requirements for admission, degrees, certificates, graduation, transfer, and information on fees and other financial obligations. Policies affecting students, including academic honesty, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment reporting, and refunds of fees are located in the College catalog and class schedule. The semester schedule of classes also contains the College address, names of the members of the governing board, calendar information, general information on programs and services, policy information, and the semester's class list. The departments for Communications and Community Relations, Admissions & Records, College Catalog, Instructional Services, and Student Services collaborate to ensure that these publications provide accurate, up-to-date information in a suitable style and format.

The Office of Communications and Community Relations creates and distributes news releases, magazines, brochures, fliers, print and online advertisements, digital displays, and more to provide prospective and current students, College personnel, and community members with relevant and accurate information about the College. [EVIDENCE] Within that office, the Public Information Coordinator and Graphic Designer publish an official style guide and follow writing, proofreading, branding, and social media guidelines to ensure that information about the College is presented clearly, accurately, and professionally. [EVIDENCE] Furthermore, the office manages the College website with input from all departments and the Web Oversight Committee

as appropriate to ensure that students and the public have access to current and accurate information about the College. [EVIDENCE]

The College complies with all legal and regulatory practices relating to student recruitment and admissions. General student recruitment and other pre-admission outreach services are spearheaded by qualified College staff in the office of Student Outreach Services (SOS). [EVIDENCE] Consisting of a full-time program manager, four full-time student services professional staff, and paid part-time student ambassadors (peer advisors), the SOS staff serves as the College's primary liaison to the area K-12 schools and local communities. Additionally, international student recruitment is coordinated through the International Students Program. [EVIDENCE] The director has primary responsibility for outreach, admissions, and new student enrollment services for F-1 visa students. Outreach and recruitment services offered by Student Outreach Services and the International Students Program are focused on helping prospective students complete the established enrollment process including the admissions application, orientation, basic skills assessments, and pre-registration counseling and educational planning. College personnel who are responsible for student outreach, recruitment, and admissions advising provide services to prospective students in a manner consistent with institutional policies and procedures, information published in the College catalog and class schedule, and the institution's mission statement.

The College accurately communicates its ACCJC-accredited status to students and the public through the accreditation webpage which is accessible within one mouse click by way of the "Accreditation" link at the bottom center of the College's home page. [EVIDENCE] Additionally, the College catalog provides information regarding the College's accreditation status as required by the Commission that is accessible online and in print. [EVIDENCE] All accreditation reports, documents, procedures, resources, and information about the Commission are readily available to students, College personnel, and the public. Additional information related to this policy can be found in Standard I.C.12.

Title IV Compliance

As described in response to Standard III.D.15, the College possesses the components required as a Title IV program. The Department of Education has not raised any issues as to financial responsibility requirements, program record-keeping, etc. [Update with audit findings.]

As described in response to Standard III.D.15, the College's student loan default rate of 1.6 percent is within the acceptable range and well below the 12.1 percent national average for all two-year institutions. [EVIDENCE, EVIDENCE] In the time since 2016, when it was last approved for substantive change by the ACCJC, no further substantive changes have occurred at the College.

As described in Standard III.D.16, contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs,

services, and operations. All contracts are board reported for ratification by the Board of Trustees. BP 6340 Bids and Contracts and BP 6700 Use of College Facilities govern the process by which the Board of Trustees authorize certain roles within the College to negotiate and execute contracts. [\[EVIDENCE, EVIDENCE\]](#) [Replace after updated to 2022]

G. Institutional Analysis of Standards

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

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

Standard I.A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

In Board Policy (BP) 1200 District Mission, Vision, and Values Statements, the College's mission statement clearly describes its broad educational purposes, intended student population, types of degrees and certificates, and commitment to student learning and student achievement. [\[EVIDENCE\]](#) The mission states that the College's primary purpose is to grant certificates and associate degrees while serving a diverse population of the Greater Los Angeles region as well as other geographical areas. The mission emphasizes that the College serves its diverse student population by offering instruction in credit, noncredit, and community education programs. Specifically, the mission states that the College exists to ensure students successfully accomplish student learning in basic skills, transfer preparation, career and technical education, and general education, and thereby communicates a strong commitment to student learning and student achievement for a variety of educational and career goals. The College's educational mission is clearly defined and appropriate for a degree-granting institution of higher education and the constituency it serves. In addition, the mission defines the College's commitment to student learning and student achievement. Each fall semester, the Strategic Planning Committee considers if any changes are needed to the mission. In spring 2017, the College last revised the mission statement. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Analysis and Evaluation

The mission expresses the institution's commitment to student learning and achievement and articulates how it fulfills that commitment primarily through its granting of degrees and certificates to its intended student population. The mission further delineates the College's educational purpose in providing credit, noncredit, and community programs for instruction in

the areas of basic skills, transfer preparation, career and technical education, and general education.

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

Evidence of Meeting the Standard

At the institutional level, the College uses data to determine its effectiveness in accomplishing its mission. For example, every spring, the Academic Senate examines data on certificates, degrees, and transfers to evaluate how effective it is at accomplishing the mission and to determine if institution-set standards and stretch goals for these metrics continue to be appropriate or if they should be adjusted. [EVIDENCE, EVIDENCE] These data are additionally reviewed by the Strategic Planning Committee (also known as Team A and prior to 2022 was named the Master Planning Committee) and are used to establish the College’s annual goals for resource allocation in support of the mission. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

The prioritization of non-hiring allocation committee resource requests (“non-HAC requests”, formerly referred to as “non-personnel requests”) are based on the degree to which each request supports Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. [EVIDENCE] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual Goals or Instructional Priorities, the higher it is placed in the resource allocation prioritization list. [EVIDENCE][Adding resource allocation example of POCR position for DE]

Data is also used at the program level to determine effectiveness at accomplishing the mission. For example, job placement rates and licensure exam passage rates are provided by electronic communication to all career education (CE) departments in late spring. [EVIDENCE] If performance falls below the department’s own standard, the department must implement strategies to mitigate the gap. This is mandated by Academic Senate policy. Based on their review of the data, CE departments may make recommendations to the Academic Senate regarding whether their respective program-set standards and stretch goals continue to be appropriate or if they require modification. If a department falls below its standard, the Academic Senate ensures that the department: seeks recommendations from the relevant CE advisory committee; discusses and problem-solves the performance shortfall; and establishes a plan to increase job placement. Every fall, the Academic Senate discusses, adjusts when needed, and approves the program-set standards and stretch goals in consideration of the College mission. For example, after reviewing job placement rate data and discovering a shortfall, the Culinary Arts department met with its advisory committee and implemented curriculum changes to improve job placement. [EVIDENCE]

Another example of mission-driven evaluation of data at the department level regards student performance in basic skills. During division meetings and when preparing their program reviews, basic skills faculty from the Math division examine student performance data and establish strategic goals and actions for continuous improvement and accomplishment of the mission. [\[EVIDENCE\]](#) In their program review, the Math division formalizes the results of these discussions as goals and action items in their strategic planning linkage matrix. [\[EVIDENCE\]](#)

Analysis and Evaluation

The College regularly evaluates data to determine its current effectiveness in providing for the educational needs of students. This occurs at the institutional and program level where the mission and students' needs drive the college's priorities and efforts.

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

Evidence of Meeting the Standard

Departments responsible for the College's programs and services describe in their program review how their operations are aligned with the mission of the institution. The mission section of the noncredit Parent Education program review is provided as an example. [\[EVIDENCE\]](#)

The mission drives participatory governance, the main process used by the College for much of its institutional decision-making. This is codified in Administrative Regulation (AR) 2511 Governance Document which states: "The task of governance is the continuing development of the institution and its mission." [\[EVIDENCE\]](#) [\[Replace after updated to 2022\]](#)

The mission guides strategic planning at the institutional level. Each constituent subgoal of the Institutional Strategic Plan's (ISP, prior to 2022 was referred to as Institutional Master Plan) major goals is labeled to identify the specific component of the mission that it supports (see 2018-2025 ISP's page 5 for component of the mission and pages 17-21 for each subgoal). [\[EVIDENCE\]](#) The Strategic Planning Committee reviews progress on the ISP goals annually and revises it when necessary to ensure that the identified priorities are current and purposeful. In spring 2022, the committee revised the plan to add a new major goal to promote anti-racism, diversity, equity, inclusion, and access. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The planning cycle also includes an opportunity for reviewing and, if necessary, revising the mission statement.

The mission also guides strategic planning at the department level. Program review enables instructional programs, student services programs, and administrative services departments to evaluate their operations, engage in strategic planning for improvement, and request resources to facilitate the College's ability to achieve its mission. The first question of the program review document frames the whole process as it asks how the program's mission aligns with the College's mission statement. In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs and services establish their

plans for improvements that align with the mission. Resource requests associated with these goals and planned actions may be submitted. By way of example, the program review for noncredit Parent Education program is provided and shows that the question about mission constitutes the first section of the form and the strategic planning linkage matrix constitutes the last section. [EVIDENCE]

As detailed in Standard I.A.2., data is used to inform institutional standards and goals for student learning and achievement in support of the mission. By evaluating performance data, the College determines its effectiveness in accomplishing the mission. Every spring, the Academic Senate examines data on certificates, degrees, and transfers to evaluate institutional effectiveness and determine if institution-set standards and stretch goals for these metrics continue to be appropriate or if they should be adjusted. [EVIDENCE] These data are additionally reviewed by the Strategic Planning Committee and are used to establish the Annual Goals for resource allocation in support of the mission. [EVIDENCE]

Resource allocation is aligned with the mission. The prioritization of non-hiring allocation committee resource requests (“non-HAC requests”, formerly referred to as “non-personnel requests”) is based on the degree to which each request supports Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. [EVIDENCE, EVIDENCE] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual Goals or Instructional Priorities, the higher it is placed in the resource allocation prioritization list. Such requests are ultimately funded based upon the available budget, available funding sources, and the degree to which they support these College’s priorities in pursuit of the mission. [EVIDENCE][Adding resource allocation example of POCR position for DE]

As also detailed in Standard I.A.2., the mission informs departmental goals for student learning and achievement. Job placement rates and licensure exam passage rates are provided to all career education (CE) departments in late spring so they may evaluate their effectiveness at fulfilling the College mission and make recommendations to the Academic Senate regarding whether their respective program-set standards and stretch goals continue to be appropriate or if they require modification. [EVIDENCE] Every fall, the Academic Senate discusses, adjusts when needed, and approves the program-set standards and stretch goals in consideration of the College mission. At the program level, each program or service undergoing program review ties its program plans to components of the mission statement thorough an examination of student learning and achievement data.

Analysis and Evaluation

The institution’s programs and services are aligned with its mission and this is documented in the mission section of each department’s program review. The mission guides institutional decision making as codified by administrative regulation. Institution and program level planning is driven by the mission, as evidenced by the mission component citations in the subgoals of the Institutional Strategic Plan and in the strategic planning linkage matrix of program reviews. The

prioritization of resource requests is conducted using objective methodology that quantifies each request's support of the mission, by way of Annual Goals and Instructional Priorities. Institution and program level performance data convey how effective the College is at fulfilling its mission and are evaluated annually to inform planning goals and actions for improvement.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission is codified in Board Policy 1200 District Mission, Vision and Values Statements, and is also publicly available in the catalog, on the website, and in every class schedule. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The mission is additionally displayed on posters throughout the campus sites in common areas such as the cafeteria, foyers, and offices.

The planning cycle includes an opportunity for reviewing and, if necessary, revising the mission statement. To date, the Strategic Planning Committee had considered each fall semester if any changes are needed to the mission. In fall 2021, the Committee updated the process for mission review to occur once every three years, starting in fall 2022. [\[EVIDENCE\]](#) The new process for reviewing the mission is publicized on the Institutional Effectiveness webpage. [\[EVIDENCE\]](#)

As required by Eligibility Requirement 6 regarding mission, the College's mission is adopted and published by the governing board consistent with its legal authorization. [\[EVIDENCE\]](#)

Analysis and Evaluation

The College mission is codified in board policy which is approved by the Board of Trustees. The statement is posted on the institution's website, publicly displayed across on-site campus locations, and included in major student-facing publications such as the catalog and class schedule. The mission is regularly reviewed and updated as needed.

Conclusions on Standard I.A. Mission

The College's mission is the driving force behind all policies and practices that work together to continuously strive for improvement in student learning and student achievement. In a clear statement that is widely publicized via multiple mediums, the mission serves to inform stakeholders of the College's primary purposes as well as provide a benchmark for continuous improvement. Each year, the College analyzes data to determine how well the institution-set standards and goals are being met with respect to the mission and makes revisions to those standards and goals as necessary. The data-driven program review process is yet another mechanism by which the College's ability to provide mission-aligned educational programs and services can identify areas that require improvement. Institutional priorities are mission driven and they shape the annual goals and the Institutional Strategic Plan in order to ensure that the

College's mission is being met. When performance gaps are identified, plans for improvement are devised and implemented so that all aspects that contribute to student learning and achievement may be improved. Finally, the College's shared governance process serves to guide all decisions and plans that pertain to the mission in order to ensure that all voices at the College are heard.

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

The College demonstrates sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement in various ways. For example, when program review is completed by instructional departments, the self-evaluative process involves reflection and intradepartmental dialog about data for student learning outcomes, student equity, and institutional effectiveness and culminates in strategic planning for continuous improvement of student learning and achievement. [EVIDENCE] Although the completion of Full Review program reviews are mandated once every three years (with Update Reviews optional during the intervening years), departmental dialog about student and department performance as shown in the program review dashboard data is required annually by instructional departments. [EVIDENCE] Specifically, faculty of instructional programs examine and collectively discuss data from their department's online program review dashboard, which contains various departmental-level metrics including student outcomes, such as course completion and program completion. While course completion data can be examined for the department overall, it can also be disaggregated by various student subpopulations (e.g., ethnicity) to reveal potential equity gaps. The conclusions resulting from departmental dialog are documented on the Instructional Department Dashboard Data sheet. [EVIDENCE] In years when the department is due for its mandatory Full Review program review, the sheet informs the department's responses to data questions within the program review. During intervening years, the sheet ensures annual examination and dialog about data on student and departmental performance. The program review and Instructional Department Dashboard Data sheet of the Library Science department are provided as an example. [EVIDENCE, EVIDENCE] [Replace both of these 2021 evidence docs after Library Science completes their 2022 program review and data sheet.]

While program review is one mechanism by which dialog occurs regarding outcomes, equity, academic quality, and improvement at the departmental level, institutional strategic planning is the counterpart process where similar dialog occurs at the College level. Every fall semester, the Strategic Planning Committee reviews and discusses student demographic trends and student satisfaction survey data. [EVIDENCE] Every spring semester, the committee reviews and discusses the data for the Institutional Strategic Plan's key performance indicators, student success metrics (such as course completion, retention, persistence, transfer, degree and certificate completion), and employee surveys. The committee then discusses and decides upon the College's Annual Goals which, along with the Academic Affairs Committee's Instructional Priorities, inform the upcoming year's prioritization of the resource requests submitted through program review. [EVIDENCE]

Formal discussion also occurs regarding the assessment of student learning outcomes. The Reflection section of each department's SLO assessment report documents faculty dialog about their assessment findings and their changes to improve student learning. [EVIDENCE] This dialog occurs regularly and the sheets are stored in eLumen, the College's online system for learning outcomes assessment. The Instructional Department Dashboard Data dialog sheet and the learning outcomes Reflection sheets specifically ask departments to analyze student equity gaps, and to generate specific goals and action items that may be entered into the Improvement Plan & Resource Requests section of their program review. Additionally, in winter 2022, the LO&A Committee held a Program Learning Outcome (PLO) Assessment Day where instructional departments came together to discuss student outcomes, student equity, and academic quality of their program. [EVIDENCE] To deepen conversations regarding the year's assessment efforts and results, the LO&A Committee has developed an End of Year Assessment Report sheet which will be implemented in 2023. [EVIDENCE] This report sheet was piloted by the Kinesiology division in 2022. [EVIDENCE]

At the College, robust conversations about equity abound. For over three years, an ad hoc task force regularly convened to plan, administer, analyze and disseminate the results of the College's use of the National Assessment of Collegiate Campus Climates (NACCC) survey. [EVIDENCE] At collegewide townhall forums, presentations at governance committees, and the California School Employees Association (CSEA) retreat, college stakeholders have discussed the findings of this racial climate survey and helped contribute equity-minded recommendations for institutional solutions. The College's Senate has a Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee, composed of faculty and students who engage in substantive and collegial dialog about student equity during their committee meetings [EVIDENCE] [Awaiting Sept 2022 minutes with equity discussion documented.] as well as during college wide events such as the Faculty Institute Day. While groups such as the NACCC task force and the DEIA Committee support the College's equity initiatives, the Student Equity and Achievement (SEA) Committee is the governance committee within which all equity efforts are centralized. Through monthly meetings, the SEA Committee engages in dialog, planning, implementation of actions, and assessment of progress. [EVIDENCE]

As another example of dialog for continuous improvement, the Committee on Distant Education (CoDE) developed and approved a recommendation that instructors who teach live sessions through Zoom or teleconference should record each instructional session to the cloud, import those recordings to a media storage platform like 3CMedia, and provide the recording links within their Canvas course for students to be able to review. [EVIDENCE] In particular, this recommendation was in direct response to data gathered from a student survey on tech-mediated instruction, in which students in their own words identified "zoom recordings of class sessions" as the top "thing you would like to see in all your Tech-Mediated classes." This is a direct and immediate response from dialog geared toward increasing student equity and improving student learning and achievement.

Analysis and Evaluation

The College encourages and sustains collegial conversation focused on continuous improvement of student learning and achievement. The processes of program review, institutional strategic

planning, and learning outcomes assessment are examples of how dialog about student outcomes, equity, academic quality, and institutional effectiveness occurs systematically through institutional processes. In addition to the ongoing work and collaborative dialog in Senate and governance committees such as DEIA and SEA, major College wide initiatives such as NACCC and Guided Pathways involve college wide town halls and other forums for discussions about improvement of student learning and achievement.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

For instructional programs, the defined student learning outcomes are documented on the Course Outline of Record (COR) and the COR is reviewed and revised, if necessary, at least every six years through the Curriculum and Instruction Committee (C&I). CORs are then housed and accessible at the COR archive. [EVIDENCE, EVIDENCE] Instructional faculty also include the student learning outcomes on their course overviews. [EVIDENCE] Examples are provided for Spanish 101. The LO&A committee has defined an assessment cycle within which every course and program is assessed at least every three years. This assessment cycle has been approved by the Academic Senate. [EVIDENCE, EVIDENCE] This assessment cycle was approved by the Academic Senate (Senate motion 2021-34). [EVIDENCE] After assessments are conducted, the data are recorded in eLumen, the online LO&A system. [EVIDENCE, EVIDENCE] The curriculum management system documents the Program Learning Outcomes (PLOs), as does the College catalog, thereby providing access for the public of the defined learning outcomes for instructional programs. Examples for PLOs are provided for the Fitness Specialist program. [EVIDENCE, EVIDENCE]

The College defines and assesses student services learning outcomes (SSLOs) for student services support programs. Managers of these programs spearhead the development and assessment of the SSLOs in collaboration with the College's learning outcomes and assessment coordinator. After SSLOs are defined, they are entered into eLumen. SSLOs are assessed each summer after the completion of the school year. The departments review their SSLO results and compose a Reflection that discusses the assessment, shares changes made in response to the results, and identifies resources needed to improve student learning or services. An SSLO report for Disabled Students Programs and Services is provided as an example. [EVIDENCE]

The College also defines and assesses learning outcomes for learning support services. Specifically, assessments are completed for Library Services, the Learning Center, and Supplemental Instruction. For example, the learning outcomes section of the program review is another mechanism that documents learning support learning outcomes. [EVIDENCE] The Supplemental Instruction department is provided as an example. The Library provides an example of how learning outcomes assessments are documented in eLumen, along with high-level reflections which facilitate departmental dialog and strategic planning for continuous improvement. [EVIDENCE]

Analysis and Evaluation

Learning outcomes are defined and assessed at regular cycles for instructional programs, learning support services, and student services.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Institution-Level Metrics. At the institutional level, student success and achievement data are used to determine effectiveness in accomplishing the College mission. As described in the Academic Senate's Policy on Setting Institution-Set Standards and Goals, the Academic Senate analyzes performance data each spring semester and engages in dialog regarding performance appropriate to fulfill the College mission in order to evaluate effectiveness and establish standards and goals for the aggregated, institution wide metrics of course completion, retention, degree completion, certificate completion, and transfers. [EVIDENCE, EVIDENCE] The goals reflect the College's targets for continuous improvement and challenges the current institutional performance pertaining to its mission and pursuit of academic quality. In order to guide self-evaluation and institutional improvement, the Academic Senate monitors and challenges institutional performance using these metrics. For institution wide planning for improvement and resource allocation, these data are additionally reviewed by the Strategic Planning Committee and inform the College's Annual Goals upon which resource allocation prioritization relies. [EVIDENCE, EVIDENCE] For example, non-Hiring Allocation Committee resource requests are prioritized based upon a quantification of the degree to which each request supports the College's Annual Goals or Instructional Priorities. [EVIDENCE, EVIDENCE]

In the wake of the COVID-19 pandemic's tumultuous effect on the lives and learning conditions of students, the College discovered that its institution wide retention rate had dropped below the standard that had just been raised the previous year.[EVIDENCE] In response to this, and in alignment with its policy, the Academic Senate approved the creation of a task force to: 1) identify the reasons why the performance fell below the standard, 2) provide supporting evidence for why performance fell, 3) create recommendations regarding the appropriateness of the set standard or its adjustment, and 4) develop, implement, and evaluate an action plan for improvement. [EVIDENCE] As documented in the task force's notes, copious amounts of data were examined and deliberated upon over numerous meetings to identify the likely causes of the shortfall, to reach a recommendation for adjusting the retention standard, and to delineate plans for improvement. [EVIDENCE]

Program-Level Metrics. At the program level, student achievement data are used to determine effectiveness in accomplishing the College mission. As described in the Senate's Policy on Setting Institution-Set Standards and Goals, every Career Education (CE) program recommends to the Academic Senate its own standard and goal for its rate of job placement or passing of licensure exam for program completers. The goals reflect targets for continuous improvement

and challenges current performance. For stakeholders, this information is published on the College webpage. [EVIDENCE] In order to guide self-evaluation and improvement, the Academic Senate monitors and challenges performance using these metrics. Every fall, the Academic Senate discusses, adjusts when needed, and approves the program-set standards and stretch goals in consideration of the College mission. The Academic Senate analyzes performance data to establish standards and goals that are appropriate to fulfilling the College mission. [Minutes to be inserted after approval at September 2022 meeting.] For departmental planning, improvement, and resource allocation, CE programs monitor their performance and may request resources to support department-level planning and actions for improving program completers' rate of job placement and licensure exam passage.

The program-set standards for job placement rate also experienced recent shortfalls. Specifically, the job placement rates for Photography and Child Development programs fell below their standards and have triggered the Academic Senate's process for CE programs to: 1) seek recommendations from their advisory committee, 2) respond to a series of reflective questions that probe the cause, labor market data, advisory board recommendations, possibility of adjusting the standard, and 3) in their next program review, include documentation of faculty dialog about the questions above as well as an action plan to meet program-set standards. In a previous year, the Restaurant Management program had fallen below its set standard. At that time, it adhered to the Academic Senate's process and established and implemented actions which resulted in an increase in job placement rate. This year, however, the number of its program completers were below 10 and therefore too few to provide a valid measure of job placement. Consequently, as with any program with fewer than 10 completers, the program is not required to complete the Senate's process. Despite that, and in pursuit of continuous improvement, the program did so anyway. [EVIDENCE, EVIDENCE, EVIDENCE]

Annually, information about these institution-level data, standards, and goals are presented to the Academic Senate, Strategic Planning Committee, and Board of Trustees and published at the Institutional Effectiveness webpage. [EVIDENCE] Similarly, information about these program-level data, standards, and goals are presented to the Academic Senate and CE departments, and published on the College webpage annually. [EVIDENCE]

Analysis and Evaluation

Through the process of establishing and monitoring institution-set data, standards, and goals, the College was able to detect the adverse impact that pandemic conditions wrought upon students' success and achievement. Through subsequent investigation and discussion of student performance, actions have been planned and implemented for improvement. As evidenced by this work, the College adheres to federal regulations and Commission policies regarding "Standards and Performance with Respect to Student Achievement."

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

Evidence of Meeting the Standard

Data is used to organize institutional processes to support learning and achievement. For example, the Institutional Strategic Plan (ISP) establishes key performance indicators to assess progress and organize efforts in support of student learning and achievement. [EVIDENCE, EVIDENCE] The Institutional Planning Coordination Committee (IPCC) monitors ISP subgoals and receives updates from those identified as responsible parties in the ISP. Each spring semester, the Strategic Planning Committee reviews the key performance indicators and a variety of student outcomes such as course completion, retention, degree completion, certificate completion, transfers, and basic skills milestones. Based upon their review and dialog about student achievement data, the committee decides upon the upcoming year's Annual Goals which are then used to prioritize non-hiring allocation committee resource requests (formerly referred to as "non-personnel requests") submitted as part of departments' strategic planning in their program review. [EVIDENCE, EVIDENCE]

Data is also used at the departmental level to organize institutional processes in support of learning and achievement. An example of this is derived from program review. Program review is the primary mechanism through which departments examine data and organize their planning efforts to improve student learning and achievement. [EVIDENCE] For instructional programs, the program review data dashboard displays a variety of information including enrollment, success rates, and achievement from the past three years. [EVIDENCE] Faculty analyze this information in an effort to identify equity gaps, and then create goals and action items in their strategic planning linkage matrix to aid in planning and resource allocation. The program review and Instructional Dashboard Data Sheet for the Mathematics division is provided as an example. [EVIDENCE, EVIDENCE] Academic Senate motion 2017-23 calls for yearly dialog and documentation regarding the dashboard data. This documentation of dialog is stored in eLumen, the online system for program review. [To add POOCR example of processes supporting student learning.]

The assessment of learning outcomes assessment data provides an opportunity for faculty to reflect on the impacts of curriculum and instruction on student learning. The Reflection section of each department's SLO assessment report documents faculty discussions about their assessment findings and their changes to improve student learning. [EVIDENCE] Assessment data on success and achievement drive the processes for continual improvement to support student learning and student achievement.

For student services and learning support services, outcomes reports are generated that reveal the degree to which students are benefitting from these support services. These same outcomes reports are also able to inform what improvements could be made. For example, data collected on the Learning Center's Keys to College Success workshops shows that students who complete these workshops demonstrate higher course completion rates than students who do not take the workshops. [EVIDENCE] The data also show that these workshops correlate with a higher rate of persistence to the next semester, an essential component of student achievement. As another example, the Supplemental Instruction (SI) program assesses learning support learning outcomes for students who participate in SI. [EVIDENCE] Students are surveyed to find the percentage who "experienced an increase in their integration of study skills and critical thinking" by participating in SI sessions. Ninety-four percent of students surveyed stated that the SI program

increased these essential skills which support student learning and student achievement. These assessment examples demonstrate how learning support programs promote academic quality through the services they offer.

The student services learning outcomes (SSLO) assessment report for CalWORKs is provided to demonstrate an example of the identification and assessment of SSLOs for student services. [EVIDENCE] As evidenced in the SSLO section of the CalWORKS program review, SSLO assessment findings were used by the department to implement changes for improving students' attainment of SSLOs and for strengthening support to students. [EVIDENCE] For example, based on the assessment results for the SSLO "Recognized the link between completion of their educational goals and the future prosperity of their families," CalWORKS increased their usage of an infographic that demonstrates the link between education and average income. This infographic was shared at numerous informational workshops and has become commonly used by student services technicians and counselors during one-on-one student meetings. Also, based on the assessment findings for the SSLO "Access resources that will help them achieve their academic and vocational goals," CalWORKS discovered that some of their students did not know anything about the transfer process or were confused and unsure about it. Consequently, the department implemented a change in their process so that information about the transfer process is now infused into most of their staff's interactions with students. Additionally, the CalWORKS counselor has presented multiple transfer workshops to their students to better inform them about transfer.

As evidenced by this work, the College adheres to federal regulations and Commission policies regarding "Standards and Performance with Respect to Student Achievement."

Analysis and Evaluation

Institutional processes to support student learning and student achievement are data-driven and occur on a regular cycle. Review of, and dialog about, student performance data is formalized to occur annually at the institutional and departmental level through strategic planning and program review processes, respectively. These collegial discussions culminate in the establishment of plans and actions for improvement. Relatedly, the resource allocation process prioritizes requests based upon their support for institutional goals and priorities. The learning outcomes assessment process involves the use of data findings to inform efforts for improvement in instruction, student services, and learning support.

Institutional Effectiveness

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

Evidence of Meeting the Standard

Program review is one way through which the College assesses accomplishment of its mission. The processes of program review are detailed at the program review website. [EVIDENCE] As demonstrated with the exemplar of the English department's recent program review, completers of the program review form must first describe how their department supports the College mission. [EVIDENCE] Then, instructional departments must examine the program review data dashboard which displays a variety of metrics related to student success and achievement (e.g. course completion and degree completion). [EVIDENCE] The dashboard disaggregates all metrics by program type. [EVIDENCE] To examine the data for any program, users must first select a program from the drop down menu at the top of the dashboard. Under the dashboard section called Enrollments and Success by Group, course completion data can be disaggregated by mode of delivery. [EVIDENCE] Departments must provide qualitative information in the remaining questions of the program review form. The program review form culminates in the final section where departments complete a departmental strategic planning linkage matrix. The matrix displays the department's goals, action items, and any associated resource requests, thereby allowing the evaluation of progress on goals and objectives.

The assessment of student learning outcomes is another way through which faculty engage in the mission-driven evaluation of student learning and achievement. Each instructional program receives eLumen summaries of learning outcomes assessments which can be disaggregated by program type and mode of delivery. The summary for the Fitness Specialist Associate Degree provides an exemplar of the disaggregation of learning outcomes by mode of delivery. [EVIDENCE] These summary reports are produced for each instructional program. Reports for the Photography Associates Degree and the Spanish Associates Degree are examples of the disaggregation of learning outcomes by program type. [EVIDENCE, EVIDENCE] Departments are able to review Program Learning Outcomes (PLO) summaries to identify potential gaps. The program review form contains a section where instructional departments may comment and reflect on their program learning outcomes assessments. Any resulting goals or actions can be recorded in the strategic planning matrix, creating a continuous cycle that endeavors to accomplish the College's mission.

Analysis and Evaluation

Program review is a primary mechanism by which instructional, student services, and administrative services departments assess accomplishment of both the department and college mission, evaluation of goals and objectives, student learning outcomes, and student achievement. Through the learning outcomes assessment process, data are disaggregated for analysis by program type and mode of delivery.

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

Evidence of Meeting the Standard

As described in Standard I.B.5., instructional departments must examine the program review data dashboard which displays a variety of metrics related to student success and achievement (e.g. course completion and degree completion). [EVIDENCE] Under the section called Enrollments and Success By Group, course completion data can be disaggregated by characteristics such as sex, ethnicity, age group, delivery method, time of day, or term. The disaggregation of English department's course completion rates by ethnicity is provided as an example. [EVIDENCE] When performance gaps are revealed, strategies are pursued and evaluated to mitigate the gaps. As an example, the Equity section of the English department's program review identified equity gaps among ethnic groups while the Pedagogy section described pedagogical practices implemented (e.g. "decolonizing syllabi and course assignments") and the Actionable Solutions section documented planned efforts (e.g. "ensure all faculty have made concrete efforts to shift their courses toward equity minded practices and accessible course materials") to address those. [EVIDENCE] This actionable solution was further described in the strategic planning linkage matrix of the English division's program review as a recommended action: "Continue to have Engl 101 and Engl 101+ communities of practice meet to norm expectations and strengthen student success." which included the plan to maintain the community of practice Canvas page with resources for equitable grading practices and to offer workshops on high-impact strategies such as the use of equitable grading practices and linguistic equity. To support this actionable solution, the English division allocates their banked units to compensate faculty who lead their communities of practice.

The assessment findings of learning outcomes are also disaggregated by subpopulations. When learning outcomes summary reports are disaggregated by ethnicity and performance gaps are identified, goals and action items are created or revised in the LO&A Reflections displayed in learning outcomes assessment reports, and these inform the goals and action items created or revised in the program review strategic planning linkage matrix. If a goal or action item requires resources, they can be subsequently linked to a resource allocation request in an effort to close equity gaps. The program review cycle requires departments to complete a Full Review program review once every three years, with optional updates during the intervening years. Programs constantly monitor the progress made on their goals and can reevaluate their existing goals and action items if changes should be made in the strategic planning matrix. The program review cycle for History demonstrates this process. In their 2018 program review, the history department noticed performance gaps for African-American and Hispanic students in their disaggregated course completion data. [EVIDENCE] To mitigate this gap, they discussed the need for instructors in the program review's Staffing section and they devised goals and action items in their program review strategic planning linkage matrix which included updating pedagogical practices. In terms of resource allocation, the department submitted an Instructional Hiring Allocation Committee request which was approved. [EVIDENCE] After the hire of two new instructors, the 2021 History department program review noted that the success rates of African-American and Hispanic students had increased over the last three years: Black/African-American success rates went from 55.2 percent to 85.7 percent and Latino success rates went from 65.4 percent to 86.5 percent. The department also achieved their goal to increase the number of AA-T degrees in History as this goal was met with an increase from six awards to 29 awards. [EVIDENCE, EVIDENCE]

Similarly, the learning outcomes assessment process provides instructional departments with summary reports that disaggregate their program learning outcomes (PLO) data for subpopulations of students. Examples of disaggregation by ethnicity are provided for the English AA-T and AA degrees and Math AS-T and AA degrees. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

In addition to program review data, the College collects and analyzes data on student equity metrics, which are disaggregated by characteristics such as ethnicity. [\[EVIDENCE\]](#) The Student Equity and Achievement Committee (SEA) analyzes data, creates new goals and writes the new SEA plan every two years. [\[EVIDENCE\]](#) Additionally, the first four metrics from the California Community College Chancellor's Office's Vision for Success are disaggregated by ethnicity and used to set goals for institutional effectiveness. At its May 21, 2019 meeting, the College's Board of Trustees adopted five goals aligned with the Vision for Success regarding completion, transfer, unit accumulation, workforce, and equity. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

The Instructional Strategic Plan is the main driving force from which these strategies are developed. Recently, the ISP has been collaboratively revised by a number of committees to include recommendations from the DEIA committee, and as a result, has significantly updated the plan to place front and center as Goal A: "Promote and Protect Anti-Racism, Diversity, Equity, Inclusion, and Accessibility Throughout the District." [\[EVIDENCE\]](#) With this new goal, the College works toward prioritizing College wide strategies from various programs and committees to reduce equity gaps and increase student success and achievement for subpopulations of students.

Many effective strategies are in place to mitigate performance gaps for subpopulations of students, including time for reflection and analysis in order to determine their efficacy in achieving goals for completion, transfer, unit accumulation, workforce, and equity. For instance, the Student Equity and Achievement program coordinates the College's learning communities (i.e. Black Scholars, La Comunidad, and Guardian Scholars) guide and support students as well as organize affirming events such as Black History Month and Latinx Heritage Month 2021. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) In addition, specialized equity counselors and the College's early alert system work to reach struggling students to provide support. The SEA Program systematically disaggregates and analyzes learning outcomes and achievement for subpopulations of students. Achievement results at the College had consistently reported that the success rates for Black/African-American and Hispanic/Latinx students were lower than for other student groups. Recent initiatives implemented by the SEA program include the Mentoring Men of Color program; enhanced and intentional programming for the SEA learning communities, and a stronger bridge between noncredit and credit campuses to support student achievement. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) Quantitative data reveal that since the summer of 2016 until spring 2020, students who participate in learning communities (e.g. Black Scholars and La Comunidad), perform better than their counterparts who are not in learning communities for the following metrics: retention, success, persistence, degrees, and certificates. [\[EVIDENCE\]](#)

Student achievement and success rates are connected to basic needs, and for this reason the College has established the GCC CARES program, which allocates resources for providing basic needs for students in an effort to reduce equity gaps. [\[EVIDENCE\]](#) This program was enacted in

fall 2021, and its mission states: “GCC CARES strives to close the educational achievement gap for students facing food, housing, and financial insecurity. We do this by providing students with direct basic needs assistance, connecting them with critical on- and off-campus resources, and offering impactful financial wellness workshops.” Other related strategies in place are programs like EOPS and CalWORKS. [EVIDENCE, EVIDENCE]

Due to the importance of diversity, equity, and inclusion, the College has recognized the need to select a faculty chair with 80% released time to lead the Academic Senate Diversity, Equity and Inclusion Committee [recently renamed the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee]. [EVIDENCE] The person selected for this position coordinates events and services for DEIA students, and specifically, will “(l)ead a committee of the Academic Senate that will engage students, alumni, faculty and staff, as well as external communities, in the development of recommendations to the Academic Senate regarding robust research, symposia, lectures, and curricular expansion on issues of diversity, equity, and inclusion in all disciplines.”

The College utilizes disaggregated data to identify performance gaps in subpopulations of students, and via multiple strategies and highly focused programs, it strives to mitigate gaps and constantly increase learning outcomes and achievement rates.

Analysis and Evaluation

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. This review of disaggregated data is formalized within the program review and learning outcomes assessment processes and it is a primary focus of the Student Equity and Achievement program. When the institution identifies performance gaps, it implements strategies, which may include allocation of resources. The review of data occurs on a regular cycle and thereby allows for the monitoring of the efficacy of strategies for improvement.

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

Evidence of Meeting the Standard

BP 2410 Board Policies and Administrative Regulations states that “The Board of Trustees systematically assesses board policies for their effectiveness in fulfilling the college mission; ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them; meeting State and Federal laws and regulations; and maintaining institutional effectiveness and efficiency.” [EVIDENCE] Policies and practices are formally outlined in board policies and administrative regulations, following a determined review cycle for different topics, including instructional programs, student and learning support services, resource management, and governance processes. [Add evidence of the spring 2022 revision of BP and AR 2410.]

The Academic Senate also reviews policies relating to issues under its purview. An example consists of the committee's recent review, update, and approval of AR 4240 Academic Renewal. [EVIDENCE] The College Executive Committee conducts the final review of all policies by submitting them to the governing board for approval. An example consists of the board's recent review and approval of the revised AR 3500 Campus Safety. [EVIDENCE] Policies may be reviewed and revised as frequently as necessary due to legislative changes or other occurrences. The review of board policies is informed by the College's subscription to the Community College League of California's Board Policy and Administrative Procedure Service. This service includes policy and procedure templates, biannual updates to ensure that the College's policies and practices are current, workshops, and policy development assistance.

Since administrative regulations are generally updated on the same cycle as board policies, the board policies and administrative regulations reflect current policies and practices throughout the institution. Instructional policies and practices are reviewed through monthly meetings of the division chairs, the Academic Senate, and the Academic Affairs Committee, and twice-monthly meetings of the Curriculum and Instruction committee. Student services policies and practices are reviewed through weekly meetings of the student services managers and monthly meetings of the Student Affairs Committee. Resource management policies and practices are reviewed through the monthly Budget Committee meetings. Governance practices are also reviewed on an ongoing basis by the Governance Review Committee, a governance committee whose mission is to review the governance system through AR 2511: Governance Document. [EVIDENCE] The Governance Review Committee uses the results of the annual faculty/staff survey, which includes questions on leadership, governance, human resources, technology resources, and planning, to address identified challenges and inform the Strategic Planning Committee of necessary planning and goal setting. [EVIDENCE, EVIDENCE]

The regular review of board policies and administrative regulations includes evaluation of the effectiveness of instructional programs, student services and learning support services, resource management, and governance processes in supporting academic quality and accomplishing the College's mission. The Governance Committee Flow Chart within AR 2511 displays the governance structure and the role of the Standing Committees, which includes approving the minutes of its subcommittees.

Analysis and Evaluation

Policies and practices across all areas of the institution are regularly reviewed and evaluated to assure their effectiveness in supporting academic quality and accomplishment of mission. Instructional programs, student services, learning support services, resource management, and governance processes are all included in this regular review.

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

Evidence of Meeting the Standard

Assessment and evaluation results, including student achievement data and student learning data, are broadly communicated to stakeholders through multiple channels.

The Office of Research and Planning maintains a Research webpage that shares the results of the majority of the College's assessment and evaluation activities. [EVIDENCE] The Accountability section of that webpage provides the performance data and goals for major institution level metrics. [EVIDENCE] Examples include the institution-set standards required for the U.S. Department of Education and the ACCJC, and the College's Vision for Success Goals required by the CCC Chancellor's Office. The Reports and Publications section primarily serves as a historical archive for past years' institutional effectiveness reports in PDF format. [EVIDENCE] However, the Office of Research and Planning has largely shifted to the use of dashboards or online visualizations to convey assessment and evaluation information. This more modern incarnation of assessment reporting is accessible at the College Profile section which includes the majority of the College's systematically collected institutional research. [EVIDENCE]

In addition to the broad dissemination of institutional effectiveness assessment results at the Research webpage, presentations on key outcome metrics are regularly given to campus stakeholders during constituency group meetings (e.g. for students, classified staff, faculty, or managers) or governance meetings. For example, as described in response to Standard I.B.4., data is used to organize institutional processes to support learning and achievement, and the Institutional Strategic Plan (ISP) establishes key performance indicators to assess progress and organize efforts in support of student learning and achievement. [EVIDENCE] Each spring semester, the Strategic Planning Committee reviews the key performance indicators and a variety of student outcomes such as course completion, retention, degree completion, certificate completion, transfers, and basic skills milestones. Based upon their review and dialog about student achievement data, the committee decides upon the upcoming year's Annual Goals which are used to prioritize non-hiring allocation committee resource requests (formerly referred to as "non-personnel requests") submitted as part of the departments' strategic planning in their program review. [EVIDENCE, EVIDENCE]

In 2017, when the College initiated its work on the Institutional Strategic Plan, it began with a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. That analysis formed the basis of the College's major goals for the next seven years. The "Planning Process" and SWOT analysis are on pages 13-16 of the Institutional Strategic Plan. Each year, the Strategic Planning Committee reviews institutional effectiveness data such as demographic trends, student satisfaction, and student achievement outcomes. Based on the data and the needs of the College, the Strategic Planning Committee then decides which goals from the Institutional Strategic Plan will become the Annual Goals for the next academic year. The Annual Goals are distributed by email to college stakeholders at the beginning of the fall semester. Annual Goals, along with Instructional Priorities of the Academic Affairs Committee, are then used as the basis for prioritizing non-Hiring Allocation Committee resource requests (formerly called "nonpersonnel requests").

Analysis and Evaluation

Assessment and evaluation results, including student achievement data and student learning data, are broadly communicated to stakeholders in multiple ways. Some examples include the webpages maintained by the Office of Research and Planning and presentations at committee meetings. Evaluation activities are broadly communicated so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Planning, Evaluation, and Resource Allocation

Planning and evaluation at the College are continuous, broad-based, and systematic. Planning includes the processes by which the College's strategic plan and its components are developed, implemented, and assessed. Strategic planning at the institutional level involves a continuous and systematic process that is led by the dean of research, planning, and grants, the Strategic Planning Committee (Team A, formerly known as the Master Planning Committee), and the Planning Resource Committee (Team B). The Strategic Planning Committee is the College's largest governance committee and is broad based in that it represents all constituency groups and focuses on high-level planning matters. Adhering to an established planning timeline, the committee systematically convenes once or twice per semester. Specifically, each fall, the committee's focus includes, but is not limited to, a review of its mission statement and the College's demographic trends and student survey results. Each spring, the committee's focus includes a review of student success metrics, strategic plan key performance indicators, and results of the employee survey. The Planning Resource Committee is a smaller steering committee that meets more frequently to organize and plan the content and activities of the Strategic Planning Committee. The Institutional Planning Coordination Committee (IPCC) is a governance committee that meets monthly to monitor and oversee the institutional effectiveness matters such as planning, program review, resource allocation, accreditation, and institutional research.

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

At the institutional level, the College engages in systematic evaluation. For example, every spring, the Academic Senate examines data on certificates, degrees, and transfers to evaluate student performance and to determine if institution-set standards and stretch goals for these metrics continue to be appropriate or if they should be adjusted. These data are additionally reviewed by the Strategic Planning Committee and are used to establish the College's Annual Goals for resource allocation in support of the mission. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

The prioritization of non-hiring allocation committee resource requests (formerly referred to as “non-personnel requests”) derived during the program review process, are based on the degree to which each request supports Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. [EVIDENCE] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual Goals or Instructional Priorities, the higher it is placed in the resource allocation prioritization list.

Major long-range goals for the College are usually established once every seven years during the development of the Institutional Strategic Plan*. In 2017, when the College initiated its work on the 2018-2025 Institutional Strategic Plan (at that time, called the Institutional Master Plan), it began with a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. That analysis culminated into the College's major long-range goals for the next seven years. The “Planning Process” and SWOT analysis are on pages 13-16 of the 2018-2025 Institutional Strategic Plan. [EVIDENCE] Each year, the Strategic Planning Committee reviews institutional effectiveness data such as demographic trends, student satisfaction, and student achievement outcomes, and based on the data and the needs of the College, then decides which goals from the Institutional Strategic Plan will become the short-term Annual Goals. The Annual Goals are reported out by email to all college stakeholders at the beginning of the fall semester when the majority of program reviews are being completed.

Program Review, Evaluation, Planning, and Resource Allocation

Program review enables instructional programs, student services programs, and administrative services departments to evaluate their operations, engage in strategic planning for improvement, and request resources to facilitate the College's ability to achieve its mission. Program review, like planning, is continuous and systematic. The program review process is led by the program manager of accreditation and institutional effectiveness who reports to the dean of research, planning, and grants. The Program Review Committee meets monthly to organize the process and confers with the Academic Senate when necessary. One third of instructional, student services, and administrative departments complete a Full Review program review once every three years, with optional updates during the intervening years.

Program review is also broad-based in that the Program Review Committee's voting membership consists of students, classified staff, and administrators. The systematic evaluation of departmental operations and data is also broad-based. For example, when program review is completed by instructional departments, the self-evaluative process involves reflection and

intradepartmental dialog about data for student learning outcomes, student equity, and institutional effectiveness and culminates in strategic planning for continuous improvement of student learning and achievement. [EVIDENCE] Although the completion of Full Review program reviews are mandated once every three years (with Update Reviews optional during the intervening years), departmental dialog about student and department performance as shown in the program review dashboard data is required annually by instructional departments. [EVIDENCE] Specifically, faculty of instructional programs examine and collectively discuss data from their department's online program review dashboard, which contains various departmental-level metrics including student outcomes such as course completion and program completion.

In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs and services establish their long-range and/or short-range plans for improvement. Resource requests associated with these goals and planned actions may be submitted.

Two types of resource requests are handled differently. Hiring allocation committee requests (HAC requests, formerly called "personnel requests") are validated and prioritized by the hiring allocation committees: Instructional Hiring Allocation Committee (IHAC) for full-time, tenure track instructional faculty positions; Student Services Hiring Allocation Committee (SSHAC) for full-time, tenure-track student services faculty positions; Classified Hiring Allocation Committee (CHAC) for classified staff positions; Cabinet for requests for managers or reorganization. The prioritization of these HAC requests adhere to the guidelines established by each committee. After consideration of the HAC/Cabinet recommendations, vice presidents provide their recommendations to the president, who makes the final decisions.

Non-HAC requests (formerly called "nonpersonnel requests") are prioritized by their associated standing committee: Academic Affairs for instructional requests, Student Affairs for student services requests, and Administrative Affairs for administrative requests. As described earlier, the prioritization of non-HAC requests are based on the degree to which each request supports Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. [EVIDENCE] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual Goals or Instructional Priorities, the higher it is placed in resource allocation prioritization list. Prioritization recommendations are then provided to the Expanded Budget Committee for their prioritization. The resulting recommendations are provided to the president who makes the final decisions.

Planning, program review, and resource allocation are integrated in a comprehensive system which is guided by the mission. The College continually assesses the extent to which its processes lead to accomplishment of the mission, improvement of institutional effectiveness, and improvement of academic quality, and subsequently reevaluates these processes in a continuous, broad-based, and systematic manner.

Analysis and Evaluation

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

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The College's mission is the driving force behind the processes and policies used to continuously improve academic quality and institutional effectiveness. In terms of academic quality, the College's processes and policies demonstrate sustained, substantive, and collegial dialog on many levels regarding student outcomes, student equity, academic quality, and institutional effectiveness. Defined learning outcomes and assessment cycles for instructional and student and learning support services provide a systematic analysis that aid in planning for increased student learning and achievement and guide decisions affecting instruction and student services. Likewise, institution-set standards for student achievement are analyzed, revised, and published each year to assess how well the College is achieving the mission. Decisions for institutional processes are data driven and seek to continuously improve student learning and student achievement. What is more, disaggregated data on programs, mode of delivery, and sub-populations of students such as ethnicity, are examined via the program review process and various other data analysis presentations and utilized to make decisions to close equity gaps. Utilizing program review in particular, and the processes outlined in the Integrated Planning Handbook, the College has defined and systematic processes for allocating human, fiscal, and other resources to mitigate equity gaps and continually assess plans and goals for their efficacy, and make changes that are deemed necessary. Board Policy 2410 outlines the over-arching cyclical evaluation of the effectiveness of its policies and practices across all areas of the institution as they strive to work together to promote and continually improve student learning and student success as the fundamental components of the mission. The College's institutional effectiveness reports ensure that internal and external stakeholders understand its strengths and weaknesses. Appropriate and informed decisions are made by means of the integrated planning process and the setting of annual goals, so short-term and long-term priorities can effectively guide the College in its pursuit of academic quality and institutional effectiveness. By means of continuous, broad-based, and systematic evaluation and planning, the College maintains a comprehensive and institution wide system that has as its ultimate goal the accomplishment of its mission.

Standard I.C. Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Information regarding the mission statement, learning outcomes, educational programs, student support services, and the accreditation status of the College is clear, accurate, and maintained with integrity. Information about the mission statement is provided to employees, students, community members, and organizations affiliated with the College. It is posted on the website, published on page 9 of the 2022-2023 catalog annually, published in the class schedule each term, and displayed across the campuses in public areas. [EVIDENCE, EVIDENCE, EVIDENCE] Procedures for the systematic review, updating, and publishing of the mission statement ensure its accuracy and integrity while its frequent presence and expression promote clarity. [EVIDENCE] Approved changes are implemented in all places where the mission statement is published upon confirmation of revisions in accordance with Board Policy (BP) 1200 District Mission, Vision, and Values Statements. [EVIDENCE]

Information regarding learning outcomes development and systematic review processes, assessment, timelines, training, support, and online system, is provided at the Learning Outcomes & Assessment (LO&A) website. Institutional Learning Outcomes were revised substantially in 2022, approved by the Academic Senate in the spring of 2022, and are published at the website and on page 9 of the 2022-2023 catalog. Program Learning Outcomes start on page 59 of the catalog. [EVIDENCE, EVIDENCE, EVIDENCE] General Education Learning Outcomes are also published at the LO&A website. [EVIDENCE] Course-level Student Learning Outcomes (SLOs) are included in the course syllabi as described in Administrative Regulation (AR) 4261 Class Overview and every course outline of record, which are contained in the C&I database of Course Outlines of Record. [EVIDENCE, EVIDENCE] As such, students are informed of the course SLOs at the beginning of each semester upon receipt of the course syllabus. The processes for systematic review of learning outcomes ensures clarity, accuracy, and integrity. Learning outcomes statements are developed from dialog within faculty groups, often at division or department meetings or retreats, and are approved by division faculty. [EVIDENCE] New courses and programs require learning outcomes statements. These statements undergo technical review and approval by the Curriculum and Instruction (C&I) Committee when a course or program is initially created. When course outlines of record are later revised or undergo their regular cyclical review, or when the department initiates a revision specifically to SLOs, this curriculum review occurs again.

Information on education programs and student support programs is widely available to all stakeholders and the public in print and online publications, including the catalog, website, and class schedule. [EVIDENCE, EVIDENCE, EVIDENCE] For example, all instructional programs are required in their catalog statements to indicate the specific learning outcomes students will

attain and potential careers or higher education for which the program provides preparation. This ensures that programs honestly represent the pathways to success that program completion will present to students. The process by which educational programs are created or revised assures clarity, accuracy, and integrity. Details about proposals to create or modify educational programs are presented and discussed at the relevant governance committee or other committees such as the C&I Committee, Academic Affairs Committee, or Academic Senate. The approval of new academic programs and substantial changes to existing educational programs are reviewed by the College Executive Committee and Board of Trustees at meetings that are open to the public. All new and substantially revised career education programs also require discussion and approval by regional consortia, which may include members of community organizations. The breadth of scrutiny and dialog assures that information regarding programs are clear, accurate, and easily accessible.

The Office of Instructional Services systematically updates information published in the catalog, website, and class schedule regarding educational programs. Each year, by electronic communication, the office requests of all personnel that the office be notified of any needed revisions to the information in these publications. Accordingly, the office effectuates such changes.

Students, personnel, and the public are informed about the College's accredited status with the ACCJC through the Accreditation webpage, which is accessible in one click from a link at the bottom center of the College's home page. [EVIDENCE] At the webpage, information is provided with contact information for filing complaints about the College. Accreditation status is also published on page 10 of the 2022-2023 catalog. [EVIDENCE] With regard to programmatic and/or specialized accreditation, the College posts on its website the names of associations, agencies, and governmental bodies that accredit, approve, or license the institutions and any of its programs, and provides contact information for filing complaints with such entities. [EVIDENCE] The College adheres to federal regulations and Commission policies regarding Student Complaints.

Analysis and Evaluation

The College has established processes for the periodic review of the College mission, SLOs, educational programs, and student support services that ensure that published information is accurate, clear, and maintains integrity. Further, as revisions to the mission, outcomes, programs, and services are proposed, the review process is participative. The College's accreditation status is publicly available, as is any information regarding programs with specialized or programmatic accreditation.

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

Annually, the College updates and publishes the catalog and provides it in both print and online formats for students and prospective students. [EVIDENCE] Printed copies are available for reference in the library or for purchase through the Office of Admissions and Records.

[EVIDENCE] Accuracy is ensured by the processes described in Standard I.C.1. As required by Eligibility Requirement 20, the print and online catalog includes precise, accurate, and current information for students and prospective students regarding “General Information,” “Requirements,” “Major Policies and Procedures Affecting Students,” and “Locations or Publications Where Other Policies may be Found.”

The following list of required information can be found in the 2022-2023 catalog at the specified pages.

Catalog Requirements

1. General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution p. i
- Educational Mission p. 9
- Representation of accredited status with ACCJC, and with programmatic accreditors if any p. 10
- Course, Program, and Degree Offerings p. 58 and 60-98
- Student Learning Outcomes for Programs and Degrees p. 60-98
- Academic Calendar p. 5-8
- Program Length p. 60-98
- Academic Freedom Statement p. 17
- Available Student Financial Aid p. 23
- Available Learning Resources p. 21 (Student Services)
- Names and Degrees of Administrators and Faculty p. 3-4 Administrators; p. 255-262 Faculty
- Names of Governing Board Members p. ii

2. Requirements

- Admissions p. 35-40
- Student Tuition, Fees, and Other Financial Obligations p. 37
- Degrees, Certificates, Graduation and Transfer p. 58

3. Major Policies and Procedures Affecting Students

- Academic Regulations, including Academic Honesty p. 17
- Nondiscrimination p. 19
- Acceptance and Transfer of Credits p. 15
- Transcripts p. 40
- Grievance and Complaint Procedures p. 19-20 and 49
- Sexual Harassment p. 19-20
- Refund of Fees p. 38

4. Locations or Publications Where Other Policies may be Found p. 17-20

The College adheres to federal regulations and Commission policies regarding Credits, Programs, Length, & Tuition as well as regarding Institutional Disclosure & Advertising & Recruitment Materials.

Analysis and Evaluation

The College catalog is available in print and online versions for all stakeholders and the public. It contains all information required in Eligibility Requirement 20 and processes are in place to ensure that information included in each year's edition is precise, accurate, and current.

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College communicates to its constituencies information about its academic quality through documented measurement of student learning and evaluation of student achievement. The Office of Research and Planning maintains a Research webpage that shares the results of the majority of the College's assessment and evaluation activities. [EVIDENCE] The Accountability section of that webpage provides the performance data and goals for major institution level metrics. [EVIDENCE] Examples include the institution-set standards required for the U.S. Department of Education and the ACCJC, and the College's Vision for Success Metrics required by the CCC Chancellor's Office. The Reports and Publications section primarily serves as a historical archive for past years' institutional effectiveness reports in PDF format. [EVIDENCE] However, the Office of Research and Planning has largely shifted to the use of dashboards or online visualizations to convey assessment and evaluation information. This more modern incarnation of assessment reporting is accessible at the College Profile section which includes the majority of the College's systematically collected institutional research. [EVIDENCE] Such data and findings include, but is not limited to: course outcomes such as course completion and retention, workforce placement and retention, transfer, and program completion. Dashboard visualizations are additionally provided through the program review instructional data dashboard. [EVIDENCE] Current and prospective students and the public can access this information through the College website. Under the Accountability section of the Research webpage, information is provided on how prospective students can access the California Community Colleges' centralized Student Right-to-Know website that discloses information about institutions' graduation and completion rates. [EVIDENCE]

Analysis and Evaluation

The College offers internal and external constituencies copious amounts of information on the results of its assessment and evaluation of student learning and achievement. This transparency

and accessibility of information regarding the institution provides the public with an accurate understanding of the College's academic quality and effectiveness.

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

Evidence of Meeting the Standard

All certificates and degrees offered by the College are included on pages 55-98 in the catalog along with information on the programs' purpose, content, course requirements, and expected learning outcomes. This information is also available on the Degree and Certificate Programs webpage. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Analysis and Evaluation

The catalog and website describe the design and purpose of each certificate or degree, the content of each certificate or degree, the required courses which courses constitute each certificate or degree, and the knowledge and skills program completers will attain.

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

Evidence of Meeting the Standard

The mission, programs, and services of the College are represented within the policies and procedures of the institution, and these documents are reviewed on a five-year cycle. This review is codified in BP 2410 Board Policies and Administrative Regulations, which describes processes for adopting and revising these documents and specifying personnel responsible for their review and approval. [\[EVIDENCE\]](#) Correspondingly, AR 2410 Processes for Formulation of Administrative Regulations and Board Assessment of Policies guides the development of new administrative regulations as necessary. [\[EVIDENCE\]](#) The currency of policies is further assured by the subscription to the Community College League of California's Board Policy and Administrative Procedure service. This service provides the College with templates whenever there are needed updates to the policies and regulations that are legally required, legally advised or suggested as good practice. Policies and procedures are posted on the Board of Trustees webpage as a centralized source for these documents. [\[EVIDENCE\]](#) There are occasions when factors such as changes to state laws and regulations, or external requirements associated with funding opportunities, precipitate a review of policies or procedures. In such instances, representatives of constituent groups may initiate review or revision through participative governance.

The College also engages in regular review of its publications. For example, as described in Standard I.C.1., the catalog is updated annually to ensure integrity given it is the primary publication that centralizes information regarding programs, services, and regulations. The

Office of Instructional Services systematically updates information published in the catalog, website, and class schedule regarding educational programs. Each year, by electronic communication, the office requests of all personnel that the office be notified of any needed revisions to the information in these publications. Accordingly, the office effectuates such changes.

Analysis and Evaluation

The College assures the integrity of all of its representations of its mission, programs, and services through systematic review of its policies and procedures on a five-year cycle and the centralized housing of the most recently approved version of these documents. The opportunity for review on an as-needed basis is also provided. The integrity of information within College publications is also maintained. The process for cyclical updates to the catalog was provided as an example.

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

Evidence of Meeting the Standard

The total cost of education at the College, based on the average number of units taken by students enrolled full-time at the Verdugo Campus, is provided on page 26 of the 2022-2023 catalog. [\[EVIDENCE\]](#) On that page, current and prospective students are also informed that the amounts are based upon federal guidelines and estimates by the California Student Aid Commission. They are also notified that out-of-state fees are applicable for students who are not California residents. More detailed information about enrollment fees, nonresident tuition, refund policies, and related resident requirements are described on pages 37-39. [\[EVIDENCE\]](#) On page 11, students are informed that noncredit courses in continuing education at the Garfield Campus are tuition-free. [\[EVIDENCE\]](#) At the Enrollment Fees webpage, detailed information is provided on fees for California residents, non-California residents, and international students. [\[EVIDENCE\]](#) Additional information is posted on how to pay these fees.

The class schedule is another source that accurately informs students of the total cost of units and fees associated with being a student. While page 9 provides an abbreviated list of fees, pages 94-95 describe the same total cost of education information found in the catalog [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Materials fees are charged for some courses in accordance with state regulations. The policy and other information about materials fees are on page 12 of the printed class schedule and page 37 of the 2022-2023 catalog. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Information on textbook options and their costs are located in several places. The College bookstore offers textbooks for purchase or rental and its webpage contains information on their course textbooks costs and related information. [\[EVIDENCE\]](#) Also, the MyGCC portal used by students to enroll in classes facilitates a search for classes with low textbook cost (i.e., \$25 or

less) or zero textbook cost. If other expenses are required, they are typically noted in the course note area.

Analysis and Evaluation

Accurate and detailed information regarding the total cost of education at the College is available in the catalog, class schedule, and on the website. The catalog and class schedule also discuss materials costs associated with receiving instruction. Textbook options and their costs are shown at the bookstore webpage as well as in the student's online enrollment portal.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

BP 4030 Academic Freedom states that the common good sought by institutions of higher education depends upon the free search for truth and its exposition, and that academic freedom in all disciplines is fundamental for the protection of the rights of both faculty and students. For faculty members, it defends freedom in research and in the publication of the results, and in discussing their subject. [\[EVIDENCE\]](#) The policy also explains that membership in the academic community confers to students, faculty, and administrators a number of obligations. Among those are the obligation to respect the dignity of others and accept their right for the expression of differing opinions. Additionally, membership carries with it the obligation to foster and defend intellectual honesty and expression. According to the policy, academic responsibility includes faculty responsibility for what is established in institutional policies and procedures, and the employment contract between the District and the Guild.

The policy is available at the Board Policies and Administrative Regulation webpage and is published on page 17 of the 2022-2023 catalog. [\[EVIDENCE, EVIDENCE\]](#) It communicates the College's commitment to the free pursuit and sharing of knowledge as well as its support for an environment where intellectual freedom is available to all.

At the College, the policy is widely exercised in learning spaces, within the milieu of student life, and wherever colleagues interact. Some examples of the use of academic freedom and adhering to associated responsibilities include the expression of knowledge, ideas, and opinions at events for the Women's History Month Series, Science Lecture Series, and student townhalls. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Analysis and Evaluation

The Board of Trustees has codified a policy on academic freedom and responsibility. It is published on the website and in the catalog. The policy is exercised throughout the college by students, faculty, and administrators.

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

Evidence of Meeting the Standard

The College has created and published policies and procedures that establish honesty, responsibility, and academic integrity. They are applicable to everyone at the institution and further delineate components that are specific to each constituency. Some examples are included in the table below.

Table 9. Policy and Procedures

Constituency	Description	Reference	Evidence
Students	Academic Honesty	BP 5501	EVIDENCE
Faculty	Academic Responsibilities	BP 4030	EVIDENCE
Classified Staff	Discipline	BP 7365	EVIDENCE
Administrators	Ethical Responsibilities	Statement of Professional Ethics	EVIDENCE
Board	Conflict of Interest	BP 2710	EVIDENCE
All Employees	Code of Conduct and Conflicts of Interest	BP 3050	EVIDENCE

The board policies are published at the Board Policies and Administrative Regulation webpage. [\[EVIDENCE\]](#) BP 5501 indicates that all work needs to originate with the student. This policy can be found on page 17 of the catalog and on page 96 of the 2022 class schedule. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The Statement of Professional Ethics regarding administrators, managers, and confidential employees is published at the Administration webpage. [\[EVIDENCE\]](#)

AR 4261 Class Overview delineates specific types of information that must be included in the course syllabus. [\[EVIDENCE\]](#) For example, faculty are required to include in every syllabus a statement that the College has an academic honesty policy and where it can be found. On page 17 of the 2022-2023 catalog, detailed information regarding the academic honesty policy can be found.

Analysis and Evaluation

The College has codified policies and procedures that promote honesty, responsibility, and academic integrity. They apply to all individuals at the College. Policies and procedures are published at the College webpage and when applicable to students, are additionally published in the catalog and class schedule.

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

Evidence of Meeting the Standard

BP 4030 Academic Freedom defends faculty freedom in research and in the publication of the results, and in discussing their subject. This position is reinforced by the Protection of Faculty Members provision of the faculty's Guild bargaining agreement on page 9 of Article III, Section 2, which states that faculty shall not be subject to adverse action for: "exercising the freedom to examine, explore, or endorse unpopular or controversial ideas either in the classroom teaching or in discussion with students outside the classroom or in academic research or publication."

[\[EVIDENCE, EVIDENCE\]](#)

However, BP 4030 reminds faculty of the obligation to respect the dignity of others and accept their right to the expression of differing opinions. It additionally states that there is an obligation to foster and defend intellectual honesty and expression. Further, on pages 9-10 of Article III, Section 1, of the faculty's Guild bargaining agreement, it is stated that "nothing in this Academic Freedom provision of the contract prevents the District from taking disciplinary action against a faculty member for unprofessional conduct." The Academic Senate's Faculty Ethic Statement makes clear the need to uphold this as it asserts the following about faculty: "When they speak or act as private persons, they avoid creating the impression of speaking or acting for the college."

[\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Therefore, the established policies of the institution and the faculty share an understanding of the importance in faculty distinguishing between personal conviction and professionally accepted views in a discipline.

Analysis and Evaluation

The College has in place a policy to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline. The position of the faculty is expressed in their collective bargaining agreement and in the Academic Senate statement.

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

Evidence of Meeting the Standard

The College is a secular institution and respects the diversity of beliefs and worldviews among its constituents. However, it does not endeavor to impose upon students, staff, faculty, or administrators any specific belief or worldview. The institution does maintain codes of conduct for students and personnel. For example, BP 5500 Standards of Student Conduct provides information regarding disciplinary procedures. Correspondingly, AR 5500 Standards of Student

Conduct discusses jurisdiction and prohibited conduct. BP 3050 Employee Code of Conduct provides information on ethical standards. [EVIDENCE, EVIDENCE, EVIDENCE] Policies and procedures are available at the Board Policies and Administrative Regulations webpage. [EVIDENCE]

Analysis and Evaluation

Although the College does not endeavor to impart specific beliefs or worldviews, it does publish codes of conduct on its webpage.

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

Evidence of Meeting the Standard

The College does not offer courses in foreign locations to students other than United States nationals and international students enrolled at the College . It offers courses in foreign locations to its own students through its Baja Field Studies and Study Abroad programs. [EVIDENCE, EVIDENCE] Both the Baja Field Studies program and the Study Abroad program operate in conformity with Accreditation Standards and Commission policies.

Through the Baja Field Studies program, the institution offers courses from its approved curriculum in the Baja California peninsula of Mexico. The College’s instructors and students travel during the winter and/or summer sessions for field experiences at the College’s facility, the Estación del Mar Cortés in the town of Bahía de los Angeles.

In an email communication dated October 1, 2014, the Commission stated that the Baja Field Studies program is comparable to a “field visit” that accompanies a course and is not considered “operating in a foreign location.” The Commission stated it does not constitute 50 percent or more of a program, degree, or certificate, and that it does not conflict with the ACCJC Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals because there are no non-U.S. Nationals enrolled in the program. [EVIDENCE]

Regarding the Study Abroad program, the College is a member of the California Colleges for International Education Consortium and promotes international education among its students. It offers programs in global locales including Indonesia, Australia, Ireland, England, Greece, Italy, Spain, Armenia, and Bali. In a similar vein as the Baja Field Studies program, the Study Abroad program employs the College’s instructors to teach courses from its approved curriculum to the College’s own students. Foreign nationals do not participate. A portion of each course is taught on the College campus, and during the portion taught at international locations, student support services are available online.

Analysis and Evaluation

Courses offered through the Baja Field Studies and Study Abroad programs are subject to the same policies, procedures, academic standards, student learning outcomes, assessment, and evaluation as those completed within the U.S. at the College.

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

Evidence of Meeting the Standard

BP 3200 Accreditation and AR 3200 Accreditation express the College's commitment to complying with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements as they relate to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. [[EVIDENCE](#), [EVIDENCE](#)]

As demonstrated by the history of documented reports and correspondence from the past 12 years posted at the Accreditation as well as ACCJC Annual Reports webpages, the College has adhered to all specified time periods in its meeting of requirements. For example, as a result of the College's 2016 comprehensive evaluation site visit, the peer review team made specific recommendations for improvement. As documented in the 2020 Midterm Report, the College took actions that addressed the recommendations within the required four years. [[EVIDENCE](#), [EVIDENCE](#)]

As one component of fulfilling its accreditation responsibilities, the College discloses all information required by the Commission. As one example, to ensure students and the public have access to information regarding the College's accreditor and accredited status, a link to the Accreditation webpage is located at the bottom center of the College's home page, thereby ensuring it is one click away. As another example, the webpage also informs the public when the College's next comprehensive accreditation evaluation will take place. As a final example, as required by federal regulations and Commission policies regarding Student Complaints, the College maintains a webpage for specialized/and or programmatic accreditation that lists each of its departments that have a program accredited and/or licensed by external agencies other than the ACCJC. On that webpage, the external agencies are identified along with information on how students can contact them to submit a complaint about the program. [[EVIDENCE](#)]

Analysis and Evaluation

The College has demonstrated that it has met all timelines and requirements set forth by the Commission. It has submitted all reports by the specified timelines and has implemented improvements as recommended by peer review teams and as directed by the Commission. All requirements for public disclosure are met and ensure transparency.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College represents itself with honesty and integrity to federal, state, and private agencies and aligns with regulations and statutes governing its activities and programs. The College welcomes scrutiny from external entities that advise, monitor, evaluate, and or/or audit its programs for approval, licensing, accreditation, or the awarding of contracts or grants. The institution has multi-year relationships with a number of agencies. Examples are displayed in the table below.

Table 10. External Agencies

Type	Agency	Relationship
State	California State Board of Registered Nursing (BRN)	Approves Nursing program
State	Office of the State Fire Marshall	Accredits Fire Academy program
National	National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC)	Accredits Child Development Center as child care facility
Federal	U.S. Department of Education	Awards grants including Title V HSI and Title III HSI STEM

As described in Standard I.C.12., the College maintains a webpage for specialized/and or programmatic accreditation that lists each of its departments that have a program accredited and/or licensed by external agencies other than the ACCJC. On that webpage, the external agencies are identified along with information on how students can contact them to submit a complaint about the program. [\[EVIDENCE\]](#) This meets a requirement by federal regulations and Commission policies regarding Student Complaints. The College remains in good standing with each agency it works with, as verified by documentation and correspondence. Examples are provided. [\[EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Analysis and Evaluation

The College ensures honesty and integrity in its relationships with external entities and conscientiously conforms to regulations and statutes, meets reporting requirements, and makes its status known to the college community and public.

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

Evidence of Meeting the Standard

The College is a public institution with no investors and no shareholders. It is an independent institution with no related or parent organization. As such, commitments to high quality education, student achievement, and student learning are paramount in all of its dealings. As expressed in the mission statement, the College exists to ensure students identify their educational goals and needs and successfully accomplish student learning. [\[EVIDENCE\]](#)

Analysis and Evaluation

Ensuring academic quality for student learning and achievement are the primary focus of the College. As a public educational institution, the work of the College is mission-driven.

Conclusions on Standard I.C. Institutional Integrity

The College has policies and procedures in place to ensure accuracy, clarity and integrity of all information presented to the public. It provides information regarding the mission of the College, learning outcomes, academic programs, student support services, student achievement data, educational costs, and all matters relating to accreditation on our website and in various printed materials. The institution provides a printed and an online version of the yearly catalog. The College has policies regarding academic freedom for faculty and students. The College presents itself with accuracy and integrity to outside accreditation agencies. Finally, the college has board policies in place to ensure that information and policies are reviewed, relevant, and accurate.

Standard II: Student Learning Programs and Support Services

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

Standard II.A. Instructional Programs

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

Evidence of Meeting the Standard

All of the College’s instructional programs are offered in fields of study consistent with the mission and the standards of higher education, regardless of location or means of delivery. Classes are offered on the Verdugo and Garfield campuses and also remote sites within the community. In addition to the two main campuses, classes are offered as part of the Study Abroad and Baja Field Studies programs, as well as at the Professional Development Center in Montrose, north of the Verdugo Campus. The College offers both credit and noncredit courses on its Verdugo Campus, as well as noncredit courses on its Garfield Campus. A small number of credit, noncredit, and dual enrollment courses are also offered at other locations in the community, including local high schools.

The College supports face-to-face, online, and hybrid methods of instruction. Courses approved to be taught through distance education modalities meet quality standards set by the Academic Senate and two of its subcommittees--the Curriculum and Instruction (C&I) Committee and the Committee on Distance Education (CoDE)--as well as those set by federal and state guidelines.

[[EVIDENCE](#), [EVIDENCE](#)]

As described in its mission statement the College grants associate degrees and certificates. [[EVIDENCE](#)] As detailed on pages 55-98 and 239-240 in the 2022-2023 catalog, these consist of the Associates of Science, Associates of Arts, Associates for Transfer, and both credit and noncredit certificates that are designed to help students attain identified student learning outcomes while achieving their academic, career, and personal goals. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)] All instructional programs are offered in fields of study consistent with the College’s

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

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

As part of the curriculum committee's new program proposal process, departments must specify on the Program Proposal Form, the essential nature of the program and how it reflects or relates to the College mission statement. [\[EVIDENCE\]](#) The committee also ensures that all degree and certificate programs are appropriate to higher education when it considers Program Proposal Form's narrative responses to questions such as how the program relates to the general field of study and how the program relates to general education patterns, including the general education breadth requirement of the California State University and the Intersegmental General Education Transfer Curriculum (IGETC). [\[EVIDENCE\]](#)

In addition, local skill awards with lower unit requirements are granted based on specified skill sets agreed upon by industry advisory committees, local Workforce Development Boards, the Los Angeles Economic Development Corporation (LAEDC), the Los Angeles Orange County Regional Consortia (LAOCRC), and the College's CE programs.

All degrees and certificates list expected Program Learning Outcomes (PLOs), as shown in their respective catalog descriptions and their program websites. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) These PLOs are further supported by each individual course that is part of the program and those courses' Student Learning Outcomes (SLOs). All instructional programs at the College culminate in the attainment of defined PLOs. PLOs are assessed for each degree and certificate program on a regular cycle by each academic division. PLO assessment summary reports are housed within the document library in eLumen, the online system for learning outcomes and assessment. [\[EVIDENCE\]](#)

The mission statement also references "career and technical education to achieve employment or enhanced career skills for job advancement which is the goal of many students at GCC." For example, as shown by its program map, the Fitness Specialist Certificate prepares students for a career in the field of fitness and these students are workforce ready in one year. [\[EVIDENCE\]](#)

Similarly, the College offers noncredit certificates that can quickly give students skills to enter the workforce in as little as six months, such as the Administrative Medical Assisting Noncredit Certificate. [EVIDENCE] The Fitness Specialist AS degree allows students to enter the workforce or transfer to a four-year institution, meeting the mission statement's goal of assisting students with pursuing "general education to achieve knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community." [EVIDENCE]

To ensure that instructional programs culminate in achievement of degrees, certificates, employment, or transfer to other higher education programs, the Office of Research and Planning tracks attainment of these outcomes on a yearly basis. [EVIDENCE, EVIDENCE] Outcomes data on degree and certificate completion, transfers, and job placement rate presented in the ISER Introduction section demonstrate that the College's programs successfully culminate in program completion. [EVIDENCE]

Rigor and collaboration of programs are evidenced by our many transfer degrees, including the Social Justice: Gender Studies AA-T. This transfer degree combines classes from a variety of disciplines to deepen students' understanding of the human experience, global issues surrounding gender and sexuality, and the intersection of gender, sexuality, race, class, and other ways in which humans identify themselves.

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

Analysis and Evaluation

Substantial offerings in instructional programs provide fields of study consistent with the institution's mission. These programs are also consistent with standards of appropriateness established for the California community colleges. The College maintains its status as a regional leader in higher education. Programs of study culminate in the attainment of defined learning outcomes and provide effective and efficient pathways toward associate degrees, university transfer-level coursework completion, certificates, and employment.

II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Curriculum development and review is entirely within the purview of the faculty. Both development and review begin with discipline faculty who create or review course outlines, course proposals, or program proposals with the assistance of their division's C&I Committee representative. Outlines and proposals are reviewed at the division level, and then passed on to the C&I Committee, a subcommittee of the Academic Senate that is responsible for ensuring that instructional content and methods of instruction meet acceptable academic and professional standards. Processes for curriculum development, review, and approval for courses and programs are documented in the College's Curriculum Handbook. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) As stated in Administrative Regulation (AR) 4020 Course, Program, and Curriculum Development, the C&I Committee supports the continuing revision and innovation of curriculum. [\[EVIDENCE\]](#) [\[Replace AR after 2022 version approved.\]](#) The committee is composed of representatives from each division and is co-chaired by the faculty curriculum coordinator and the vice president of instruction. It reviews and discusses new or revised courses and programs, and works with the division for revision or clarification. As described on pages 26 and 54 of the Curriculum Handbook, all career education courses are reviewed on a two-year cycle as directed by state law, while all non-career education courses are reviewed on a six-year cycle. As part of the discussion and ongoing, cyclical revision of curriculum, critical examination of crucial elements of each course is undertaken to ensure course and program currency. Examples of approved course outlines of record that contain course descriptions, expected learning outcomes, and course content at appropriate education levels are provided. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Systematic evaluation for the continuous improvement of instructional courses and programs also occurs through the process of program review. [\[EVIDENCE\]](#) When program review is completed by instructional departments, the self-evaluative process involves reflection and intradepartmental dialog about data and culminates in strategic planning for continuous improvement of student learning and achievement. Although the completion of Full Review program reviews are mandated once every three years (with Update Reviews optional during the intervening years), departmental dialog about student and department performance as shown in the program review dashboard data is required annually by instructional departments. [\[EVIDENCE\]](#) Specifically, faculty of instructional programs examine and collectively discuss data from their department's online program review dashboard, which contains various departmental-level metrics including student outcomes such as course completion and program completion. While course completion data can be examined for the department overall, it can also be disaggregated by various student subpopulations (e.g. ethnicity) to reveal potential equity gaps. The English division's program review is provided as an example. [\[EVIDENCE\]](#) To ensure program currency, under the Creating or Revising Programs section, departments must report what activities have been conducted to ensure and enhance the currency and quality of the department's programs, degrees, and certificates. Intradepartmental dialog about student learning and achievement data informs department strategic planning for the improvement of teaching and learning strategies and the promotion of student success.

Discussions regarding methods of instruction and pedagogy are held regularly by the faculty development subgroup of the Professional Development Committee, the Committee on Distance Education, and by individual departments. [EVIDENCE, EVIDENCE]

The institution continuously strives to improve programs and courses to enhance learning outcomes and achievement for students. Recognizing how systemic privilege pervades institutional practices and marginalizes student populations that have historically been underserved and minoritized, the College's faculty have been prolific in their efforts to reshape instructional practices to be student-centered and culturally responsive. Faculty-driven efforts for equitable teaching and learning is described in detail in response to Standard II.A.16.

Analysis and Evaluation

Faculty members are central to the core elements of course development, program review, and directly related services. Faculty, instructional divisions, and the C&I Committee engage in the systematic review of curriculum to ensure the content and methods of instruction meet accepted academic and professional standards and expectations. Systematic evaluation of programs and related services occurs within the program review process and assures currency, improvement of teaching and learning strategies, and promotion of student success.

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

Evidence of Meeting the Standard

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

The creation and regular review of course and program learning outcomes are integrated into the curriculum process. When a division proposes new courses and programs, the proposed course outlines and program proposals must include learning outcomes. The established procedure for incorporating learning outcomes in courses is described on pages 21-22 of the College's Curriculum Handbook. [EVIDENCE] Proposed learning outcomes are first examined at the division level and then by the C&I Committee. [EVIDENCE] The College wide process for defining and assessing learning outcomes at the course and program levels is the responsibility of the Learning Outcomes and Assessment (LO&A) Committee, a subcommittee of the Academic Senate that is chaired by the faculty learning outcomes and assessment coordinator. The SLO page of the LO&A website provides guidance on the creation and assessment of SLOs. [EVIDENCE] The coordinator serves as a permanent member of the C&I Committee, providing feedback on all new and revised Student Learning Outcomes (SLOs) and PLOs to the committee and course outline authors. The SLOs and PLOs are reviewed and evaluated for quality. [EVIDENCE]

In addition to procedures for identifying and approving learning outcomes, the College has established procedures for assessing learning outcomes. The LO&A committee has defined an assessment cycle within which every course and program is assessed at least every three years. This assessment cycle has been approved by the Academic Senate (Senate motion 2021-34). [\[EVIDENCE, EVIDENCE\]](#) After course and program learning outcomes assessments are conducted, the data are recorded in eLumen, the online system for learning outcomes assessment. [\[EVIDENCE, EVIDENCE\]](#) Formal discussion occurs regarding the findings of learning outcomes assessment. For example, the Reflection section of each department's eLumen SLO assessment report documents faculty dialog about their assessment findings and changes they've planned or implemented to improve student learning.

Program Learning Outcomes (PLOs) are documented in the curriculum management system, eLumen, the catalog, and the program's website. Examples for the identification and assessment of PLOs are provided for the Fitness Specialist program. [\[EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE\]](#)

For instructional programs, the defined course SLOs are documented on the Course Outline of Record (COR) which is reviewed and revised, if necessary, at least every six years through the C&I Committee. CORs are housed and accessible at the COR archive. [\[EVIDENCE, EVIDENCE\]](#) Instructional faculty also include SLOs on their course overviews. [\[EVIDENCE\]](#) Examples are provided for Spanish 101. Additionally, SLOs for each course continue to undergo scrutiny and discussion at the meetings of the LO&A Committee and the C&I Committee.

The College requires that instructors provide students a syllabus at the start of every term. The Academic Senate has established a Class Overview Policy, codified in AR 4261 Class Overview, which delineates the required components for syllabi, including the necessity of listing SLOs. [\[EVIDENCE\]](#) [\[Replace when updated in 2022\]](#) In order to ensure that course outlines comply with requirements, instructors are required to submit a syllabus for each class section that they are teaching to the division office for review at the start of each semester.

Analysis and Evaluation

The College has identified learning outcomes for courses and programs (including certificates and degrees) and assesses them using established procedures. Course outlines include course-level student learning outcomes and students in every class section receive a syllabus that includes the learning outcomes from the institution's officially approved course outline.

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

Evidence of Meeting the Standard

The College offers noncredit pre-collegiate courses, a limited number of credit pre-collegiate courses, and short term, not-for-credit employment training classes. Pre-collegiate credit courses

have been developed in English, Mathematics, and English as a Second Language (ESL). Course offerings are compliant with the requirements of AB 705 and AB 1805 in that all students enrolling in degree or certificate programs have access to transfer-level English and Mathematics within their first year. This compliance guides the decision-making process regarding the development and scheduling of any pre-collegiate courses.

The College also offers pre-collegiate courses in noncredit and continuing education in the areas of business, allied health, and life skills, including high school GED courses. [EVIDENCE] Job opportunities in the local area guide the decisions for offering noncredit courses. Entry level positions may require a certificate consisting of two or three courses that students can complete in a year or less. For example, home health care was recently added to noncredit offerings to meet growing job demand.

Noncredit offerings also include a broad range of ESL courses. The local community has a need for zero cost, English language learning opportunities. These open-entry, open-exit courses fit the needs of students who want to gain proficiency in English or need extra help with job or education related language skills.

Community Services Education offers not-for-credit vocational courses preparing students for certification for pharmacy technician, phlebotomy technician, and notary public. Lastly, the College's Professional Development Center offers short-term, not-for-credit employment training classes. These courses are not defined as college-level or pre-collegiate as they are designed to provide job training skills or re-training on a contract basis through the state's Employment Training Program (ETP). [EVIDENCE]

The College catalog indicates in the course description if a course is pre-collegiate and/or non-degree applicable. [EVIDENCE, EVIDENCE, EVIDENCE] English and Mathematics have sequencing charts showing the progression from pre-collegiate to collegiate and/or transfer level courses; any non-degree applicable course in the chart is noted as such. [EVIDENCE, EVIDENCE] English as a Second Language Credit division has a sequence from non-degree applicable courses to degree applicable to transfer level Speech and English courses. [EVIDENCE] Noncredit ESL also has a course sequence that shows the progression from noncredit to credit ESL degree applicable courses. [EVIDENCE]

Course outlines of record (CORs) clearly describe alignment between sequential courses by aligning exit standards of pre-collegiate courses with the entry standards of the course that follows. For example, the entry standards of collegiate English 101 align with the exit standards of its prerequisite, pre-collegiate English 100. [EVIDENCE, EVIDENCE] For students pursuing Statistics and Liberal Arts Math, entry standards for Math 136 align with the exit standards of its prerequisite, pre-collegiate Math 30. [EVIDENCE, EVIDENCE] Correspondingly, for students pursuing the Business, Science, Technology, Engineering, and Math sequence, the entry standards of collegiate Math 90 align with the exit standards of its prerequisite, pre-collegiate Math 15 while the entry standards of Math 100 align with the exit standards of Math 90 [EVIDENCE, EVIDENCE], [EVIDENCE]

Credit courses, both pre-collegiate and college level, are offered at the Verdugo campus along with a limited number of noncredit courses. Most noncredit courses are offered at the Garfield campus, while professional development courses are held at the Montrose campus (PDC). Credit and noncredit courses may be offered in person, online, or by synchronous online instruction.

Analysis and Evaluation

The College's extensive pre-collegiate curriculum furthers the explicit goals of the College's mission to serve the developmental academic needs of students and directly support the advancement of those students to college-level courses. This support accommodates a broad range of student goals and needs and incorporates innovative methods and proven techniques.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

As described earlier, the C&I Committee is the Academic Senate subcommittee that assists in the development of degrees and certificates, both credit and noncredit. The procedures in the College's Curriculum Handbook outline its curriculum development processes and practices which adhere to the Program and Course Approval Handbook as stipulated by the California Community College Chancellor's Office, California Code Regulations., Title 5, Section 55000.5 and in accordance with California Education Code. [EVIDENCE, EVIDENCE, EVIDENCE] As such, the handbook is in alignment with practices standardized across the state's community college system. The handbook states the process for submitting, reviewing, and updating programs offered at the college. It also delineates how courses should be sequenced, emphasizing stackable certificates and inclusion of pre-requisites. As described in response to Standard II.A.1, programs must also demonstrate alignment with the College mission. Instructional divisions typically create or revise programs and then submit them to the C&I Committee for review and approval. The committee ensures compliance with state guidelines as well as transfer degree criteria. Proposed programs are compared to other local colleges as well as industry standards and job trends to ensure the degrees and certificates will adequately prepare students for their chosen profession. Academic programs are reviewed every six years and Career Education (CE) programs are reviewed every two years to ensure that they are current and relevant.

[EVIDENCE]

As reflected in the program map example for Fitness Specialist Associate Degree, Associate degree programs are designed to be completed in two years. [EVIDENCE] Credit certificate programs are ideally completed within one year or 18 months. Noncredit certificates offer an expedient path to employment by focusing on skill-based curriculum that can often be completed in less than a year.

As stated on page 55 of the catalog: “The Associate degree is granted to persons who file a Petition of Graduation in the Admissions and Records Office, who are not on academic probation, and who have completed 12 semester units of the required college curriculum of 60 degree applicable semester units at GCC”. [EVIDENCE] The satisfactory completion of at least 60 semester units to receive an Associate Degree is also established in AR 4100 Graduation Requirements for Degrees and Certificates of Achievement. [EVIDENCE] The completion of 60 units for an Associate degree includes major requirements, American Institutions and State and Local Government, U.S. History, Mathematics, Health, Physical Education, First Aid, Cultural Diversity, Natural Sciences, Social Sciences, Humanities, Arts, Foreign Language, Literature and Philosophy, English Composition, and Communication and Analytical Thinking. Associate for Transfer degrees also require a minimum of 60 units, including the major courses as well as the CSU Breadth or IGETC General Education requirements. [EVIDENCE, EVIDENCE, EVIDENCE]

Analysis and Evaluation

Through established processes, the C&I Committee evaluates program length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Programs meet local approval requirements as well as the requirements of the California Community College Chancellor’s Office. Degrees are consistent with the levels of quality and rigor appropriate to higher education.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

As part of the Guided Pathways Initiative at the College, program maps have been developed for all credit and noncredit degrees and certificates. [EVIDENCE, EVIDENCE] These maps provide current and prospective students with a general roadmap and timeline to complete their goals. Certificate maps range from six months to 18 months for completion; Associate degree maps show completion in two years. [EVIDENCE, EVIDENCE, EVIDENCE] Students then work with counselors to complete an individualized Student Education Plan (SEP). These plans customize the general road map for each student’s chosen degree and certificate, depending on their academic and scheduling needs. [EVIDENCE, EVIDENCE]

Through program mapping and exercises with division chairs, the College is working toward improving the time to completion, aiming to increase the number of students earning degrees or certificates within two years. [EVIDENCE] Student achievement data indicates that these program maps and SEPs are effective. "Average No. of Units Accumulated by All First Time Associate Degree Earners" shows a small decrease in total units accumulated by all associate degree completers from 91 units in 2016-2017 to 88 units in 2019-2020, and a decrease for Associate Degree for Transfer (AD-T) completers from 88 units in 2016-2017 to 84 units in 2019-2020. AD-Ts awarded have increased every year, from 460 in 2016-2017 to 807 in 2020-2021. [EVIDENCE, EVIDENCE, EVIDENCE]

Division chairs work with their departments and the scheduling office to create a class schedule each semester. Course scheduling decisions are made considering student need/demand for courses, student schedules, and degree or certificate completion needs. Some courses are specifically offered and sequenced to create cohorts of students completing a certain program such as Nursing or Fire Academy. While many courses are offered every semester, some courses are offered on different cycles. For example, many advanced courses required for certificates or degrees would not fill if offered every term, so they are offered on regular schedules, such as every spring semester. One example is Computer Science/Information Systems 166 (Advanced Computer Architecture and Assembly Language), which is typically offered every other spring semester. The typical offering pattern of each course is listed in the catalog. [\[EVIDENCE\]](#)

Analysis and Evaluation

Courses are scheduled so that it is possible for students to complete degrees within two years and certificates in an appropriate time period based on unit requirements. Using the tools and methods developed and acquired by the College, the institution schedules courses in a manner that facilitates student progress and completion consistent with the expectations of higher education, specifically the California Community College system.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College uses data to inform decisions regarding how best to address students' needs. Even prior to the remote learning conditions necessitated by the COVID-19 pandemic, the College's data reflected the increasing demand for DE courses. [\[EVIDENCE\]](#) Also, student equity data has revealed disproportionate impact to subpopulations of students. [\[EVIDENCE\]](#) The institution employs a variety of delivery approaches, including a variety of modalities and methodologies, to address the diverse and changing needs of students and ensure student access, engagement, and success. In addition, numerous learning support services are available to students both within the context of the class and as supplementary or additional support.

Both noncredit and credit classes are offered in multiple modalities including online, face-to-face, synchronous online instruction (remote synchronous), and hybrid formats. As can be seen in Figure 3 from the Introduction section, in 2018-2019, before the COVID-19 pandemic, 12 percent of credit enrollments were in online or hybrid sections. This percentage increased to 45 percent in 2021-2022; an additional 45 percent of enrollments were in remote synchronous sections in 2021-2022. Course modalities and standards are overseen by the C&I Committee and the Committee on Distance Education (CoDE) to ensure compliance with federal and state laws and guidelines. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#) The College is a member of the California Virtual Campus (CVC)-Online Education Initiative (OEI) Exchange and Peer Online Course Review (POCR) programs, and this affirms that online offerings meet the highest

distance education standards. As a designated Local POCR college, the institution has demonstrated (and been granted) the ability to assess CVC-OEI rubric-aligned courses and to award a Quality Review Badge accepted by the CVC-OEI Exchange. [EVIDENCE] The College also has published, fully online pathways to five ADTs and 15 certificates on the CVC-Exchange.

Especially over the last two years, it has become apparent that students can benefit from different types of modalities and, at times, having flexible modalities is necessary for them to be able to continue their education. Distance education (DE) courses offer options for students to complete their pathways, without having to come to campus. This increases equitable access for students who may be struggling with work-life balance, family responsibilities, transportation, or other issues. These alternate modalities also meet students' individual learning styles. Some may learn best face-to-face while others thrive in a more independent online environment. The College strives to offer multiple course delivery modalities in order to meet the diverse learning needs of all students and help them successfully complete their courses in a timely manner.

Even prior to the remote learning conditions related to COVID-19, the College hired a full-time instructional designer for the first time. This position was one piece of a broader investment the College made in professional development aimed at the effective use of technology. The instructional designer joined a DE support team consisting of a DE coordinator, a DE faculty development coordinator and trainer, a DE peer online course reviewer, assistant instructional technology support specialist, and divisional representatives on the CoDE Academic Senate subcommittee. [EVIDENCE] This DE support team works in collaboration with the Faculty Development Office and Classified Staff Development Office. These offices along with the Professional Development Committee have a broader charge of overseeing the DE-related instruction and training opportunities provided to employees and students. These professional development offerings include presentations and workshops on emerging technologies and how to use learning technologies effectively. For example, the instructional designer hosted a workshop on the use of Microsoft Office Sway which is an interactive platform for creating online content for authentic assessments. [EVIDENCE]

Program review data dashboards disaggregate course completion by a variety of characteristics, including mode of delivery. [EVIDENCE] This allows instructional departments to examine for possible achievement gaps between delivery modes and take actions to address them. However, to meet its Institutional Strategic Plan goal to "increase effectiveness of distance education," the College has focused resources, time, and personnel toward improving the quality of DE course design and teaching methods. For example, the program review data dashboard shows course completion rate for online courses in the Foreign Language department was 75% in 2018-2019. In its 2018-2019 program review, the department's strategic linkage matrix reflected a goal to "Support instructional programs using technology" that included a planned action to "Hold ongoing Canvas training workshops and training sessions to share knowledge and improve course delivery". [EVIDENCE] However, with a strategic focus on improving DE instructional methods, the department's course completion rate has increased over the past few years to 88.5% [EVIDENCE] The College's enrollment data shows the increasing trend toward DE courses and its success rate data over time indicates that the College has been increasingly effective at improving DE course completion. [EVIDENCE]

Beyond delivery modes, the College addresses student needs using a variety of teaching methodologies. In addition to traditional lecture classes, the college offers project-based learning opportunities including laboratory courses in sciences, technology and engineering, performing arts, studio arts, early childhood education. The College has also emphasized the importance of active learning in the classroom to encourage engagement and application of concepts so that learning can be more easily translated to real life. This is also found in contextualized learning, which takes theoretical topics and connects them to real life applications. For example, many English 101 courses focus on a certain topic relevant to the students, such as athletics, health care, technology, and business. [EVIDENCE] These teaching methods lead towards authentic assessment which assures and measures student learning and achievement in a more equitable and effective way.

Work-based learning provides students with the opportunity to apply concepts in a job or career setting. Internships and Independent Studies bring students to places in the community to obtain college credit in an active environment. For example, biology students have worked with scientists and educators at the Museum of Natural History as well as in local hospitals assisting with original research and community outreach. [EVIDENCE]

The College provides learning support both in the classroom and at specific resource centers on campus. Some English and Mathematics courses contain built-in support modules in response to needs that arose out of compliance with AB 705 and AB1 805. To support students in completing transfer level English and Mathematics in their first year, these plus (+) classes have additional laboratory units that offer focused and individualized attention and more time to practice skills and concepts. Third Repeat programs in Mathematics and English provide students with support and services they need to help them pass these courses for a third and final attempt at the College. [EVIDENCE, EVIDENCE] The noncredit campus also offers tailored support classes that give credit students the opportunity to receive extra assistance by taking an open enrollment supplementary course at no cost to the student. For students who are looking for support outside of the classroom, the College offers workshops, tutoring, and supplemental instruction. The Learning Center offers workshops on study skills, growth mindset, and writing skills as well as scheduled and drop-in tutoring hours. [EVIDENCE] The library also holds workshops to assist students with research skills, information competency, and document formatting and citation styles (MLA, APA). [EVIDENCE] The Math Discovery Center offers math specific drop-in tutoring and workshops. [EVIDENCE] The Supplemental Instruction (SI) Office coordinates times for students to meet with student SI Leaders who provide insight and support for a specific class. [EVIDENCE] Student academic support, such as tutoring through the Learning Center, Library and Learning Center workshops, Supplemental Instruction, and Math Discovery Center Resources, have also developed and enhanced online versions of their services to meet student need.

Mirrored noncredit and credit programs are also being designed to meet the needs of lower income students by providing free, noncredit courses that can lead to enhanced job skills and opportunities. Such programs will include interior design and drafting technology as well as English as a Second Language.

Analysis and Evaluation

The College has developed significant and diverse resources that support a wide range of delivery modes, teaching methodologies, and learning support services that support equity in the attainment of academic success for the institution's diverse student population. These modes, methodologies, and support services address the needs of students enrolled in the classes by creating more effective and engaging learning experiences for students and by creating a broad range of approaches to serve their diverse and changing needs.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Department-wide common final examinations were used by the mathematics and English divisions before 2019, but these are no longer in use.

As per AR 4235 Credit for Prior Learning, "Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) Examination. (A table of the courses or units the college grants for performance in AP credit is available in the college catalog.)
- Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination.
- Achievement of a satisfactory score on the College Level Examination Program (CLEP).
- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an approved course listed for Credit by Examination in the college catalog.
- Successful completion of an examination administered by other agencies approved by the District.
- Evaluation of Joint Service Transcripts (JST).
- Evaluation of industry recognized credential documentation.
- Evaluation of student-created portfolios.
- Assessment approved or conducted by proper authorities of the college." [\[EVIDENCE\]](#)

Assessments and exams used for licensures are the industry standards for those fields. These licensure exams are used state or nationwide and have been determined to be reliable, valid, and bias free by the licensing agencies and the state. For example, completion of the Nursing Program prepares graduates to take the National Council Licensure Examination (NCLEX-RN), an examination used nationwide to obtain California State Licensure for Registered Nursing.

[\[EVIDENCE\]](#)

Analysis and Evaluation

Divisions with department wide course and/or program examinations have made consistent, disciplined, and data-driven revisions of their processes in establishing valid testing at both placement and exit levels. The College is shifting towards widespread use of authentic assessment to reduce bias and increase reliability.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All courses rely on assignments and exams linked to course SLOs to assess student learning. An example of this is demonstrated in Spanish 101, where an end-of-course summative assignment assesses the course's SLOs and the assignment's grading rubric shows the direct alignment of the assignment's components to the course SLOs. [EVIDENCE, EVIDENCE, EVIDENCE] The meaning of grades and how to earn a passing grade are outlined in the catalog and course syllabus, and credit is awarded for each course based on a passing grade. [EVIDENCE]

The assignment of credit hours is verified by the institution and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice. Consistent with standards of higher education and in compliance with federal financial aid eligibility, one college credit is earned per one lecture hour, three laboratory hours, or two studio hours. For example, English 101 has 4 lecture hours and a student with a passing grade would be awarded 4 units of credit. Biology 120 has 3 lecture hours and 6 laboratory hours for a total of 5 units. BP 4020 and AR 4020 Course, Program, and Curriculum Development define credit hours and the requirement to establish programs as based on credit hours or clock hours. The College does not offer programs based on clock hours. [EVIDENCE, EVIDENCE, EVIDENCE] Replace AR after updated to 2022] Course outlines clearly state both course contact and out-of-class hours required for the course. [EVIDENCE]

Divisions build programs with PLOs in mind. To obtain a degree, students complete a defined sequence of courses with SLOs that support the PLOs. As outlined in Standard II.A.5, all associate degree programs meet a minimum of 60 units. The College does not award credit based on clock hours. The College aligns with federal regulations and related Accrediting Commission for Community and Junior Colleges (ACCJC) policies regarding credits, program length, and tuition.

Analysis and Evaluation

The processes described above ensure that credit is awarded once the student has met the requirements of a particular course and achieved a passing mastery of learning outcomes, as specified in both the course outline and the syllabus. All courses reflect the units of credit that

are generally accepted by other institutions of higher education for similar courses or programs in order to provide a level of education consistent with accepted norms and to facilitate transfer credit and articulation agreements.

II.A10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

BP 4050 and AR 4050 Course and Program Articulation describe course and program articulation for Bachelor's degrees, course-by-course transfers, and high school articulation agreements. These policies and practices can also be found in the catalog and course schedule and are posted at the College website. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)]

The Office of Admissions and Records provides transcript evaluations to determine transfer of courses completed at other colleges or universities. The evaluation determines how a student's prior coursework can contribute to the attainment of a degree, certificate or other educational goal. [[EVIDENCE](#)]

As described on page 15 of the catalog: "Only lower-division degree-applicable credit will be accepted; classes must be college level rather than remedial or developmental. An upper-division course may only be accepted as subject credit for an associate degree. All courses to be used for an associate degree, certificate, IGETC, or Breadth certification must be completed with a grade of 'C' or better." [[EVIDENCE](#)]

The College has articulation agreements with California State Universities (CSU), Universities of California, and some private colleges and universities. These agreements allow students to seamlessly complete lower-division courses at the community college and complete their upper-division courses when they transfer. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)] The Transfer Center provides students with assistance in ensuring their chosen pathway maximizes their ability to transfer credits to their desired institutions. The Transfer Center also maintains a website showing transfer equivalencies for specific institutions. [[EVIDENCE](#)] Articulated courses are also publicly available at California's assist.org website. [[EVIDENCE](#)]

The College also has established articulation agreements with local high schools for Career Education programs of study as well as course-to-course articulation. Information about these high school articulation agreements is publicly available on the web. [[EVIDENCE](#)] This allows high school students to obtain job skills, a credential or certificate, and/or earn college credit for their high school courses. The College aligns with federal regulations and related ACCJC policies regarding transfer policies.

Analysis and Evaluation

Transfer between institutions is essential in facilitating timely completion for students, and transfer to four-year institutions is a primary part of the College's mission. Transfer of credit policies are made available to students in the catalog, and processes for granting this credit are clearly delineated in order to facilitate student mobility. The College's policy for accepting transfer credits from other institutions ensures that the expected learning outcomes of transferred courses are equivalent to courses at the College by requiring that discipline experts evaluate course content and learning outcomes. Processes and personnel are in place to develop and maintain articulation agreements where patterns of transfer have been or are identified.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Since 2016, the Institutional Learning Outcomes (ILOs) consisted of Communication, Mathematical Competency/Quantitative Reasoning, Information Competency(Literacy), Critical Thinking, Global Awareness and Appreciation, and Personal Responsibility. [EVIDENCE] To continuously improve the assessment of student learning, in the spring of 2022, the Academic Senate approved a revision of the College's Institutional Learning Outcomes (ILOs) that expanded them to include Creative, Critical, and Analytical Thinking; Personal Responsibility and Ethics; Global, Cultural, Social, and Environmental Responsibility; and Specialized Skills and Application of Knowledge. [EVIDENCE, EVIDENCE][Replace when LO&A updates webpage with new ILOs.] While some colleges choose to use a hierarchical model for learning outcomes assessment where SLOs, PLOs, and ILOs are mapped in an ascending stepwise hierarchy, Glendale Community College is among the colleges that use a split model where course SLOs map to both PLOs and ILOs in a bifurcated hierarchy. ILO assessment data are derived on the same three-year assessment cycle as SLOs. [EVIDENCE] As can be seen in the example course outline for Engineering 241, the course SLOs map to the ILOs of Mathematical Competency/Quantitative Reasoning, Critical and Analytical Thinking, and Specialized Skills and Application of Knowledge [EVIDENCE, EVIDENCE] Summary reports for ILO assessment present for each academic term, the number and percent of students who met expectations. [EVIDENCE]

Analysis and Evaluation

The College has adopted ILOs in Communication; Mathematical Competency/Quantitative Reasoning; Information Competency (Literacy); Creative, Critical, and Analytical Thinking; Personal Responsibility and Ethics; Global, Cultural, and Environmental Responsibility; and Specialized Skills and Application of Knowledge. Using the split mapping model, the College's ILOs have been regularly assessed.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

BP 4024 Educational Philosophy states that the value of the development and improvement of curricula which will meet the “personal, academic, and vocational needs” of students is the essential purpose of the College and its programs. The policy describes the College’s philosophy that general education is designed to assist students in reaching their full potential and that individuals can develop in their “attainment of intellectual curiosity, creativity, appreciations, and moral and spiritual values”. [EVIDENCE] AR 4100 Graduation Requirements for Degrees and Certificates of Achievement specifies that degrees are required to include general education consisting of “work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality”. The regulation therefore mandates that relevant policies and procedures are published in the catalog and filed with the state Chancellor’s Office. [EVIDENCE] Consequently, pages 55-57 of the catalog outline the general education requirements for conferring degrees. [EVIDENCE] In addition to their major specific courses, students must complete coursework in the following areas: American Institutions, U.S. History, Mathematics, Health, First Aid, Physical Education, Cultural Diversity, Natural Science, Social Science, Interdisciplinary Humanities, Arts, Foreign Language, Literature and Philosophy, English Composition, and Communication and Analytical Thinking. For transfer degrees, students must complete coursework based on the CSU Breadth or IGETC general education pathways which cover comparable areas found on pages 96-97 of the catalog. [EVIDENCE]

As a subcommittee of the Academic Senate, the C&I Committee membership predominantly consists of faculty representatives from each instructional division. As described on pages 20, 40, 45, 46, 47, and 86 of the Curriculum Handbook, the C&I Committee considers the applicability and degree-level appropriateness of the courses’ learning outcomes to local general education areas when approving the content of courses brought forward by instructional divisions. [EVIDENCE] As earlier shown on page 57 of the catalog, the Definitions of General Education summarizes the necessary aspects courses must meet to be included in the general education areas. The articulation officer determines alignment of courses with the UC and CSU systems to assess whether they can be used to fulfill areas of the IGETC or CSU Breadth general education patterns.

Discipline faculty determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes appropriate to the degree level. As can be seen in the curriculum mapping for Humanities courses, course SLOs support General

Education Learning Outcomes (GELOs). [EVIDENCE] GELOs support the ILOs [EVIDENCE, EVIDENCE] and develop a student’s preparation for and acceptance of participation in civil society, skills for lifelong learning and application of learning, as well as a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. An example [Replace GELo evidence after LO&A updates their website regarding “Academic Senate approval and first GELo assessment in 2017”.] Courses approved for general education lead to the relevant GELOs. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE] As demonstrated by the example of the English division’s program review, faculty assess the attainment of GELOs. [EVIDENCE]

Analysis and Evaluation

The College requires a complete and well-rounded component of general education for all degree programs and has articulated the philosophical foundation for this component as well as the specific requirements in the catalog. The philosophy is supported by Title 5 regulation and local policy, as well as governance in the form of the Academic Senate and its C&I subcommittee. Faculty members control both of these entities and decisions regarding curriculum as a whole and general education in particular rely on their expertise. Faculty from instructional divisions and on the C&I Committee ensure the applicability of courses’ learning outcomes to local general education areas.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

On page 55, the catalog states, “The requirements for the Associate of Arts/Science degree may be met by completing Graduation Requirements and Major with a minimum of 18 semester units.” [EVIDENCE] On pages 58-94 and 229-230 catalog outlines all degrees and certificates offered by credit and noncredit academic divisions and lists all required courses for conferral. [EVIDENCE] Major courses for each program have course level SLOs that develop the program’s PLOs. As part of the curriculum process, the C&I Committee considers the major applicability and degree-level appropriateness of courses’ learning outcomes when approving the content of courses brought forward by instructional divisions. Course requirements for certificates and degrees are designed to demonstrate that the student has completed coursework and developed capabilities relating to the career or degree the student is pursuing. Noncredit certificates similarly include courses that specifically teach knowledge and skills related to career opportunities for the students.

Program outlines reviewed by the C&I Committee and the catalog, reflect the specialized courses in an area of inquiry or interdisciplinary core and associated learning outcomes and require

mastery at the appropriate degree level of key theories and practices within the field of study. The program map similarly includes the required major courses. For example, the Fitness Specialist Degree “is designed to prepare students with the knowledge, skills and abilities required to become Personal Trainers and/or Group Fitness Instructors.” Coursework for the Fitness Specialist Degree includes Health, Kinesiology, and Physical Education courses with some options in Dance as well as Entrepreneurship. [EVIDENCE, EVIDENCE, EVIDENCE]

Analysis and Evaluation

Associate degrees are granted upon successful completion of 60 semester units, of which at least 18 are in a major and represent a comprehensive mastery of subject matter appropriate to the associate degree in the view of subject experts as well as the C&I Committee. PLOs address mastery of essential knowledge and skills that reflect key theories and practices within each field of study.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Career Education programs support the local economy by training current skills builders/incumbent workers and future employees with necessary skill sets using state-of-the-art equipment combined with a rigorous and relevant curriculum. Students at the College earn specific local skill awards, state-approved certificates, and degrees to prepare for the work environment or transfer to a four year university in their chosen career pathway. Graduates in career education programs demonstrate learning outcomes/exit standards as defined in the program and successfully enter into employment with more than 50 percent job placement.[EVIDENCE][Update webpage and evidence doc after Addiction Studies Counseling licensure exam rates are added to spreadsheet.] Employment standards are assured through the establishment of an industry advisory board that meets regularly to provide guidance. Every career education program has an advisory board made up of faculty, administration, and community leaders in the industries that meet once per year. In addition, the College participates in the local career education consortium and maintains close ties to the Verdugo Workforce Investment Board (WIB). Both the vice president of instruction and the dean of workforce development are board members of the WIB. Career education departments and divisions work closely with these entities as well as local employers to develop relevant programs.

Through the Los Angeles Regional Consortium, career education faculty collaborate with peers and deputy sector navigators to align curriculum and training throughout the region to local workforce training needs. Career education course outlines must be revisited every two years to assure currency and compliance with changing local business trends. The course outlines are brought through the C&I Committee process, and reviewed by advisory boards. [EVIDENCE] These updates include aligning the SLOs and PLOs with current workplace competencies and workforce needs.

The College website has a dedicated Career Education webpage which is updated regularly and includes information on campus programs, careers and salaries, internships and jobs, and related events. [EVIDENCE] Employment opportunity and labor market data as well as emerging market trends are tracked through the state’s Centers of Excellence. [EVIDENCE]

In addition to being able to award degrees and certificates through the College, these programs also allow the graduates to apply for state permits or other licensures. For example, as stated in the catalog, the Fitness Specialist Associate and Certificate prepare the student to take certification exams through the National Academy of Sports Medicine (NASM) and the Athletics and Fitness Association of America (AFAA). [EVIDENCE] The Child Development Associate degrees and certificates align with the California Commission on Teacher Credentialing program so students can apply for and obtain their state permits upon completing their courses. [EVIDENCE] Graduates of the Registered Nursing (RN) program are eligible to apply for the California RN licensing examination (NCLEX-RN). [EVIDENCE]

As can be seen in Table 8 in the Introduction, the pass rates of external licensure and certifications for the CE programs demonstrate that students are receiving an education aligned with the needs of the workplace and the competencies tested in such exams. For example, the Registered Nursing program boasts a 90% pass rate for state licensing. The Academic Senate reviews job placement and licensure pass rates annually to ensure they are meeting program-set standards.

Analysis and Evaluation

The standards established for instruction and program development ensure that graduates of career education programs have the technical and professional competencies to succeed in the workforce and are prepared for external licensure and certification. Moreover, the College has established strong community partnerships and is in continuous communication with local employers to ensure that program standards and qualifications are consistent with the needs of the industry.

II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

There has not been the need to eliminate a program in recent history. However, when the need does arise, the procedures outlined in AR 4021 Program Discontinuance would be followed. Procedures for discontinuing programs, including the option of establishing a plan to revitalize a specified program, are defined in the Academic Senate’s Enhancement/Sunset Program Policy. [EVIDENCE] As stated in the policy, if issues are not corrected and standards continue to be unmet, the program will be terminated by the Board of Trustees, and the District will make appropriate arrangements so that enrolled students may complete their education in a timely manner with the minimum disruption. In support of this, AR 5135 assures catalog rights for

students whose programs have been discontinued. [EVIDENCE] When programs are eliminated, the catalog data for the programs remains active so students completing their programs can continue to do so, and indications are made to determine the last date of entry for a specific program.

Analysis and Evaluation

Procedures are in place for students to complete their academic requirements if for any reason the College cannot accommodate them. In addition, the College has an Enhancement/Sunset Program Policy developed and approved by the Academic Senate that ensures careful consideration of program elimination as well as a timeline that allows ample time to plan for the accommodation of students in the program.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Regular evaluation for the continuous improvement of instructional courses and programs occurs through the process of program review. [EVIDENCE] Programs and services at the College undergo a program review process every three years. [EVIDENCE] When program review is completed by instructional departments, the self-evaluative process involves reflection and intradepartmental dialog about data and culminates in strategic planning for continuous improvement of student learning and achievement. Although the completion of Full Review program reviews are mandated once every three years (with Update Reviews optional during the intervening years), departmental dialog about student and department performance as shown in the program review_dashboard data is required annually by instructional departments. [EVIDENCE] Specifically, faculty of instructional programs examine and collectively discuss data from their department's online program review dashboard, which contains various departmental-level metrics including student outcomes such as course completion and program completion. While course completion data can be examined for the department overall, it can also be disaggregated by various student subpopulations (e.g. ethnicity) to reveal potential equity gaps. The English division's program review is provided as an example. [EVIDENCE] To ensure program currency, under the Creating or Revising Programs section, departments must report what activities have been conducted to ensure and enhance the currency and quality of the department's programs, degrees, and certificates. Intradepartmental dialog about student learning and achievement data informs department strategic planning for the improvement of teaching and learning strategies and the promotion of student success.

Processes for curriculum development, review, and approval for courses and programs are documented in the College's Curriculum Handbook. [EVIDENCE] As described on pages 26

and 54 of the Curriculum Handbook, all career education courses are reviewed on a two-year cycle as directed by state law, while all non-career education courses are reviewed on a six-year cycle. As part of the discussion and ongoing, cyclical revision of curriculum, critical examination of crucial elements of each course is undertaken to ensure course and program currency.

The institution continuously strives to improve programs and courses to enhance learning outcomes and achievement for students. Recognizing how systemic privilege pervades institutional practices and marginalizes student populations that have historically been underserved and minoritized, the College's faculty have been prolific in their efforts to reshape instructional practices to be student-centered and culturally responsive. [EVIDENCE][Will add evidence documents] Details are provided that reflect faculty-driven efforts for culturally-responsive teaching and learning in three domains:

- Improvements Implemented by Faculty
- Professional Development and Community Building
- Real World Learning as a High-Impact Practice for Equitable Outcomes.

Analysis and Evaluation

The processes of program review and curriculum review regularly evaluate and improve the quality and currency of all instructional programs. The faculty-driven efforts for equitable teaching and learning constitute one example of how the institution strives to improve programs and courses to enhance learning outcomes and achievement for students.

Standard II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The institution supports student learning and achievement by providing a range of learning support services. These include libraries, tutoring, workshops, computer labs, supplemental instruction, learning technology, and ongoing user instruction to students and to personnel responsible for student learning and support.

Verdugo Library & Garfield Library

Support for student learning is written into the mission for the libraries. [\[EVIDENCE\]](#) The Verdugo Library provides access to a robust, current, and relevant collection of books, eBooks, subscription databases containing periodical sources and streaming media which support students' assignments, and other course-related information needs to support student achievement. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The Garfield Library provides an array of resources for students and for instructors at the noncredit campus site. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) As documented in the libraries' most recent program review, Annual Library Data Survey, and Annual ACRL Academic Library Statistics Survey, services are sufficient in quantity, currency, depth and variety to support educational programs for in-person and online students and personnel. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The resources are sufficient in breadth and depth to support students' learning needs at both the Verdugo and Garfield campuses and reflects the degree of usage and need for such library resources. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) As evidenced by service data, the Garfield Library and its instructional sessions and services have been frequently used by students at the Garfield location. [\[EVIDENCE\]](#)

Sufficient library resources are provided to students in person, remotely, and through distance education (DE) modalities to assist students in attaining student learning outcomes. The library provides credit instruction, workshops for noncredit offerings, and contextualized research instruction sessions upon request by faculty. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The credit instruction and workshop offerings are available through distance education as well as live through Zoom. The library maintains self-service modules within the Canvas learning management system to provide DE students with a more seamless interface to services and resources. [\[EVIDENCE\]](#) The Garfield library provides instruction to noncredit students per instructor request.

In March 2020, the COVID-19 pandemic necessitated Safer-At-Home learning and working

conditions and the libraries and other learning support and student services were only offered remotely. For in-person use, the Verdugo Library became available starting in winter 2022 and the Garfield Library was open starting in fall 2022. Findings from the 2022 Spring Student Satisfaction Survey indicate that 96.3 percent of students were satisfied with their in-person use of the libraries. Regarding online/remote use of the libraries, 89.9 percent of students were satisfied with their online/remote use of them. [\[EVIDENCE\]](#)

Verdugo Learning Center and Garfield ESL Learning Café

At the main Verdugo campus, the Learning Center provides free synchronous and asynchronous tutoring and workshops both on campus and remotely. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#),] In addition, it has academic support programs such as Study Hall Plus, the Absent Professor Program, and Embedded Tutoring. The Learning Center also maintains self-service modules within the Canvas learning management platform to provide distance education students with a more seamless interface to these services and resources. [\[EVIDENCE\]](#) On campus and in person, the Learning Center is open 55 hours per week during the regular fall and spring semesters and 53 hours per week during summer and winter sessions. All services are available to students during the hours the center is open. Its website and resources are available to students 24 hours a day for seven days a week. During all open hours, there are at least one or two staff members and two or three tutors available to assist students. During peak hours, additional tutors are scheduled. Live tutoring is additionally available 24 hours a day for seven days a week in hundreds of subjects through the center's SmartThinking offering, and Grammarly Premium is available for students who want additional feedback on essays. [\[EVIDENCE\]](#) The center offers five workshops each week covering various writing topics as well as growth mindset, academic honesty, and information competency. A Level 2 Lab is available on campus with around 30 Chromebooks available for student use during workshops. The Learning Center's commitment to student success and continual improvement to its learning support to students are exemplified through its 2022 Institutional Effectiveness Partnership Initiative (IEPI) project. [\[EVIDENCE\]](#) The project embeds tutors in learning pathways and improves ancillary instruction services. The 2022 IEPI project endeavors to support the College's Guided Pathways effort by building capacity for sustainable learning support that meets students where they are.

At the noncredit Garfield campus, the ESL Learning Café provides students with tutoring, conversation practice, and special events that support ESL students in their coursework by developing their skills in listening, speaking, reading, and grammar. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The ESL Learning Café hosts live, drop-in conversation practice and tutoring sessions via Zoom for ten hours per week. These synchronous sessions help create a positive, low-stress environment for students to improve their language skills and connect with other students and faculty. This helps create a sense of community and belonging, which in turn supports retention and persistence. In March 2020, the COVID-19 pandemic necessitated Safer-At-Home learning and working conditions and consequently, ESL Learning Café had been holding activities, events, and resources in the Learning Café Canvas Shell. In fall 2022, it additionally began offering in-person services.

The Cafe's Canvas page has more than 80 online practice quizzes and study modules that students can complete asynchronously. As of spring 2021, 625 students and 75 faculty members were enrolled in the ESL Learning Café Canvas course. In addition, the ESL Learning Café hosts at least five special events per semester in order to provide content-based English language

instruction around popular themes such as student community resources, parenting for student success, idioms, and Los Angeles sightseeing. A total of 154 students attended these unique workshops in spring 2021.

Finally, the ESL Learning Café has provided volunteer opportunities for five master's degree students who each worked in the Café one day a week. Overall, it created 150 hours of hands-on learning for future ESL teachers. Data compiled on the ESL Learning Café in 2021 indicates that 625 students have used the noncredit learning center and survey findings reveal that 100 percent of survey respondents reported they were satisfied or very satisfied with the quality of the materials and their experiences with practice quizzes, live conversation practice, and live tutoring sessions. [\[EVIDENCE\]](#)

Computer Labs

The institution provides technology instruction and support for faculty, staff, students, and administrators. The College has 15 academic divisions and virtually all of these have at least one computer that is managed directly by the respective division support staff. [\[EVIDENCE\]](#) The day-to-day guidance and support for these labs is handled by instructional and non-instructional lab technicians. Instructional lab technicians have direct interaction with students along with other lab-related responsibilities. In March 2020, the COVID-19 pandemic necessitated Safer-At-Home learning and working conditions and open use of many computer labs was placed on hold. Since fall of 2022, the San Rafael Building's Sandbox computer lab has been available for in-person use.

Supplemental Instruction for Verdugo's In-Person and Online Students

Supplemental Instruction (SI) provides peer-led support to students across a variety of disciplines. [\[EVIDENCE\]](#) High performing students selected by faculty provide collaborative sessions both in person and online to support students in their success. These services are available to all students enrolled in SI-supported classes. Each semester, the SI program offers approximately 100 peer-led collaborative learning workshops support students in well over 60 classes. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The quantity and variety of SI support available to students across the curriculum is easily seen on the SI schedules of both in-person and remote semesters. Data on the number of workshops offered each academic year is also available in the department's program review. Learning outcomes assessment findings documented in the most recent SI program review indicate that 94 percent of SI workshop participants reported an increase in integration of study skills and critical thinking. [\[EVIDENCE\]](#) Findings from the Spring 2022 Student Satisfaction Survey indicate that 86.7 percent of students who have used SI were satisfied with their use. [\[EVIDENCE\]](#)

Learning Technology

Over the last three years, the needs of students have shifted, favoring more access to devices such as laptops, Chromebooks, Wi-Fi hotspots, iPads, and graphing calculators. Prior to the pandemic, device checkouts were not part of the library's purview as the print reserves collection was a highly accessed collection that provided equitable textbook access to all students. However, since the pandemic, library faculty and staff had to adapt services to ensure it met the needs of students and instructors in remote and DE learning environments. Consequently, these devices are available for semester-long checkouts. [\[EVIDENCE\]](#) Also, to support students in meeting their academic goals, the College invested in the Leganto Reserves

content provider which allows students to access materials, including textbook chapters, in a way that complies with copyright laws. Leganto eReserves allows the College to provide access within a secure and safe environment, limited only to students enrolled in their classes.

[[EVIDENCE](#)]

At the Verdugo campus, the inventory of devices has been sufficient to meet all needs while the greater need for technology at the Garfield campus combined with supply shortages due to the pandemic has created brief periods where the laptops and hotspots have run out. In response to this, the Garfield Library and Verdugo Library have collaborated to transfer needed technology to cover these shortages. As evidenced by technology distribution data, the Verdugo and Garfield Libraries have been effective at providing devices to students enrolled at their respective campuses. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)]

Additional Learning Support

The Math Discovery Center provides drop-in tutoring support for all levels of Mathematics in both Statistics and Liberal Arts Mathematics (SLAM) and Business, Science, Technology, Engineering and Mathematics (BSTEM) pathways. The center has transitioned to providing online tutoring via Zoom during recent remote instruction and foresees continuing this service in the future to augment in-person tutoring. [[EVIDENCE](#)]

The Biology Collaborative Learning Center provides 3-D models and tutoring for anatomy and physiology students in Biology. The College supports the funding of anatomy tutors led by students to mentor and help Anatomy and Human Biology students learn course content. Tutoring, either group or one-on-one, is available throughout the day, Mondays through Fridays. During the pandemic, the college acquired licenses for 3D software for Anatomy and Human Biology faculty to effectively teach their students in the absence of physical anatomy models. In March 2020, the COVID-19 pandemic necessitated Safer-At-Home learning and working conditions and the Biology Collaborative Learning Center use was placed on hold.

The Sierra Vista Learning Commons provides a quiet study space for students to study, utilize the computers provided, and access free Wi-Fi. [[EVIDENCE](#)] Additionally, students are able to reserve tables to communicate with study groups, tutors, Supplemental Instruction leaders, etc. Students also have the ability to make use of the printing services such as copying and scanning. The Learning Commons provides access to technology and study space for students, faculty, and community members. There are 16 desktop computers total as well as access to both color and black and white copier/printer/scanners. Students also have the option of printing to these machines from their personal devices. The collaborative learning space will accommodate 141 students and features eight desktop computers as well as three conference table areas with monitors that can be connected to laptops for shared learning capability. The quiet study space houses ten desktop computers and space for 49 students. Additionally, there are five study rooms that will accommodate a maximum of eight students each and can be reserved up to a week in advance. There is one large conference room which may be reserved for meetings for administrators or faculty, including small class meetings. The room is made available for student use after five p.m. and accommodates a maximum of 16 students. The Learning Commons also offers 45 laptop computers that may be borrowed for use in the Commons and 60 iPads which may be checked out and taken out of the Commons for up to eight hours. Additional resources include charging stations, a variety of charging cables, HDMI cables, and USB flash drives, all

of which are available for use free of charge. Hands-on, one-on-one technical support is provided by classified staff. The Learning Commons is open 64 hours per week during the regular semesters and 56 hours per week during summer and winter sessions. Findings from the Spring 2022 Student Satisfaction Survey indicate that 86.5 percent of students who have used the Learning Commons were satisfied with their use.

Guidance to Students and Training for Employees

Ongoing guidance and training in the use of learning support is sufficient in quantity, currency, depth, and variety. For example, when the College had to quickly adapt to fully remote instruction in response to the pandemic in spring 2020, support and guidance for faculty and students in Canvas and Zoom was immediately provided to ensure effective use of learning technology. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE] Robust support was immediately provided to faculty regarding Canvas, Zoom, and online course design. [EVIDENCE, EVIDENCE] This ensured that faculty were provided the necessary skills to transfer their delivery of instruction to a remote format while still providing a quality learning environment that ensured contact between faculty and students. Since that time, the College has continued to create and provide copious professional development to support distance education. The College has made significant advancements in providing a comprehensive suite of support services and resources aimed at the effective use of distance education technology. In light of sweeping changes to virtually all institutional operations forced by COVID-19 pandemic conditions, the College's DE team has played an increasingly pivotal role in technology support across the institution. Even prior to COVID-19, the College hired a full-time instructional designer for the first time. This position is one piece of a broader investment the College has made in professional development aimed at the effective use of technology, and the instructional designer joins a DE Support Team consisting of a DE coordinator, a DE faculty development coordinator and trainer, a DE peer online course reviewer, an assistant instructional technology support specialist, and divisional representatives on the Committee on Distance Education (CoDE). These offices along with the Professional Development Committee have a broader charge of overseeing the DE-related instruction and training opportunities provided to faculty, staff, and students. Also, Glendale Annual Distance Education Recertification (GADER) requires that DE faculty remain current in the latest DE practices, including those related to pedagogy, technology, and learning needs. Workshop topics have included humanizing online learning, creating engaging and accessible videos, open educational resources, authentic assessment in an online environment, how to create inclusive and equitable online classes, and use of online research tools such as Social Explorer. [EVIDENCE]

Analysis and Evaluation

The College offers library and learning support services at multiple locations and through in-person as well as online modalities. These services support student learning and achievement and are sufficient in quantity, currency, depth, and variety to support educational programs. The College's library and learning support services aligns with federal regulations and related commission policies regarding distance education.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment

and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Verdugo Library & Garfield Library

The College engages in planning, discussion, and collaboration regarding the selection, development, and maintenance of equipment and materials that support student learning and achievement of the mission. Decisions regarding resources that the libraries acquire are made by librarians, library managers, and the dean in collaboration with disciplinary faculty.

[\[EVIDENCE\]](#)

To support the College's mission, the libraries' collections and selection of resources and equipment are determined by several department-established guidelines and policies to ensure that students have the necessary information and equipment resources to aid in their educational goals. Each academic year, the libraries conduct annual reporting and assessment of their services through the program review process. [\[EVIDENCE\]](#) The program review documents the degree to which services are provided and allows for needs assessments such as personnel, equipment, and supplies, in order to enhance and improve library service offerings. The College's library collection development is guided by its Collection Development Policy in combination with feedback from disciplinary faculty [\[EVIDENCE\]](#). Librarians maintain current awareness of available resources that enhance student learning and achievement by informing and reaching out to disciplinary faculty regarding these resources and potential service offerings [\[EVIDENCE\]](#). Usage statistics for Leganto, an electronic reserves tool, reflects the library's effectiveness in aiding instructors by providing access to reserves materials within a closed and secure platform. [\[EVIDENCE\]](#) This need for an electronic-resources repository was prioritized due to the temporary closing of the physical library due to the pandemic. A sizable percentage of students at the College rely on the library's reserves collection to be able to afford to take classes. These resources contribute significantly to equity initiatives. The use of Leganto's eReserves delivery has allowed the College to sustain equitable practices by providing many students with access to reserve materials. Furthermore, streaming resources took on a greater role at the onset of the pandemic. The library provides faculty and students with such streaming resources as Kanopy, Films on Demand, Digital Theatre +, among others. These resources were acquired and are managed in conjunction with feedback from faculty. [\[EVIDENCE\]](#)
[\[EVIDENCE\]](#)

The decision to acquire or pilot a resource is considered and determined at librarians' meetings on an ongoing basis when a new course outline is brought to the Curriculum & Instruction Committee for approval or when disciplinary faculty contact their librarian liaison for specific resources. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) The library and other learning support is discussed within the governance process through the Library and Information Competency Committee. Changes to large acquisitions, procedures and policies, or service enhancements are reported to this committee which is chaired by the dean of library and learning support and includes representatives from faculty, librarian faculty, and learning support experts. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Circulation and usage statistics at both the Verdugo and Garfield libraries are crucial factors in determining which resources and equipment (e.g. laptops, hotspots, and Chromebooks) are being accessed by students. The types of services and equipment needed at various learning support services are documented by staff to determine the need for enhancements or augmentation. [\[EVIDENCE, EVIDENCE\]](#)

When disciplinary faculty develop curriculum and brings proposals to the C&I Committee, they are supported by the committee's library representative (i.e. faculty librarian) who provides them with support and guidance on information competency. This is described on page 22 of the C&I Committee Handbook. The library representative on the committee serves as the liaison between the committee and librarian liaisons who make recommendations on collection enhancement and library materials that enrich the course curriculum and to aid students' achievement of course-level and student learning outcomes. Selections are often made in collaboration with the disciplinary faculty or the author of the specific new course outline. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Verdugo Learning Center and Garfield ESL Learning Café

The Verdugo campus' Learning Center faculty coordinator solicits feedback from staff, faculty, and tutors to select and maintain its educational equipment and materials. The coordinator researches the types of equipment and materials used by other colleges in order to assess whether they might be beneficial to the College. The coordinator attends division meetings and meets with division and department representatives. The coordinator subscribes to various tutoring listservs to gain a sense of what other learning support services professionals are utilizing in their programs, and attends conferences related to tutoring and learning centers.

The Garfield campus' ESL Learning Café employs faculty members, all of whom hold master's degrees in Teaching English to Speakers of Other Languages (TESOL) or the equivalent. These faculty members work together to choose conversation topics, lead tutoring sessions, develop special presentations, and create online study materials. The Café instructors are dedicated to creating and maintaining up-to-date educational materials that directly support the needs of the library division and its student learning outcomes (SLOs). They are tailored to the unique needs of the College's student population, which consists of immigrants of all ages from a wide variety of countries and socio-economic backgrounds. The ongoing nature of materials production allows the ESL Learning Café to be responsive to evolving current events and interests.

Learning Technology

As described in Standard II.B.1, over the last three years, the needs of students have shifted, favoring more access to devices such as laptops, Chromebooks, Wi-Fi hotspots, iPads, and graphing calculators. These devices are available for semester-long checkouts. [\[EVIDENCE\]](#) Also, to support students in meeting their academic goals, the College invested in the Leganto Reserves content provider which allows students to access materials, including textbook chapters, in a way that complies with copyright laws. Leganto eReserves allows the College to provide access within a secure and safe environment, limited only to students enrolled in their classes. [\[EVIDENCE\]](#) At the Verdugo campus, the inventory of devices has been sufficient to meet all needs while the greater need for technology at the Garfield campus combined with supply shortages due to the pandemic has created brief periods where the laptops and hotspots have run out. In response to this, the Garfield Library and Verdugo Library have collaborated

to transfer needed technology to cover these shortages. As evidenced by technology distribution data, the Verdugo and Garfield Libraries have been effective at providing devices to students enrolled at their respective campuses. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)]

Additional Learning Support

The selection of educational equipment for use in the Math Discovery Center (MDC) is coordinated by the MDC Steering Committee, which is composed of full-time math faculty and the two MDC Senior Instructional Computer Lab techs, and the Mathematics Division Chair. The Biology Collaborative Learning Center (BCLC) has hundreds of anatomy models to support student learning. The center also has a few compact discs containing various videos on the different body systems for student use.

The Sierra Vista Learning Commons' lead classified staff works with the ITS department to determine the equipment necessary for meeting student learning needs. The needs are determined based on usage of equipment, software for general courses in addition to courses taught by the Business Division, and the age of existing equipment. Equipment is maintained primarily by the lead classified staff with support provided by the ITS department as needed. When equipment is needed, funding may be provided from statewide Instructional Equipment and by applying for grants.

Analysis and Evaluation

The College relies on the collaboration of disciplinary faculty, librarians, coordinators, and service professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. Decisions about equipment and materials are

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Verdugo Library & Garfield Library

Through their regular completion of program review, the College's libraries routinely assess their operations, engage in strategic planning, and take actions for continuous improvement. With the advent of the pandemic's remote learning conditions, there were greater and newer demands for meeting students' needs. The Library Services 2021 program review outlines how it responded to student needs during the pandemic and reflects how successfully it adapted improvements for students' remote learning conditions. [[EVIDENCE](#)] For example, the libraries have become the hub for distributing technology to students as it quickly pivoted to provide all services online and to ensure students could access the devices necessary to participate in online classes and services. Librarians offered reference services online and the circulation desk let

students make appointments to pick up library materials and technology devices. Program review data on new services demonstrate how the library services responded to student needs at the Verdugo and Garfield campuses with new data table entries created in the program review for new services provided for students. At the bottom of the program review, the strategic planning linkage matrix shows that the library established and met their goal to “create and implement a Social Media plan to reach students via modes they regularly use.” This use of social media will continue to serve students after the pandemic. By adopting modern modes of communication, library information will reach students wherever they are. Another strategic goal that was created as a response to students’ needs during the pandemic, “Improve online services in support of off-campus students.” was also achieved. That goal’s progress status will remain as “in progress” since library services will continuously improve online workshops and reference services to DE students, and will continue to provide online support through contextualized instruction and embedded librarianship. A third goal, “Improve services at the Garfield Library location,” is currently in progress with actions already taken to budget for Basic Skills materials and to additionally respond to 2020-2021 service data to offer increased technology circulation and options for circulation requests. The goal to “Prepare the library to better serve as the technology distribution hub for students” has largely been met, but in order to continuously improve, will maintain its status label as “in progress”.

The libraries participate proactively in annual and regular assessments and evaluations of their instructional services and library programs. For example, the instructional discipline of Library Science submits its own program review that evaluates the department’s pedagogy and student success. [EVIDENCE] Also, the College evaluates the libraries to assure adequacy in meeting identified student needs and their contribution to the attainment of student learning outcomes (SLOs). For example, the eLumen learning outcomes assessment report for the Library 100 library information research credit instruction course, contains assessment results for students’ attainment of learning outcomes as well as the dialog by faculty regarding the results [EVIDENCE] In addition, the Office of Research and Planning conducts periodic assessments of the Library 100 class through an evaluation of semesterly course assessments which guides the evaluation of course and student level outcomes to improve forthcoming offerings of the class. [EVIDENCE] Further, library workshop learning outcomes are assessed semesterly and through student feedback [EVIDENCE, EVIDENCE, EVIDENCE] These outcomes will continue to be assessed to determine how well the library’s offerings and resources meet the needs of students in achieving their academic goals.

The library monitors the effectiveness of its own Library Services Platform (Alma/Primo/OneSearch) and uses the results as the basis for improvement. For example, users and staff may both submit a form about issues they experience related to the access and use of the library’s OneSearch Discovery Tool. [EVIDENCE] Through electronic resources management, the library monitors and assesses how well library subscription databases integrate with OneSearch Discovery Tool and has been able to resolve reported issues to improve user experience [EVIDENCE] Usage statistics for Leganto, an electronic reserves tool, reflects the library’s effectiveness in aiding instructors by providing access to reserves materials within a closed and secure platform [EVIDENCE]. This need for an electronic-resources repository was prioritized due to the temporary closing of the physical library due to the pandemic. A sizable percentage of students at the College rely on the library’s reserves collection to be able to afford

to take classes. These resources contribute significantly to equity initiatives. The use of Leganto's eReserves delivery is an improvement that has allowed the College to sustain equitable practices by providing many students with access to reserve materials.

As mentioned in response to Standard I.B.1, GADER requires that DE faculty remain current in the latest DE practices, including those related to pedagogy, technology, and learning needs. Workshop topics have included the use of online research tools such as Social Explorer. After the first Social Explorer webinar in 2020, faculty feedback indicated that they wanted to integrate the tool into their curriculum but were overwhelmed by its complexity. They wanted additional training and examples of rubrics and assignments they could use. In response to this feedback, the library sought improvement by having the tool's vendor design a follow-up session in 2021 which provided example assignments, rubrics, and more training. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

Evaluation and feedback surveys help the libraries understand their effectiveness in meeting students' needs. For example, findings from the 2022 Spring Student Satisfaction Survey indicate that 96.3 percent of students were satisfied with their in-person use of the libraries. Regarding online/remote use of the libraries, 89.9 percent of students were satisfied with their online/remote use of them. [\[EVIDENCE\]](#) Faculty and student input surveys and feedback on the libraries' professional development events such as the "One, Book, One GCC" program allows the libraries to gauge the usefulness of and the extent to which the libraries meet faculty needs with curricular and collection resources in order for students to achieve outcomes established in course curriculum. [\[EVIDENCE\]](#) The libraries also conducted a DE needs assessment for a detailed exploration of how and what library resources could better support DE students. [\[EVIDENCE\]](#) The assessment inquired about types of online resources students would use in asynchronous environments as well as resources DE faculty would like to see and implement in their coursework. Since the sample size of DE need assessment survey was small, the survey will be developed into a larger assessment aimed at a larger pool of respondents. The libraries plan on using such surveys to continuously improve their effectiveness. Since the libraries' services have undergone some adjustment due to the pandemic and with the move to remote instruction, they have additionally prepared an upcoming survey closely redesigned to solicit feedback of both in-person as well as online and remote resources and services. The survey will determine how offerings are received by students so steps can be taken to enhance and improve these resources and services. [\[EVIDENCE\]](#) It examines aspects such as library usage frequency, time of day, services and resources, personnel, website usage, intended purpose of library computer usage, workshops, and physical condition of library. The survey findings will help the libraries better understand student users and their needs. The use of formal and informal assessments help the libraries' faculty make changes and improvements based on user feedback.

Verdugo Learning Center & Garfield ESL Learning Café

The Verdugo campus' Learning Center evaluates their learning support services to assure their adequacy in meeting identified student needs and their contribution to the attainment of student learning outcomes. For example, an analysis completed by the Office of Research and Planning revealed the significant benefit that Learning Center tutoring has had on students' course completion (i.e. success) rates. [\[EVIDENCE\]](#) Specifically, the results show that in course

sections where Learning Center tutoring was available, students who sought and received tutoring achieved higher rates of course completion than those who did not, especially for students who received between one and nine hours of tutoring. The Learning Center also offers Keys to College Success Workshops, which empower students with the knowledge that: 1) neural plasticity of the brain enables it to continuously grow when practicing new skills, 2) effort alone may not be sufficient to improve performance, and 3) intelligent practice results from a combination of effort, good strategies, and help from others. An analysis conducted by the Office of Research and Planning showed that completion of the workshops was associated with higher course completion, persistence, and grade point average. [EVIDENCE] The outcomes of these workshops and others reflected in the Learning Center's program review service data indicate student needs are being met and that they are contributing factors to the attainment of student learning outcomes. [EVIDENCE] As documented in the strategic planning matrix of its program review, the Learning Center created and completed a goal to "Pilot an innovative embedded tutoring program." Student surveys regarding the 2021 embedded tutoring program indicate that 97 percent of students who reported working with an embedded tutor regularly or sometimes, felt the tutor was a valuable resource. The program review also outlines specific practices which should be implemented in order to improve this service, such as adopting an "as needed" practice or utilizing undergraduate and graduate interns from local universities for English and math courses.

Learning support services utilize various means to acquire both informal and formal assessments to improve and enhance their services. For example, the Learning Center assesses its tutoring services through student surveys and tutor logs from tutoring sessions. In response to findings resulting from these assessments, it has continuously improved the tutor training seminar by adding various modules including areas on reading, working with students with hidden disabilities, and explaining successful study habits and memory techniques. Evaluations have been used to modify the content, structure, and length of the workshops. Findings have been used to recommend some workshops targeting specific writing ability levels. Also, data collected from tutor logs and student surveys are shared at regular meetings with tutors to discuss any challenges they have. [EVIDENCE, EVIDENCE, EVIDENCE] It is also notable that the Learning Center coordinator applied for and received an Institutional Effectiveness Partnership Initiative (IEPI) Grant to assess and improve ancillary instruction across the campus. The coordinator is currently collaborating across disciplines with the IEPI team to improve ancillary instructional support. The IEPI project is described in detail within the response to Standard II.B.1.

At the Garfield Campus, the Noncredit ESL Learning Café is designed to directly support the student learning outcomes of the Noncredit ESL division, and faculty leaders regularly evaluate its programming to ensure that it is aligned with division goals. Live, synchronous tutoring for speaking and writing, combined with asynchronous practice grammar exams, work together to support the three division-wide final assessments that focus on verbal communication, writing, and grammar/vocabulary. To assess the effectiveness of the ESL Learning Café, students are invited throughout the semester to participate in an online survey in which they rate the usefulness of the live sessions, the value of the online quizzes and study modules, and the quality of the instructors. ESL Learning Café faculty leaders analyze and discuss these data several times a year to contribute to a cycle of continuous improvement. [EVIDENCE]

Supplemental Instruction

The Supplemental Instruction (SI) program is another learning support service which contributes to the attainment of student learning outcomes. SI workshop participants have been surveyed to determine the efficacy of the program as it relates to learning outcomes. As part of the SI workshop and leader evaluations, students have been surveyed to determine the percentage that “experienced an increase in their integration of study skills and critical thinking” by participating in SI sessions. The results of these assessments have been tracked within the SI program review and consistently show that 94 percent or more of students who participated in SI, reported increased integration of study skills and critical thinking. [EVIDENCE] As documented in the strategic planning linkage matrix of its program review, SI created and achieved the goal of “Expansion of SI Program” with the number of instructors using SI increasing by 18 percent and the number of weekly workshops increasing by 20 percent. [EVIDENCE] This was a result of the two action items to publicize and expand the use of the SI program among instructors and to increase the number of weekly workshops with the use of available funding. The SI program is a valuable program that directly contributes to the attainment of learning outcomes.

Learning Technology

The library has an online form that students can complete if they have a technology need. [EVIDENCE] Based upon the increased number of submissions, the College has utilized federal Higher Education Emergency Relief Funds (HEERF) to purchase instructional technology (e.g. laptops, iPads, hotspots, etc.) to meet the increase of that need during remote learning conditions. [EVIDENCE, EVIDENCE] Consequently, this has created an additional need for the library and has necessitated their submission of a resource request for shelving and ways to organize an increased number of instructional technology devices in the library to easily respond to student requests in an efficient and organized manner. The Library Services program intends to close the loop on this need since the resource request to purchase the technology shelving required to house all laptops and technology provided by the library has been recently approved. Serving as the technology distribution hub has been one of the most important services provided by the Library Services program in response to the pandemic and an essential service needed to help all students in need of technology attain their student learning outcomes.

Analysis and Evaluation

The College evaluates the impact of services on learning for its library and learning support services. The results of these assessments guide how programs and services can be improved to increase students’ attainment of learning outcomes.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Verdugo Library and Garfield Library

The libraries maintain numerous contracts with institutions and vendor organizations to ensure that instructional programs are equipped in meeting the needs of faculty who provide direct instruction to students both in person as well as online and remotely. Maintaining these contracts and agreements are generally done annually or less frequently, depending on the contract. Most library online subscription resources are contracted through the Council of Chief Librarians, including the library's Library Services Platform. To support equity through the library's reserve textbooks, the library has contracted with Leganto as a platform that provides a learning tools interoperability module within the Canvas learning management system to make access to electronic reserves more seamlessly available to students. [EVIDENCE] Leganto also provides a means for the college to comply with copyright and fair use laws by limiting access to only those students enrolled within the class for which the materials are available. Usage data on Leganto services indicate that they are accessible, utilized, and effective. [EVIDENCE]

Librarians review usage statistics annually and provide recommendations on continuing subscriptions or cancelling them in favor of materials that better meet student needs. These services are available online to both campuses. For example, statistics on the usage of eBooks help librarians ascertain student needs of the eBooks. [EVIDENCE]

Resources and services are regularly reviewed for adequacy, accessibility, utilization, and effectiveness through evaluative mechanisms such as library program review, the Annual Library Data Survey, and the Annual ACRL Academic Library Statistics Survey. [EVIDENCE, EVIDENCE, EVIDENCE]

Verdugo Learning Center and Garfield Learning Café

From 2015 to 2018, the Verdugo campus' Learning Center had contracted with SmartThinking for remote tutoring services access across a wide range of academic disciplines, especially for students who need or prefer tutoring support during less common daytime hour. The center later switched to NetTutor due to its greater cost effectiveness. However, as a result of low student, faculty, and staff satisfaction with NetTutor, the Learning Center returned to Smarthinking in fall 2021. [EVIDENCE] At the College, data gathered one month of July in 2022 indicated that over 88 percent of respondents indicated they would recommend Smarthinking to a friend. [EVIDENCE] This is one example of how the College assessed learning support services and took action to change providers of online tutoring to offer the best service available.

Computer Labs

Level 1 labs with formal, outside agreements include the Sierra Vista Learning Commons and the Sandbox. These labs collaborate with Microsoft to provide Business students and faculty access to free resources from Microsoft Azure program, which offers access to software such as Office applications, operating system downloads, and other tools. Students and faculty can obtain free software to download and install on their personal computers. Many of the programs are used as part of the college curriculum.

Additional Learning Support

The College uses Canvas as its course management system. The contract agreement for Canvas is held by the Chancellor's Office for use across the entire California Community College system. For the college to operate as an academic institution that can offer its courses remotely and in a distance education modality, the college maintains an agreement with the California Virtual Campus – Online Education Initiative Consortium CVC-OEI and participates with the Systemwide Technology Access Collaborative (STAC) to provide other software and services. [EVIDENCE] The STAC contract enables the College to provide online education tools such as Blackboard Ally, which makes digital course content more accessible; Zoom; and TurnItIn for academic integrity. Many major contracts are offered by statewide entities such as the CVC and STAC. The College trusts their initial judgement in offering services but continues to assess their efficacy and benefit tot students. [EVIDENCE]

The College maintains an agreement with Pronto Services to provide in-Canvas communication between students and instructors, students with other students in their respective classes, as well as among faculty who teach in the remote or distance education environment. [EVIDENCE] The provision of Pronto has enhanced and improved communication between and among students with their instructors and as a way for instructors to collaborate with each other. Pronto Services is now offered as a component of the systemwide STAC contract, though the College had determined its usefulness and contracted with Pronto even before this. The usage statistics of Pronto and instructor feedback were considered before continuing with this service. [EVIDENCE]

Analysis and Evaluation

The College documents its formal agreements with external entities for resources and services and regularly evaluates them to ensure they are adequate, accessible, and utilized. Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements.

Conclusions on Standard II.B. Library and Learning Support Services

The College supports students' achievement by providing sufficient library and learning support services for students in all modalities. Library and learning support services personnel select materials, resources, and design services based on documented guiding policies and practices, and in collaboration with disciplinary faculty, so that students achieve academic goals and meet learning outcomes individually, programmatically, and institutionally. Library and learning support resources and services are evaluated on an annual basis through program reviews as well as through other processes in order to ensure resources and services meet the needs of students to achieve their academic goals. In collaborating with other institutions and organizations such as vendors or the community college consortium, the college documents and maintains up-to-date records of formal agreements in order to ensure that services are accessible, reliable, and secure for students of all modalities. These service and resource agreements are regularly evaluated for effectiveness and that they meet the needs of students.

In pursuit of continuous improvement, the library has a plan to implement more service assessment measures for the research help desk and public services areas of the library. In the past, the library has relied on standard quantitative measures, such as patron gate counts, circulation statistics for books and devices, usage statistics for electronic resources, as well as types of patron inquiries at the circulation and reference desks. The coordinator for the research help desk services in coordination with the public services manager will plan for assessment measures for service provision at the library that align more closely with the library's newly revised student and program learning outcomes.

Standard II.C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

To better understand students' perceptions and usage of student services, the Office of Research and Planning annually conducts a satisfaction survey that evaluates satisfaction with aspects of the College. Once every three years, that survey focuses on student satisfaction with the full range of student support services [[EVIDENCE](#)]. A few example highlights include:

- A substantial increase in students reporting that the College offers enough student services in 2022 (92.6%) compared to 2021 (90.8%).
- A substantial increase in student satisfaction with Academic Counseling services in 2019 (82.5%) as compared to 2016 (75.4%). In 2022, when disaggregated by modality, 92.5 % reported satisfaction with the in-person service and 85.5% reported satisfaction with the online service.
- Similar student satisfaction with Admissions and Records services in 2019 (86.7%) as compared to 2016 (87%). In 2022, when disaggregated by modality, 88.5 % reported satisfaction with the in-person service and 90% reported satisfaction with the online service.
- A substantial increase in student satisfaction with the Career Center services in 2019 (78.7%) as compared to 2016 (70.2%). In 2022, when disaggregated by modality, 78.7% reported satisfaction with the in-person service and 88.9% reported satisfaction with the online service.
- An increase in student satisfaction with EOPs in 2019 (80.2%) compared to 2016 (79.2). In 2022, when disaggregated by modality, 89.1 % reported satisfaction with the in-person service and 90% reported satisfaction with the online service.

In alignment with federal regulations and commission policies regarding Distance Education, the College ensures that its student support services for distance education students maintain the same high-quality standards upheld for all other students. As can be seen in the student survey results, the College has implemented online delivery of student services that supports student success.

When the Safer-at-Home learning and working conditions went into effect in March 2020 due to the COVID-19 pandemic, all student services offices relied upon delivery of services exclusively through remote and online modalities. Included among these services were counseling appointments, advising services, virtual office hours with live support, online document submission, web chat, online health assessments, telehealth appointments, mental health counseling, educational workshops, and campus activities and events. After the transition to the remote environment, the College made a concerted effort to also provide live support over the video conferencing platform, Zoom, for a wide range of services. More recently, as a result of

vaccination progress and mask requirements at the College, in-person services are being offered by increasingly more departments.

During the pandemic, the Office of Student Affairs had regularly conducted student surveys to understand how best to connect students with support services. One such survey specifically targeted students who had dropped classes in the wake of the necessary but abrupt switch to remote learning. This 2021 Student Affairs Survey found that students' reasons for dropping clustered around two major themes: 1) difficulty with online classes or instructors, and 2) life challenges and obligations. Also notable was that the majority of these students did not seek to discuss their intention to drop with an instructor nor a counselor. To address these findings, an Academic Senate task force established an action plan for improvement that includes enhancing the consistency and competency of DE instructors as well as steps for increasing students' sense of belonging and support to make it more likely that they will reach out for help prior to dropping a course. [\[EVIDENCE\]](#)

The online student services also align with the Distance Education (DE) program's mission statement, which includes their commitment to "student success by promoting student services, learning support, and technology that enable students to reach their educational goals in an efficient and timely manner". [\[EVIDENCE\]](#) The mission statement, along with numerous other facets of the program, are regularly evaluated and discussed in the monthly cross-disciplinary Committee on Distance Education (CoDE) meetings, which aims to promote policies and practices that contribute to the quality and growth of DE at the College. [\[EVIDENCE\]](#) Additionally, the College's instructional designer has created a page containing helpful links to online student support services in Canvas, the College's learning management system, to ensure equitable access for DE students. [\[EVIDENCE\]](#) This page can be easily imported into an instructor's Canvas shell through Canvas Commons.

Through the cycle of program review, the College regularly evaluates the quality of all student services offered at the Verdugo and Garfield locations. Departments evaluate and discuss trends in their data, specify changes for improvement made based upon learning outcomes results, identify activities completed to ensure services are current, and establish plans for improvement. By way of example, the program review for Career Services is provided. [\[EVIDENCE\]](#)

Analysis and Evaluation

The College regularly evaluates the quality of student support services through student surveys as well as through program review. These ongoing assessment efforts have encompassed pre-pandemic and current modes of delivery, which are in-person and in a "distance education" modality. The College aligns with federal regulations and commission policies regarding Distance Education. Through the comprehensive program review process, the College ensures that its student support services and programs are aligned with the mission of the institution. (ER 15)

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve

student support programs and services.

Evidence of Meeting the Standard

Student services departments assess outcomes annually to continuously improve their services. Student Services Learning Outcomes (SSLOs) are assessed in the summer after a complete academic year, and managers are also asked to review the SSLO statements to revise them, if needed. The findings are then incorporated into each area's annual program review. The SSLO assessment report for CalWORKS is provided to demonstrate an example of the identification and assessment of SSLOs for student services and the documented conclusions of a department reflecting upon the assessment results. [\[EVIDENCE\]](#) As evidenced in the SSLO section of the CalWORKS program review, SSLO assessment findings were used by the department to implement changes for improving students' attainment of SSLOs and for strengthening support to students. [\[EVIDENCE\]](#) For example, based on the assessment results for the SSLO "Recognized the link between completion of their educational goals and the future prosperity of their families," CalWORKS increased their usage of an infographic that demonstrates the link between education and average income. This infographic was shared at numerous informational workshops and has become commonly used by student services technicians and counselors during one-on-one student meetings. Also, based on the assessment findings for the SSLO "Access resources that will help them achieve their academic and vocational goals," CalWORKS discovered that some of their students did not know anything about the transfer process or were confused and unsure about it and consequently, the department implemented a change in their process so that information about the transfer process is now infused into most of their staff's interactions with students. Additionally, the CalWORKS counselor has presented multiple transfer workshops to their students to better inform them about transfer.

As described in response to Standard II.C1, program review enables student services departments to evaluate their operations, engage in strategic planning for improvement, and request resources to facilitate the College's ability to achieve its mission. For example, in the strategic planning linkage matrix of their program review, the Office of Admissions and Records, had a department goal to "Focus on admission application process to address onboarding issues" and consequently created a linked action called "Work with Outreach Services and ITS to identify gaps and create solutions for a streamlined admissions process". [\[EVIDENCE\]](#) As documented in the College Computer Coordinating Committee's minutes, the Information Technology Services department upgraded the College's Oracle/PeopleSoft student information system and this enhancement guaranteed reliability and high availability with failover capabilities.[\[EVIDENCE\]](#)

During the regular meetings held by the student services cabinet, the Student Affairs Committee, departments, the division, and managers, as well as at Academic Information Meetings, attendees routinely identify and discuss student needs and take steps to improve services to address those needs. This sort of evaluative and planning dialog about student support programs and services has resulted in actions for improvement. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Individual student services departments also evaluate data on student learning to improve programs and services. For example, Student Equity programs, such as the learning communities (i.e. Black Scholars, La Comunidad, Guardian Scholars) and the Summer Bridge that help

students transition into their first semester of college, are regularly assessed to ensure continuous learning and improvement. Also, Student Equity programs have implemented events and activities, such as regular group meetings, social mixers, and kick-off and end-of-year celebrations, to keep students feeling connected to campus and engaged in their educational pursuits, which in turn leads to higher retention and persistence. At the November 2021 Student Equity and Achievement (SEA) committee meeting, the SEA program manager presented program highlights and 2016-2020 longitudinal student data that demonstrated improved success, retention, persistence, degree/certificate completion, and transfer-level English and Math completion for students belonging to the learning communities, in comparison to the general student population. [\[EVIDENCE\]](#)

Analysis and Evaluation

The College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Through the assessment of student learning data, program review process, and department meetings, it is demonstrated that student support services are meeting identified student needs and are contributing to the achievement of student learning.

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

All student services programs provide comprehensive in-person and remote/online services for students and prospective students. The College continuously works to provide equitable access for all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. As described in response to Standard II.C.1, to better understand students' perceptions and usage of student services, the Office of Research and Planning annually conducts a satisfaction survey that evaluates satisfaction with aspects of the College. Once every three years, that survey focuses on student satisfaction with the full range of student support services [\[EVIDENCE\]](#). A few example highlights include:

- When Academic Counseling is disaggregated by modality, 92.5 % reported satisfaction with the in-person service and 85.5% reported satisfaction with the online service.
- When Admissions and Records is disaggregated by modality, 88.5 % reported satisfaction with the in-person service and 90% reported satisfaction with the online service.
- When Career Center services are disaggregated by modality, 78.7 % reported satisfaction with the in-person service and 88.9% reported satisfaction with the online service.
- When EOPs is disaggregated by modality, 89.1% reported satisfaction with the in-person service and 90% reported satisfaction with the online service.

Students at both the Verdugo credit and Garfield noncredit campuses can access information about online offerings of student support services through the College's designated student services webpages. [EVIDENCE, EVIDENCE]. [Also, awaiting results of Garfield student services satisfaction survey to be collected in Fall 2022.]

When the Safer-at-Home Order went into effect March 2020 due to the COVID-19 pandemic, all student services offices delivered their services exclusively through remote and online modalities. Included among these services were counseling appointments, advising services, virtual office hours with live support, online document submission, web chat, online health assessments, telehealth appointments, mental health counseling, educational workshops, and campus activities and events. After the transition to the remote environment, the College made a concerted effort to also provide live support over the video conferencing platform, Zoom, for a wide range of services. More recently, as a result of vaccination progress and mask requirements at the College, in-person services are being offered by increasingly more departments.

To ensure equitable access, the Office of Research, Planning, and Grants office collects and analyzes data that helps establish priorities, outcomes, and goals for the College's student programs. Through this research, the College identified disproportionately impacted student groups. The data was then used in the development of strategies that address the gaps found within the success indicators. For example, Black Scholars, La Comunidad, and Guardian Scholars are three learning communities developed and maintained with Student Equity funds. These learning communities serve many of the College's Latinx, Black/African American, and current and former foster youth students by providing a wide range of support services, activities, and events that help students stay engaged, connected, and involved. After the transition to the remote learning environment due to the COVID-19 pandemic, Student Equity faculty and staff employed various strategies to help students in these learning communities feel connected to campus by providing virtual workshops and events, a Live Zoom helpline, and counseling appointment options through phone or video conferencing. Informed by the College's Student Equity Plan 2019-2022 programs and services are coordinated through an equity lens to ensure resources are strategically allocated to meet the needs of the diverse student population. This plan is aligned with the College's Institutional Strategic Plan, which incorporates goals for achieving equity and reducing gaps in learning and completion among student groups. As can be seen in the most recent Student Equity Plan report, improvement in outcomes for many disproportionately impacted student groups has occurred subsequent to the implementation of a large number of programs and services targeting underserved student populations. [EVIDENCE]

Additionally, the College provides equitable access to all students regardless of ability status. The College requires that educational materials, regardless of location or means of delivery, are fully accessible to students with disabilities by providing appropriate academic accommodations that create an equitable educational environment, as outlined in Board Policy (BP) 5140 Academic Accommodations for Students with Disabilities and Administrative Regulation (AR) 5140 Academic Accommodations for Students with Disabilities. [EVIDENCE, EVIDENCE] The Disabled Students Programs and Services department ensures that the accessibility and accommodations established by these policy documents are available at the College. [EVIDENCE]

Analysis and Evaluation

The College provides equitable access for all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. After the transition to the virtual learning environment due to the COVID-19 pandemic, the College ensured that students still felt supported by providing a vast array of remote and online resources and services. Student satisfaction survey data confirms that the student services are effectively meeting students' needs in both in-person and online modalities. The College has a demonstrated commitment to providing equitable access to services for disproportionately impacted students as well as students of all abilities.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College sponsors comprehensive co-curricular opportunities and athletic programs designed to enhance and broaden the learning experiences of students. These programs, which are subject to ongoing and regular program review, support the institutional mission, and contribute to the academic, social, and cultural experiences of the College's students. Within their program review, all co-curricular and athletics programs describe how they support the College's mission. As an exemplar, the mission section of Student Outreach department's program review is provided. [\[EVIDENCE\]](#)

Athletics

The College supports over 300 student athletes on intercollegiate athletics teams that adhere to the sound educational policy and standards of integrity of the athletic organizations they are associated with. Eight men's and eight women's teams compete as members of the California Community College Athletic Association (CCCAA), Western State Conference (WSC), and Southern California Football Conference (SCFA) as follows: men's and women's basketball, men's and women's soccer, men's and women's cross country, men's and women's track and field, men's and women's tennis, men's golf, women's softball, men's baseball, men's football, and women's volleyball, and women's beach volleyball. [\[EVIDENCE\]](#)

The College has responsibility for the control of the athletics program and oversight is provided through a variety of administrators. The dean of student affairs, an associate dean of athletics, and two assistant athletic directors oversee the athletic department's compliance with the constitutions and by-laws of the CCCAA, SCFA, and WSC. [\[EVIDENCE\]](#) To ensure their knowledge of CCCAA regulations, all head coaches, assistant coaches, and support staff must complete an annual compliance test.

Through the Center for Academic Success of Student Athletes (CASA), academic support is provided to student athletes with the help of a full-time student services technician. Through

CASA, student athletes are provided with orientations and workshops that promote academic and personal success. A tenured academic counselor and one adjunct counselor provide ongoing academic advisement through individual counseling appointments, registration counseling, and group advising workshops. [EVIDENCE] To ensure that student athletes meet the academic performance and progress standards mandated by the CCCAA Constitution for athletic participation, the athletics eligibility specialist conducts the eligibility certification process for all student athletes prior to each season of competition.

The College has responsibility for the finances of the athletic program. Intercollegiate athletics teams receive funding through the College's athletic department budget, Student Equity and Achievement funding, the Associated Students of Glendale Community College (ASGCC) annual budget, and individual team fundraising activities. The associate dean and dean of student affairs approve athletic department budget requisitions before they can be submitted to the College's accounting office for final approval and payment. Expenditures of ASGCC funds for athletics or from individual team fundraising budgets must be approved by the associate dean and dean of student affairs before requisitions can be submitted to the ASGCC Business Office for payment. [EVIDENCE]

Student Life and Student Government

The College has responsibility for the control of student life activities and student government. The Office of Student Affairs coordinates the College's campus activities program, which includes oversight of the ASGCC, Student Activities Office, and all student clubs. Under the direction of the dean of student affairs and a full-time student activities coordinator, the 26-member ASGCC Legislature and its six standing committees (Executive, Administration, Finance, Campus Relations, Campus Organizations, and Campus Activities) conduct their operations according to the ASGCC Constitution, By-laws, Finance Code and Election Code. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE] These governing documents are consistent with the College's board policies and administrative regulations, as well as the California Education Code. ASGCC officers participate in ongoing leadership training through the ASGCC Leadership Academy, fall and spring leadership retreats, professional conferences, and regional and statewide student advocacy initiatives. ASGCC Officers also serve as student representatives in the College's governance committees.

Policies and procedures for control of ASGCC finances are defined in BP 5420 Associated Students Finance and AR 5420 Associated Students Finance. [EVIDENCE, EVIDENCE] The College upholds the policies and procedures established in these documents and has responsibility for the control of finances as they relate to student life and student government. ASGCC finances, including the annual operating budget, are under the purview of the dean of student affairs and managed by a full-time accounting technician through the ASGCC Business Office. All organizational expenditures must be approved by a vote of the ASGCC Legislature before requisitions can receive signature approval according to ASGCC and College regulations. Student club expenditures must be approved by the designated faculty/staff advisor and cleared by the Office of Student Affairs before any requisitions can be submitted to the ASGCC Business Office for payment. All ASGCC and student club funds must be deposited with the ASGCC Business Office, which administers the funds according to financial management and

accounting practices reviewed through the College's annual financial audit. Accounting records of ASGCC are included in the College's audit.

Cultural Responsivity & Affirmation of Student Identities

The College also offers a wide variety of co-curricular programs and clubs that enrich the student experience.

To build community, connection, and a sense of belonging among students in the days leading up to the start of each semester, the Office of Student Affairs' Welcome Week provides a robust mix of social activities and student support. [EVIDENCE] Examples include Pride Center Welcome Night, Undocu Family Welcome Event, Welcome & Movie Night for Parenting Students, Black Student Union Block Party, Veteran Students Welcome Day, Latinx Family Welcome Back, and a family mixer for those in the learning community for justice-impacted students.

The College has a Multicultural Community and Engagement Center (MCEC) that provides multiple programs which are dedicated to helping the campus build a culture of acceptance and inclusion through engagement. [EVIDENCE] These programs include: the Dream Resource Center (DRC), which empowers undocumented students to achieve their academic and personal pursuits; the Pride Center, which provides a secure, supportive, and accepting environment for students across all gender and sexual identities; and the Rising Scholars Program, which creates pathways into higher education for formerly incarcerated, reentry, and system-impacted individuals by addressing their academic and social needs from enrollment through graduation. The Rising Scholars program challenges stigmas associated with incarceration while also providing a safe space where students can network with others and learn to navigate the educational system and develop necessary skills to thrive in a college setting. These programs also include student clubs to further foster a sense of community and inclusion. For example, the DRC oversees the Voices Organizing Immigrant Communities for Educational Success (V.O.I.C.E.S.) Club, and the Pride Center includes the Sexuality and Gender Alliance (S.A.G.A.) Club.

The MCEC also provides the Students Providing Assistance Resources and Knowledge (SPARK) Peer-Mentoring Program, the Estudiantes Unidos Latinx Leadership Program, and the Student Talk About Race (STAR) Program. These enriching programs and clubs are aligned with the College's mission to support students with developing "knowledge, skills and attitudes for postsecondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community" [EVIDENCE]. In support of the College's mission, core values, and ILOs, these programs and clubs contribute to the social and cultural dimensions of the student learning experience.

The College has responsibility for the control of the MCEC, including its finances. While the dean of student affairs provides oversight, a manager supervises its day-to-day operations. [Awaiting information and evidence regarding how it is conducted with sound educational policy and standards of integrity. Awaiting information and evidence regarding control of its finances.]

Equitable Support

The Glendale Community College Center for Assistance, Resources, and Educational Success (GCC CARES) originated from the basic needs initiative of the California Community College Chancellor's Office and its operations are consistent with the mandates and goals specified by Senate Bill 126 (Budget Act of 2021) and the Chancellor's Office. GCC CARES documents the completion of its objectives in regular compliance reporting to the state while under the oversight of the College. GCC CARES' main programs include the Food for Thought Pantry, rental assistance, rehousing, Fresh Success, and financial literacy which adhere to the requirements of their associated contracts. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE] Additionally, GCC CARES programs comply with requirements mandated by their associated federal or state emergency grant. [EVIDENCE, EVIDENCE] Unique among basic needs centers in the community college system, GCC CARES launched its Financial Literacy Program in 2021 to support students in acquiring the knowledge and skills necessary for lifelong financial prosperity and independence. [EVIDENCE] Since its inception, 766 students have attended at least one financial literacy workshop. Of those students, approximately 100 have completed the program (i.e. participated in six workshops) and another 200 are nearing completion in Spring 2022.

Analysis and Evaluation

The College fosters a campus environment that encourages involvement in co-curricular programs that promote the personal, social, cultural, and leadership development of students. Ongoing program review provides the assessment, validation, and continuing improvement to ensure these programs support the College mission. Established policies and procedures provide the appropriate oversight and control to ensure they operate with sound educational practice and high standards of integrity.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides a wide array of counseling services, through both in-person and online modalities, to support holistic student development and success. Areas with counseling services provided by full-time, tenured, and part-time, adjunct counselors include: Academic Counseling, Student Equity Learning Communities, Athletics, Scholars, Career Services, CalWORKS Parents Program, Dual Enrollment (high school), Disabled Students Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Dream Resource Center (DRC), Rising Scholars (formerly incarcerated students), First Year Experience (FYE), Garfield (noncredit campus), International Student Office, Transfer Center, Career Education (CE), Nursing, and Veterans Center.

Counseling faculty promote holistic student success, retention, and persistence by providing guidance and support with academic planning, providing information about graduation and transfer policies, exploring major and career goals, personal development, and connecting students to resources aligned with reaching their academic and professional goals. [EVIDENCE, EVIDENCE] Academic planning results in the creation of abbreviated and comprehensive Student Educational Plans (SEPs) that guide students in their educational and career decisions. [EVIDENCE] SEPs are recorded and updated electronically through PeopleSoft, the software platform the College has adopted as the Student Information System. Information regarding the College's counseling services are listed on the Counseling webpage, which provides a description of the departments that offer counseling services and ways to contact them. [EVIDENCE] There is also a "Why See a Counselor?" tab on the Academic Counseling webpage that provides clear information to students with details on the various services available in counseling appointments and drop-in sessions. [EVIDENCE] Both the Verdugo credit and Garfield noncredit campuses have recently redesigned their student orientation processes. They were designed to prepare students for a successful academic career at the College and it informs them about academic and support services that ease the transition into a college environment. The Verdugo campus uses an interactive online program that includes information about the College's Student Development courses which aid students in their understanding of the intricacies of degree, certificate, and transfer requirements. [EVIDENCE, EVIDENCE] Upon completion of these courses, all students are equipped with a comprehensive SEP and receive support in exploring career and major options to help them make informed decisions. The Garfield noncredit campus' orientation is also online using Zoom and involves a facilitated informational presentation [EVIDENCE]. To promote cross-campus collaboration and transparency, counseling faculty members are assigned as a liaison to one or more instructional divisions. Assigned counseling faculty attend monthly instructional division meetings and provide their fellow Student Services division members with monthly reports and updates on their assigned instructional division.

Under Goal B. Clarify Student Pathways, the College's Institutional Strategic Plan includes a subgoal to create accessible pathways and Learning and Professional Pathways informed by data ensuring that student completion is the primary basis of course and program development. [EVIDENCE] Counseling faculty, in collaboration with instructional faculty, have created program maps that clearly show students the courses they need to take to complete their degree or certificate. Program maps are available to prospective and continuing students within the academic programs webpage. [EVIDENCE, EVIDENCE, EVIDENCE] All counselors are thoroughly trained to provide students with the necessary academic information and related administrative procedures to adequately inform students on the specific academic requirements for their degree and certificate attainment. Counseling faculty provide timely, useful, and accurate information about academic requirements to students. Counseling faculty are kept current on such information through monthly student services division meetings, monthly academic information sessions, and access to updated documents through SharePoint, the College's intranet system. [EVIDENCE, EVIDENCE] When changes are made to program requirements through the curriculum process, they are communicated to counseling faculty through these meetings and documents. In order to ensure that counseling faculty continue to enhance student development and success, part of the counselor evaluation process includes data from student feedback surveys that

students complete after their appointment with any counselor who is being evaluated.

[EVIDENCE] The survey includes ranked and open-ended questions about the counselor's personal qualities that allow them to establish rapport and a strong working alliance with the student, as well as questions about the professional services the counselor provided during the appointment.

Additionally, counselors are encouraged to engage in a variety of professional development opportunities. To better support students after the transition to the remote environment due to the pandemic, many of the College's counseling faculty completed the 40-hour Online Counseling Certification course provided through the California Virtual Campus Online Education Initiative (CVC-OEI) from the Chancellor's Office. Counselors are also encouraged to attend the College's Cultural Diversity events, which are open to all students, faculty, staff, and community members. These events employ an equity framework to celebrate diversity, promote multicultural consciousness, and explore socio-political issues that impact the campus community and the student populations served by the College. Cultural Diversity programming at the College includes: Black History Month, Armenian Genocide Commemoration, Asian Pacific American Heritage Month, Pride Week, Latinx Heritage Month, Filipinx Heritage Month, Native American Heritage Month, Persian New Year Celebration, and Women's History Month [EVIDENCE].

Student-Centered Initiatives

With a committed focus to an equity imperative, the Counseling department continues to spearhead the implementation of a multitude of student-centered practices.

Mental Health Counseling

Although the Counseling department is similar to other community colleges in providing mental health counseling to its credit student population, the department is unique in that it offers mental health counseling at the College's Garfield noncredit campus location as well. [EVIDENCE, EVIDENCE] In an era when the link between social media use and emotional disorders such as anxiety and depression has been well-documented, mental health issues have proliferated among emerging generations of students, especially those belonging to underserved subpopulations. Student survey findings at the College are consistent with nationwide research in revealing how the pandemic has compounded this problem even further. The work of the noncredit mental health counseling has never been more essential.

Men of Color Program

Under the leadership and coordination of a counselor, the Student Equity office maintains the Men of Color mentoring program designed to increase retention and persistence among African-American and Latinx male students. Participants work with a faculty or administrator mentor on a project intended to develop professional and educational growth and also receive academic support while forming collegial and social bonds with fellow men of color. [EVIDENCE]

Justice-Impacted Support

Under the coordination of a counselor, the Multicultural & Community Engagement Center houses the Rising Scholars program which creates pathways into higher education for formerly incarcerated, reentry, and system-impacted individuals by addressing their academic and social needs from enrollment through graduation. The program challenges stigmas associated with

incarceration while also providing a safe space where students can network with others and learn to navigate the educational system and develop necessary skills to thrive in a college setting. [EVIDENCE] It offers mental health support services, references to student support services, contacts to external resources (e.g. anti-recidivism coalition, Public Defender Expungement, etc.), academic and career counseling, peer mentoring, advocacy, and community engagement.

First-Year Experience

The Counseling department has developed a robust and thriving First Year Experience program that empowers students in knowing their academic and employment options, connects students to each other through a supportive peer community, and assists participants in short and long term goal setting. [EVIDENCE]

Success Teams

Under the College's Guided Pathways effort, counselors will co-lead Student Success Teams for a cohort management initiative designed to improve student access to services, student retention, and student belonging through strategies including communication, intervention, and college events. Students are identified and selected according to their Learning & Professional Pathway which is based upon their major, field, or academic area of interest. Initially established through counseling, the Success Teams develop collective input from students, instructional faculty, classified employees, and administrators. The teams will inform students about their majors, careers, scholarships, resume and interview skills, and graduate school. Increased support will target students who show signs of being at risk of failing or dropping out. Each team will help inspire and inform students to help them realize their potential. The mission is to provide curated support and ensure students are aware they have a specialized group supporting them.

Analysis and Evaluation

The College offers comprehensive counseling services in its credit and noncredit campuses through a variety of student services programs. The College's counseling faculty and other related personnel are well-trained and equipped with up-to-date information in order to ensure that their students are provided with and understand academic requirements that are relevant to their programs of study.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Admission policies and procedures are described in BP 5010 Admissions & Concurrent Enrollment, AR 5010 Admissions, and BP 5011 Admissions for Concurrently Enrolled High School Students. [EVIDENCE, EVIDENCE, EVIDENCE] According to policy, the College admits students age 18 or older, individuals possessing a high school diploma or equivalent, apprentices, and students under age 18 demonstrating ability to benefit from

advanced scholastic or vocational work and who meet specified admission criteria. The College offers a small number of specialized programs, such as the Nursing program, that have additional admission requirements, as indicated in BP 5010. Admissions requirements are published on page 35 of the 2022-2023 catalog. [EVIDENCE] These admission policies and procedures are consistent with the College's identity as an open-access community college and its mission to serve a diverse population of students by providing the opportunities and support to achieve their educational and career goals.

The College admits students through an online enrollment application process for both the credit and the noncredit/continuing education programs. Both prospective credit and noncredit students apply for admission through CCCApply, the state-wide system for online community college applicants. [EVIDENCE] Additional application information is required for international students and concurrently enrolled high school students. [EVIDENCE, EVIDENCE]

The College clearly defines pathways to degree completion, certificate completion, and transfer preparation. Requirements are published on pages 55-98 of the 2022-2023 catalog] and on the website. [EVIDENCE] [EVIDENCE] With the recent AB 705 and 1805 mandates, Student Services, along with the Office of Instructional Services, have made the required adjustments to ensure compliance and transparency regarding proper English and Math placement practices. Counseling faculty, in particular, are responsible for ensuring that students understand their rights to access transferable gateway English and math courses, in addition to understanding the necessary prerequisites required for specific career, education, and transfer major preparation. In accordance with AR 5050 Student Success and Support Program, Student Educational Plans developed by counseling faculty are used to aid students in understanding their pathway to completion and brings the student and the District into agreement regarding the student's educational goal through established programs, policies, and requirements. [EVIDENCE]

For the past four years, Guided Pathways (GP) coordinators at the College, in conjunction with specific faculty lead GP workgroups have been working year-round to establish Learning and Professional Pathways (i.e., meta-majors), streamline the onboarding experience, and develop hundreds of program degree/certificate maps to provide clearer and transparent pathways for prospective and current students. [EVIDENCE, EVIDENCE] The College is now in the final stages of Guided Pathways implementation and is preparing to launch a new integrated Student Success Management system, EAB Navigate, that will help with streamlining the onboarding process, matriculation, and the program mapping/academic planning process for students.

Analysis and Evaluation

The College adheres to its established policies regarding student qualifications for admission. It also advises students on clear pathways for completing degree, certificate, and transfer goals. The policies and pathways are accessible online and in print. (ER 16)

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The College has phased out the use of placing instruments in compliance with recent California legislation (AB 705 and AB 1805). In accordance with AB 1805, students are now eligible to enter directly into transfer-level English and math, which is clearly stated on the Placement and Assessment website. [EVIDENCE] The College does not use admissions instruments.

The College utilizes a locally developed Guided Placement Survey (GPS) for English as a Second Language (ESL) sequenced courses at both the credit Verdugo and the noncredit Garfield campuses. The ESL GPS evaluates students on multiple measures, including number of years spent learning English in high school and last level of English class taken. [EVIDENCE, EVIDENCE]

The Office of Research, Planning, and Grants is currently tracking this new placement model for math and English placement and providing data to the Office of Instructional Services and the Chancellor's Office to ensure AB 1805 compliance. [EVIDENCE] Ongoing research shows access to transfer-level courses in math and English has increased for all student groups since placement instruments have been discontinued. However, successful completion of courses continues to show gaps among student groups. [EVIDENCE][Add summary of the state dashboard data disaggregated by demographic group]

Analysis and Evaluation

As this is the first full cycle of implementation both locally and at the statewide levels of AB 705 and AB 1805, the College is actively investigating and evaluating its placement practices to ensure minimization of bias.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College secures and maintains student records permanently in accordance with its Records Retention Policy, defined in BP 3310 Retention and Destruction of Records, and AR 3310 Records Retention and Destruction. [EVIDENCE, EVIDENCE] These procedures are also defined in BP 3300 Public Records and AR 3300 Public Records. [EVIDENCE, EVIDENCE] These policies and procedures are publicly posted at the Board Policies and Administrative Regulations section of the Board of Trustees webpage. [EVIDENCE]

The College is required by law to follow Title 5, Section 59023, for classifying documents for Records Retention/Destruction. The California Code of Regulations lists the types of documents that must be maintained permanently, and those that can be destroyed after a designated amount

of time. Additionally, Health Services and Financial Aid follow standards of recordkeeping, storage, and confidentiality established by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Title IV of the Higher Education Act of 1965 (HEA), respectively.

Electronic student records are permanently stored in the College's PeopleSoft student information system and Oracle Imaging software platform. These student files housed on a secure server and are periodically backed up by the Information Technology Services department.

Paper forms submitted by students to the Office of Admissions and Records (e.g., grade change requests, requests to take classes on a pass/no pass basis), are permanently stored in electronic student records and secured via the methods described above. Paper versions of forms and records such as transcripts from other schools or advanced placement scores are stored in a fire-proof cabinet within a vault. Only Admissions and Records staff have access to these paper forms. However, counseling faculty do have access to student electronic records to provide academic guidance and support.

The College adheres to FERPA (Family Educational Rights Privacy Act) policies with regard to releasing student information, as defined by BP 5040 Release of Student Information. [\[EVIDENCE\]](#) Staff and counseling faculty are well-trained in understanding FERPA regulations. The Student Directory Information Policy is published on page 20 of the 2022-2023 catalog, and states what type of student information can be released without direct student permission. [\[EVIDENCE\]](#) In this section, there are also instructions explaining how students can restrict the potential sharing of this directory information by filing a form with Admissions and Records.

If students wish to share other aspects of their academic records beyond this directory information, or share any information with any third party, there are clearly published guidelines and instructions on the FERPA section of the Records and Services webpage. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) If students choose to release their information to a third party, they must sign the College's FERPA release form that clearly describes which records they would like released, and to whom. [\[EVIDENCE\]](#) Some form of official student identification must accompany this request. Additionally, it is clearly stated that a different FERPA release form must be submitted each time a student wishes to release any aspect of their record to a third party.

Analysis and Evaluation

The College monitors and assesses policies and practices for ensuring security and confidentiality of all student records, which are stored permanently. The College ensures that the policies regarding the release of student records are published in its catalog. The College remains current on FERPA and other state and federal regulations regarding confidentiality, and informs other departments when changes occur.

Conclusions on Standard II.C. Student Support Services

The College provides comprehensive and accessible student support services, through both in-person and online modalities, that foster student learning and development within the context of its institutional mission. These student support programs and services undergo regular assessment and evaluation to ensure effectiveness in meeting the needs of all students. The Student Services Division regularly collaborates with other areas of the College to assess data for improving student services and programs, along with other endeavors, such as AB 705, AB 1805, and Guided Pathways implementation. To promote holistic student success, the College continues to provide equitable access to its student support services, regardless of service location or means of delivery, by ensuring that policies, information, and services are regularly evaluated and clearly communicated to all students at the College.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

All job descriptions and vacancy announcements clearly delineate the minimum qualifications (education and training when applicable as well as experience), and job-related skills, knowledge, ability to perform the duties, and in some instances, the preferred qualifications. Faculty and administrator job descriptions/vacancy announcements conform with the California Community College Chancellor's Office (CCCCO) Minimum Qualifications Handbook. Additionally, administrator job descriptions contain supervisory duties and authority associated with the position. Job descriptions are publicly posted on the Job Descriptions tab of the Human Resources landing webpage.

The College also has clearly delineated talent acquisition/recruitment processes as evidenced in Board Policy (BP) 7120 Tenure Track Faculty Hiring Procedures, Administrative Regulation (AR) 7120 Tenure Track Faculty Hiring Procedures, AR 7121 Hiring for Adjunct Faculty, AR 7123 Recruitment and Selection Classified Employee, and AR 7250 Hiring of Academic Administrators and Classified Managers. Additionally, the 2019-2022 Equal Employment Opportunity Plan also delineates criteria associated with talent acquisition/recruitment endeavors.

As noted in Standard III.A.12., the College commissioned an organization-wide classification study of classified and management positions for the purpose of continuous improvement. The goals of the study included: 1) a thorough classification analysis of all positions to identify the type and level of work being performed; 2) recommendation of an appropriate classification and titling plan that is consistent with common market practices and clarifies internal relationships; and 3) revision and update of the existing classification specifications for all study positions or development of new classification specifications as needed and consistent with the proposed

classification and titling plan. After final decisions are made regarding the recommendations of the classification study, job descriptions will be updated regarding position duties, responsibilities, and authority.

Analysis and Evaluation

The College has established policies, procedures, and processes to assure that qualified faculty, staff, and administrators are employed to provide the necessary expertise and support for its programs and services. The hiring department, human resources, and respective constituency groups work together to verify that the job descriptions, job announcements, qualifications, duties, and selection process align with federal and state regulations and the College's mission and goals. BPs and ARs are clearly and publicly stated and provide a general overview of the hiring process as well as the criteria, qualifications, and procedures for selection of personnel.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The Office of Human Resources provides the instructional hiring committee chair and/or division chair with a copy of the most recent iteration of the job description/vacancy announcement for each faculty recruitment. The hiring committee chair and/or division chair in turn work with department faculty and the Academic Senate President to revise the job description/vacancy announcement to reflect the California Community Colleges Chancellor's Office (CCCCO) minimum qualifications, professional experience, discipline expertise, teaching skills, and scholarly activities which are contained in the major duties and responsibilities section. By way of example, faculty job descriptions also include a statement noting that the position is responsible for developing new curriculum as well as a statement noting that faculty "work to achieve the college's Institutional, Program, and Student Learning Outcomes in support of Glendale Community College's mission statement." The above criteria are also delineated in AR 7120 Tenure Track Faculty Hiring Procedures.

Analysis and Evaluation

Faculty qualifications include knowledge of the subject matter and requisite skills for the position. Job announcements also include the responsibility of development and review of curriculum as well as assessment of learning.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional

effectiveness and academic quality.

Evidence of Meeting the Standard

All administrator and classified staff job descriptions/vacancy announcements contain a job-related minimum qualifications section that notes required education and experience, a section describing required knowledge, a section listing required abilities, and a section regarding essential mental and physical duties. Additionally, academic administrator positions also contain minimum qualification requirements delineated in the CCCCCO Minimum Qualifications Handbook.

Through its talent acquisition/recruitment processes, the Office of Human Resources preliminarily screens all job applications to ensure the applicant possesses the minimum qualifications noted for a given position. Hiring committees are then charged with interviewing and recommending candidates who reflect the skills, knowledge, and ability to perform the job functions/duties. The candidate selected through the College's talent acquisition/recruitment processes is deemed to possess the qualifications necessary to perform the duties required to support institutional effectiveness and academic quality.

Analysis and Evaluation

The College verifies that all employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Through its talent acquisition process, the Office of Human Resources validates that academic and classified administrators and full-time and adjunct faculty hold required degrees from accredited U.S. colleges or universities whenever degrees are required. Additionally, the Office of Human Resources validates applicant possession of required degrees as noted in either the CCCCCO Minimum Qualifications Handbook or vacancy announcements/job descriptions.

Vacancy announcements requiring a particular level of degree state that required application documents must include: "Scanned copy of official transcripts with required degree(s) must be submitted. Foreign transcripts and degrees require official certification of equivalency to U.S. transcripts and degrees by a certified US review service at the time of application." Additionally, faculty vacancy announcements include the following statements: "Scanned copy of official transcripts with required degree(s) must be submitted. Foreign transcripts and degrees require official certification of equivalency to U.S. transcripts and degrees by a certified US review service at the time of application and must identify graduate-level course work."

Furthermore, AR 7131 Equivalence to Minimum Qualifications requires faculty applicants to provide a copy of official transcripts from an accredited university or college. AR 7131 also requires faculty applicants who possess foreign degrees to provide certification of U.S. degree transfer equivalence.

Analysis and Evaluation

The College requires degrees from recognized accrediting agencies, and processes are in place to evaluate degrees from non-U.S. institutions.

III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Criteria and timelines for evaluation of full-time faculty and adjunct faculty as well as classified staff are delineated in the collective bargaining agreements for each stakeholder group.

Academic and classified administrator evaluation criteria and timelines are delineated in Board Policy 7151 Evaluations for Academic Administrators and Classified Managers and Administrative Regulation 7151 Evaluations for Academic Administrators and Classified Managers.

Historically, the College's system for employee evaluations had involved the completion of evaluation forms in PDF format and the tracking of evaluations occurred through spreadsheets. However, to continuously improve the tracking and completion of employee evaluations, the Office of Human Resources secured a software subscription for NEOGOV Perform which enables automated, electronic performance management/evaluations. This adopted technology has enabled the College to provide electronic evaluations as well as automated tracking and reporting. The evaluations of classified staff and administrators are currently completed using the new electronic system. The faculty evaluations continue to use the older PDF method. [Provide exemplar evidence of NeoGov screen for classified and administrator evaluations that were completed in NeoGov. In fall, add evidence of full-time faculty NeoGov evaluations and timelines of scheduled evaluations and records of completed evaluations. Also, as evidence that actions taken following evaluations are timely and documented, provide Board of Trustees agenda showing faculty advancing in tenure.]

Analysis and Evaluation

The board policies, administrative regulations, and collective bargaining agreements in place set forth the processes for systematic evaluation at stated intervals of all College employees. These include written criteria that tie to a person's duties, expectations, and areas for improvement. Evaluations are reviewed and updated as needed to ensure effectiveness and to encourage improvement.

III.A.6. 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.

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to uphold the quality of educational programs to achieve the mission and goals. The mission guides strategic planning at the institutional and department level. As mentioned in Standard IV.B.2, to evaluate and plan staffing, the superintendent/president reviews quantitative data provided in sources such as the institution's College Profiles and the Chancellor's Office DataMart regarding staff composition and statewide average comparisons. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) In addition, the superintendent/president relies upon qualitative content within program review documentation and hiring allocation committee requests (i.e., HAC requests, formerly referred to as "personnel requests") submitted by various instructional and administrative units through the governance process. For decision making about personnel, the superintendent/president engages in consultation with appropriate constituent leaders. [\[EVIDENCE\]](#)

Program review enables instructional programs to evaluate their operations, engage in departmental strategic planning for improvement, and request resources to facilitate the College's ability to achieve its institutional mission and goals. The first question of the program review document frames the whole process as it asks how the program's mission aligns with the College's mission statement. The process of program review is detailed at the program review website. [\[EVIDENCE\]](#) In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs establish their plans for improvements. Resource requests associated with departmental goals and planned actions may be submitted. Resource allocation is mission-driven and supports strategic planning at the institutional and department levels. Program review allows for the review and assessment of faculty staffing levels for instructional divisions' programmatic needs. When a department needs to hire an instructor, they submit a personnel request form as part of the program view. These requests are prioritized by the Instructional Hiring Allocation Committee (IHAC) using guidelines and criteria established in the IHAC manual. IHAC members review personnel requests and provide their recommendations to the vice president of instruction who then consults with the college president who makes the final decisions.

As demonstrated with the exemplar of the Math department’s recent program review, completers of the program review form first described how their department supports the College mission. [EVIDENCE] Then, the instructional department examined the program review data dashboard which displayed a variety of metrics related to student success and achievement (e.g. course completion and degree completion). [EVIDENCE] Based on findings from the qualitative and quantitative information in the program review, the department completed the final section of the form which consisted of the departmental strategic planning linkage matrix. The matrix established the department’s goals, action items for improvement, and any associated resource requests. In its most recent program review, the Math department’s strategic planning linkage matrix showed that their second departmental goal was to increase the number of students completing transfer-level math courses with the first year. To support this goal, the linkage matrix shows a planned action to increase full time instructors who teach statistics liberal arts math (SLAM) and statistics courses. Consequently, the department submitted a resource request for a math instructor. After being prioritized by the IHAC, the request was ultimately approved for funding by the College Executive Committee.[EVIDENCE]

Table 11. Faculty Staffing Levels, Fall 2021

College	# of Faculty			% of Faculty Groups		FTES	Ratio of Faculty Groups to FTES		
	Tenured/Tenure Track Faculty (Full-time)	Temporary Faculty (Part-time)	Total All Faculty	Tenured/Tenure Track Faculty (Full-time)	Temporary Faculty (Part-time)		Tenured/Tenure Track Faculty (Full time)	Temporary Faculty (Part-time)	Total All Faculty
Cerritos	313	276	589	53%	47%	6628.85	0.0472	0.0416	0.0888
El Camino	344	233	577	60%	40%	6600.97	0.0521	0.0353	0.0873
Glendale	183	211	394	46%	54%	4554.00	0.0401	0.0463	0.0865
Long Beach	357	267	624	57%	43%	8450.67	0.0422	0.0316	0.0738
Mt SAC	359	238	597	60%	40%	11569.2	0.0310	0.0206	0.0516
Pasadena	312	174	486	64%	36%	8080.95	0.0386	0.0215	0.0601
Santa Monica	330	396	726	45%	55%	8459.1	0.0390	0.0468	0.0858
Average	314	256	570	55%	45%	7763.4	0.04146	0.0348	0.076261725

The table above compares all single-college districts in the Los Angeles region. The column titled “Ratio of Faculty Groups to FTES” shows the ratio of part-time and full-time faculty to full-time equivalent students (FTES). According to this data, Glendale Community College’s ratio is comparable to most other colleges. The data reflect that the number of faculty at the College is sufficient.

Through this level of full-time faculty staffing, both in general and categorical programs, the College is able to support both student success and effectively advance its mission of ensuring students identify their educational goals and needs and successfully accomplish student learning in broad educational areas.

Analysis and Evaluation

A sufficient number of qualified part-time and full-time faculty members are hired to assure that the quality of the institution's educational programs and services is fulfilled to achieve the College's mission and purposes.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College employs adjunct faculty that cover the spectrum of instructional and non-instructional services, including counseling and library services. As with any institution of higher education, adjunct faculty are hired from term to term and consequently, active appointments for each term are tracked and managed in Oracle, the Enterprise Resource Program (ERP) used by the Office of Human Resources.

The employment orientation for adjunct faculty is conducted through the Office of Human Resources. Also, a student equity adjunct support coordinator provides further orientation in the areas of syllabus development, evaluation overview, program review, and other employment-related matters. This released time coordinator additionally offers various adjunct resources and support through information items posted in Canvas, the learning management system.

Adjunct faculty are required to participate in continuous professional development through flex activities as described in the faculty collective bargaining agreement. Additionally, the Ancillary Activities Fund delineated in the faculty collective bargaining agreement provides stipends to adjuncts who apply for and serve on various committees or participate in other professional development endeavors to further their professional contribution to College life. The faculty collective bargaining agreement also contains both the process and the forms needed to evaluate adjunct faculty. Finally, the Office of Human Resources has also secured NEOGOV Perform, which is a software subscription for electronic performance management/evaluations. This technology has enabled the College to provide electronic evaluations, tracking, and reporting for adjunct faculty.

Analysis and Evaluation

The College maintains policies and practices that provide for the orientation, oversight, evaluation, and professional development of its adjunct faculty. Many opportunities exist for adjunct faculty members to integrate and participate fully in the life of the institution.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified staff to support the effective operations of the institution. As mentioned in Standard IV.B.2, to evaluate and plan staffing, the superintendent/president reviews quantitative data provided in sources such as the institution's College Profiles and the Chancellor's Office DataMart regarding staff composition and statewide average comparisons. [EVIDENCE, EVIDENCE] In addition, the superintendent/president relies upon qualitative content within program review documentation and hiring allocation committee requests (i.e., HAC requests, formerly referred to as "personnel requests") submitted by various instructional and administrative units through the governance process. For decision making about personnel, the superintendent/president engages in consultation with appropriate constituent leaders. [EVIDENCE]

Program review enables instructional programs to evaluate their operations, engage in departmental strategic planning for improvement, and request resources to facilitate the College's ability to achieve its institutional mission and goals. The first question of the program review document frames the whole process as it asks how the program's mission aligns with the College's mission statement. The process of program review is detailed at the program review website. [EVIDENCE] In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs establish their plans for improvements. Resource requests associated with departmental goals and planned actions may be submitted. Resource allocation is mission-driven and supports strategic planning at the institutional and department levels. Program review allows for the review and assessment of classified staffing levels for departmental needs. When a department needs to hire staff, they submit a personnel request form as part of the program review. These requests are prioritized by the Classified Hiring Allocation Committee (CHAC) which is chaired by the vice president of human resources. CHAC uses guidelines and criteria established in the CHAC manual. CHAC members review personnel requests and provide their recommendations the Administrative Executive Committee.

As demonstrated with the exemplar of the Media Arts department's recent program review, completers of the program review form first described how their department supports the College mission. [EVIDENCE] Then, the department examined the program review data dashboard which displayed a variety of metrics related to student success and achievement (e.g. course completion and degree completion). [EVIDENCE] Based on findings from the qualitative and quantitative information in the program review, the department completed the final section of the form which consisted of the departmental strategic planning linkage matrix. The matrix

established the department’s goals, action items for improvement, and any associated resource requests. In its most recent program review, the Media Arts department’s strategic planning linkage matrix showed a departmental goal to increase access, success, equity, and and voice of underserved populations. To support this goal, the linkage matrix showed a planned action to develop curriculum through workshops and learning opportunities to help students who are technophobic and/or do not have access to technology. Consequently, the department submitted a resource request for an instructional computer lab technician. After being prioritized by the CHAC, the request was ultimately approved for funding by the College Executive Committee.[\[EVIDENCE\]](#)

The College’s classified staff cover the spectrum of instructional services (academic departments and library), student services (counseling, EOPS, CalWORKS, student health center and SEA), finance/business services, facilities, police services, information systems, and human resources.

Table 12. Classified Staffing Levels, Fall 2021

College	# of Classified Employees			% of Classified Groups		FTES	Ratio Classified Groups to FTES		
	Classified Professional	Classified Support	Total Classified	Classified Professional	Classified Support		Class Professional	Class Support	Total Class to Enrollment
Cerritos	31.1	268.8	299.9	10%	90%	6628.9	0.0047	0.0406	0.0452
El Camino	88	313.1	401.1	22%	78%	6601	0.0133	0.0474	0.0608
Glendale	6	288.8	294.8	2%	98%	4554.00	0.0013	0.0634	0.0647
Long Beach	38.4	442.3	480.7	8%	92%	8450.7	0.0045	0.0523	0.0569
Mt SAC	8.6	601	609.6	1%	99%	11569	0.0007	0.0519	0.0527
Pasadena	30	310.5	340.5	9%	91%	8081	0.0037	0.0384	0.0421
Santa Monica	0	426.1	426.1	0%	100%	8459.10	0.0000	0.0504	0.0504
Average	28.871	378.66	407.529	8%	92%	7763.4	0.00405	0.049212	0.0532603

The table above compares all single-college districts in the Los Angeles region. The column titled “Ratio of Classified Groups to FTES” shows the ratio of classified staff to full-time equivalent students (FTES). According to this data, Glendale Community College’s ratio is a bit higher than most of the other colleges. The data reflect that the number of classified staff at the College is more than sufficient to serve its population of enrolled students. Through this level of classified staffing, both in general and categorical programs, the College effectively fulfills its mission of ensuring students identify their educational goals and needs, and successfully accomplish student learning in broad educational areas.

In 2019, the California State Employees Association (CSEA) and the District agreed to conduct a classification study with the services of CPS HR Consulting. The consulting firm was contracted to update and ensure that the classified job classifications included qualifications and relevant

job duties that align with other local community colleges and the District. The study is scheduled to be completed by fall 2022.

Analysis and Evaluation

The College is currently developing processes for using data to determine appropriate staffing levels. An analysis of the data in Table III.A-6 indicates that, compared to other area single-college districts, the percent of employees who are classified staff members is lower than average, but the number of enrollments per classified staff member is also lower than the average.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified administrators to provide continuity and effective leadership and services that support the institution's mission and purposes. As mentioned in Standard IV.B.2, to evaluate and plan staffing, the superintendent/president reviews quantitative data provided in sources such as the institution's College Profiles and the Chancellor's Office DataMart regarding staff composition and statewide average comparisons. [EVIDENCE, EVIDENCE] In addition, the superintendent/president relies upon qualitative content within program review documentation and hiring allocation committee requests (i.e., HAC requests, formerly referred to as "personnel requests") submitted by various instructional and administrative units through the governance process. For decision making about personnel, the superintendent/president engages in consultation with appropriate constituent leaders. [EVIDENCE]

Program review enables instructional programs to evaluate their operations, engage in departmental strategic planning for improvement, and request resources to facilitate the College's ability to achieve its institutional mission and goals. The first question of the program review document frames the whole process as it asks how the program's mission aligns with the College's mission statement. In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs establish their plans for improvements. Resource requests associated with departmental goals and planned actions may be submitted. Resource allocation is mission-driven and supports strategic planning at the institutional and department levels. Program review allows for the review and assessment of administrator levels for College needs. When a department needs to an administrator or manager, it submits a personnel request form as part of the program view. These requests are prioritized by the Cabinet. Cabinet members review personnel requests and provide their recommendations to the president who makes the final decisions.

As demonstrated with the exemplar of the Garfield Administration's recent program review, completers of the program review form first described how their department supports the College mission. [EVIDENCE] Then, the department reports upon annual data for services and

programs. Based on findings from the qualitative and quantitative information in the program review, the department completed the final section of the form which consisted of the departmental strategic planning linkage matrix. The matrix established the department’s goals, action items for improvement, and any associated resource requests. In its most recent program review, the Garfield Administration’s strategic planning linkage matrix showed a goal to improve student support. To support this goal, the linkage matrix showed a planned action to improve and support access for admissions and enrollment which require in-person and remote evening support. Consequently, the Garfield Administration submitted a resource request for a Program Manager III Night/Weekend Manager. After being prioritized by the Cabinet, the request was ultimately approved for funding by the College Executive Committee. [\[EVIDENCE\]](#)

As of fall 2022, the College employed 58 administrators. Administrative staff cover the spectrum of instructional services (academic departments and library), student services (counseling, EOPS, CalWORKS, student health center and SEA), finance/business services, facilities, police services, information systems, and human resources.

Table 13. Administrator Staffing Levels, Fall 2021

College	# of Administrators	FTES Enrollment	Ratio Administrators to FTES
Cerritos	54.5	6628.85	0.0082
El Camino	64	6600.97	0.0097
Glendale	57.8	4554.00	0.0127
Long Beach	83.8	8450.67	0.0099
Mt SAC	121.1	11569.23	0.0105
Pasadena	73.8	8080.95	0.0091
Santa Monica	92.9	8459.1	0.0110
Average	78.27	7763.40	0.0102

The table above compares all single-college districts in the Los Angeles region. The column titled “Ratio Admin Groups to FTES” shows the ratio of administrators to full-time equivalent students (FTES). According to this data, Glendale Community College’s ratio does not deviate significantly from that of the other colleges. The data reflect that the number of administrators at the College is sufficient to serve its population of enrolled students.

Through this level of administrative staffing, both in general and categorical programs, the College can support student success and effectively advance its mission of ensuring students identify their educational goals and needs and successfully accomplish student learning in broad educational areas.

Analysis and Evaluation

The findings from a staffing analysis indicate that the College’s number of administrators are more than sufficient to serve its population of enrolled students compared to the other single-

college districts in the comparison group. The College's policies match state regulations on minimum qualifications for administrators.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College's collective bargaining agreements (CBAs) for faculty union (i.e. Guild) and classified staff union (CSEA) delineate mutually negotiated policies and procedures related to working conditions. The collective bargaining agreements are posted on the College's website, Human Resources landing page, and are also distributed by the exclusive representatives for each bargaining unit. The Office of Human Resources is responsible for ensuring fair and equitable administration of the collective bargaining agreements. Grievance procedures are contained in each collective bargaining agreement as a means of check and balance of the fair and equitable application of the respective CBAs.

The College also periodically revises, updates, and publishes board policies and administrative regulations related to personnel within Chapter Three's 3000 series and all of Chapter Four's 7000 series. These documents are located on both the webpage of the Board of Trustees and Office of Human Resources. These personnel policies and regulations are applied in a fair, equitable manner and are consistently administered. The College also aligns with Education Code Sections 87732 and 87666 with respect to conduct matters related to faculty employment.

Analysis and Evaluation

The institution publishes and adheres to written personnel policies and ensures that it administers its personnel policies and procedures consistently and equitably.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

BP 7100 Commitment to Diversity affirms the institutional commitment to promote diversity amongst its employee population. This policy affirmation is reflected in hiring practices and professional development offerings. Additionally, this policy recognizes and embraces the concept that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. Additionally, in accordance with Title 5 of the California Code of Regulations, all job descriptions/vacancy announcements for faculty and administrators contain a statement that requires the applicant to:

“Demonstrate a sensitivity to, understanding of, and commitment to meeting the needs of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, staff, management and campus community.”

In their 'About the College' section, all job vacancy announcements also note that the College is committed to maintaining an environment which provides opportunities to individuals with a wide variety of talents, experiences, perspectives, and backgrounds. Also expressed is the belief in the importance of diversity amongst the faculty, staff, and student population to better serve the College and surrounding communities.

As mentioned previously, the College is currently undergoing a classification review for classified job descriptions and the above statement will be incorporated into all revised job descriptions/vacancy announcements after the study is complete and the results are negotiated with the CSEA, which is the classified staff's exclusive collective bargaining representative.

The College's 2019-2022 Equal Employment Opportunity (EEO) Plan affirms its commitment to equal employment opportunity and diversity in hiring and employment practices. In July 2021, the California Community Colleges Board of Governors adopted new EEO regulations to provide the necessary framework for more robust and accountable EEO programs. Since those regulations are still pending review by the Department of Finance, the Chancellor's Office is providing a nine-month extension for any districts that have EEO Plans due. Therefore, the College is standing by and ready to update its plan as soon as the regulations are made available. Should other delays occur, the Chancellor's Office will notify districts of any resulting changes in these timelines.

In accordance with the CCCCO Office of the General Counsel's EEO Longitudinal Data Guide, the College performed tests for each employee category to determine whether any sex or ethnic groups were significantly underrepresented among those employed at the institution. The resulting 2019 EEO Data Study of Significant Underrepresentation was used to assess institutional efforts to address underrepresentation.

The Office of Human Resources revamped its hiring committee training to incorporate concepts of disrupting implicit bias, understanding and promoting diversity through employment and student demographic awareness, and ensuring equal employment opportunities for all applicants. Additionally, in 2020-2021, the College created a comparison study of its employee demographics with student demographics.

Finally, on June 16, 2020, the Board of Trustees was provided with an overview of the College's equal employment opportunity and diversity efforts. This overview contained information on employee and student demographics and was distributed, via posting the Board agenda publicly, to all employees.

Analysis and Evaluation

The College has created and maintains programs, practices, and services that support its diverse personnel. Employment equity and diversity are assessed regularly to assure that they are consistent with the mission.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College codified its commitment to a professional code of conduct through its adoption of BP 3050 Employee Code of Conduct and Conflict of Interest and AR 3050 Employee Code of Conduct. Both of these documents are posted on the Board of Trustees' webpage and are accessible to all employees. Through the work of the Administrative Affairs Committee, modifications to these documents were reviewed through the shared governance process. The classified staff, faculty, and administrator members of the committee were charged with acquiring timely feedback from their respective stakeholder groups to ensure that all stakeholders were aware of modifications to these documents and were provided an opportunity to comment on proposed modifications. Additionally, the College engages in a regular cycle of review of all BP and ARs to ensure that the language is current, meets legal requirements, or is legally advised.

Analysis and Evaluation

The College has established policies and procedures to ensure that all employees uphold the written code of professional ethics. These policies outline the College's expectations regarding ethical behavior and consequences for violation.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

High-level planning for institution wide professional development is under the purview of the Office of Human Resources and the Professional Development Committee. Prior to being offered, all professional development opportunities are vetted by these two entities to ensure alignment with the College's mission. As an example, before a professional development opportunity can be offered for flex credit for faculty, it must substantiate that it supports a goal of the College's Institutional Strategic Plan since the ISP establishes long range planning goals for fulfilling the College's mission. Professional development opportunities are communicated to College employee groups through email announcements or webpages. Offerings are based on evolving pedagogy, equity, technology, and learning needs.

For example, in response to recommendations the College received from the University of Southern California's Race and Equity Center regarding its participation in the National Assessment of Campus Collegiate Climates, the College's Innovation Grant has been offering equity-minded and student-centered online professional development for classified staff, faculty, and administrators. Lessons on topics such as inclusive practices for students with disabilities, Equity 101, student identities, learning science, and growth mindset are focused on meeting students' learning needs, while topics such as inclusive instructional practices, collaborative group work, metacognition, and writing across the curriculum seek to enhance the pedagogy of faculty. Logistics regarding the online format, lesson assessments, awarding of flex and classified professional growth units, and tracking of completion had been exhaustively discussed and strategically planned for over a year by the Innovation Grant leadership in consultation with the Professional Development Committee and Office of Human Resources. Delivered through the Canvas learning management system and pre-dating the College's hiring of an instructional designer, the Innovation Grant had commissioned a professional instructional designer to carefully structure the Canvas lesson shells using best practices in pedagogy, technology, and the meeting of learning needs. The content of the lessons was, and continue to be, created "by GCC, for GCC." Each lesson includes an evaluation feedback survey.

Also, Glendale Annual Distance Education Recertification (GADER) requires that DE faculty remain current in the latest DE practices, including those related to pedagogy, technology, and learning needs. Workshop topics have included humanizing online learning, creating engaging and accessible videos, open educational resources, authentic assessment in an online environment, and how to create inclusive and equitable online classes.

Considering sweeping changes to virtually all institutional operations forced by COVID-19, the College's Distance Education (DE) team has played an increasingly pivotal role in technology support across the institution. Even prior to Covid-19, the College hired a full-time instructional designer for the first time. This position is one piece of a broader investment the College has made in professional development aimed at the effective use of technology, and the instructional designer joins a DE Support Team consisting of a DE Coordinator, a DE Faculty Development Coordinator and Trainer, a DE Peer Online Course Reviewer, and Assistant Instructional Technology Support Specialist, and divisional representatives on the Committee on Distance Education (CoDE). This DE Support Team works in collaboration with the Faculty Development Office and Classified Staff Development Office. These offices along with the Professional Development Committee have a broader charge of overseeing the instruction and training opportunities provided to faculty, classified staff, and students. These professional development offerings include presentations and workshops on emerging technologies and how to use learning technologies effectively. For instance, the College's instructional designer hosted a workshop on the use of Microsoft Office Sway on Friday, December 10, 2021. This workshop was made available to faculty, managers, and staff [REF IIC4-1].

Every employee group is offered training or professional development in technology. Classified staff are offered a wide range of technology workshops, including workshops on the Microsoft Office Suite, Outlook, SharePoint, DocuSign, and Vision CMS [REF IIC4-2] [REF IIC4-3] [REF IIC4-4] [REF IIC4-5] [REF IIC4-6]. Also, the Library provides training and support to

faculty, staff, and students on the appropriate use of library resources (e.g., catalog, subscription databases), as well as appropriate use of technology (including in the remote environment). Furthermore, the College provides administrators with up-to-date technology related training guides (e.g., NEOGOV User Guide and Board Slip Training Aide) [REF IIIC4-7] [REF IIIC4-8]. Administrator training in the use of technology has also included workshops on the use of the College's online budget management system (Performance Based Cloud Service), intranet system (SharePoint), and webpage software (Vision CMS) [REF IIIC4-9] [REF IIIC4-10].

Professional development offerings are systematically evaluated and the results are used for improvement. For example, every online GADER professional development opportunity includes a survey that gathers data to determine participants' needs and the effectiveness of the workshop. Based on the GADER survey data on "style of training preferred," the majority of GADER workshops and modules continue to be offered as one-hour trainings both online synchronous through the GADER workshop Canvas shell and through asynchronous options such as Fully Online GADER, Accessibility & U, and ED TE(a)CH. Additionally, all GADER topics are generated based upon needs assessment feedback. Since the results of the assessment indicated that "Active Learning Activities" was the most requested GADER topic, workshops such as "Building Community Online: Engaging Students from Day One!" "How to Make High Impact Breakout Rooms," "Creating an Online Community for Better Engagement and Retention," and "How to Keep Students Engaged and Motivated" were created and offered.

The Office of Human Resources is responsible for ensuring compliance with mandatory training for all employees. The mandatory training includes topics such as sexual harassment prevention, Title IX compliance, Cleary Act reporting, workplace safety, emergency management, and mandated reporter training. Additional training topics include implicit bias and microaggression, Championing EEO, customer service, and technology. Furthermore, the Office of Human Resources covers topics during the Management and Confidential meetings. Topics include: conduct and performance management, managing in a union environment, leaves of absence administration, and workers' compensation.

Analysis and Evaluation

The College offers a variety of programs and workshops for faculty, classified, and administrator employees. The College sends surveys to employees to solicit feedback and ideas on new and existing professional development activities and uses the results for improvement.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The Office of Human Resources provides access to and maintenance of personnel files in accordance with Education Code Section 87031 and Labor Code Section 1198.5. Individual personnel files are maintained in hardcopy format in locked file cabinets within a secure environment at the Office of Human Resources. An employee may request to: 1) view a

personnel file in the presence of a Human Resources team member, 2) tab items in the personnel file and request a copy, or 3) by email, request copies of select items from her/his personnel file, which are then provided to the employee. Pre-employment items, such as references, background checks, etc. are not accessible to employees but are retained in their personnel file for employment purposes.

Additionally, personnel files are maintained in accordance with the collective bargaining agreement for both classified employees (CSEA) and faculty (Guild). The Office of Human Resources has also secured a software subscription for electronic personnel files (NEOGOV E-Forms) which will result in electronic access to personnel files.

Analysis and Evaluation

The College maintains the confidentiality and security of personnel records. All employees have access to their personnel files in accordance with the District policies and procedures, CBA's, and the law.

Conclusions on Standard III.A. Human Resources

The College establishes policies, procedures, and processes to assure that qualified faculty, staff, and administrators are employed to provide the necessary expertise and support for its programs and services. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III.B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Throughout the year, the College offers courses, programs and services at the Verdugo, Garfield, and Montrose Campuses. Most of the College's credit course offerings are delivered at the Verdugo location with some noncredit courses also provided there. The Garfield location offers noncredit and community education courses. Although its name includes "campus", it is actually a state-approved educational center. Similarly, while the name of the Montrose location includes "campus", it consists of the Professional Development Center which provides customized state-funded workforce training, and a commercial property (i.e., Citibank Building) that was recently-acquired to expand and improve the College's ability to meet the educational needs of the community. In addition to these sites, the College holds a small number of courses at a number of facilities during limited periods of time within specific sessions and semesters. For example, the Bahia de Los Angeles Field Station is the only permanent site consistently used during intersessions for the Baja Field Studies Program. And the College's Verdugo Fire Academy uses the Glendale Fire Department's training facility when preparing students to meet state fire training standards to become certified firefighters.

As presented in the Facilities Plan, space holdings are regularly assessed and plans are subsequently established to ensure facilities meet the needs of the College [EVIDENCE]. Such planning and evaluation is supported by benchmarking and analysis as well as the review of space inventories [EVIDENCE, EVIDENCE, EVIDENCE]. The College has also implemented a new physical assets management process to ensure ongoing investment, renovations, and life extension of all physical assets [EVIDENCE]. All new buildings and renovations are designed to meet seismic, structural, fire/life/safety and access requirements under California code, as per approval of the Division of the State Architect (DSA). [EVIDENCE, EVIDENCE]. The maintenance of structural and facilities safety standards is ensured by monthly safety audits as part of its Injury and Illness Prevention Program as well as work order completion reports from the work order system [EVIDENCE, EVIDENCE]. Hazardous waste is regularly disposed of in a safe manner and compliance with all requirements regarding air quality is ensured. [EVIDENCE, EVIDENCE, EVIDENCE]

In order to maintain the functioning of its facilities, the College regularly inspects and certifies heating, venting, and air conditioning (HVAC) systems, boilers, and cooling towers [EVIDENCE]. Employees are able to report unsafe physical facilities or other health and safety issues within the College's work order system and use an online dashboard to review the status of their report. [EVIDENCE, EVIDENCE, EVIDENCE]

During the 2020-2021 and 2021-2022 academic years, the College faced unprecedented challenges due to the COVID-19 pandemic. Although many programs were able to transition to remote learning modalities, three specific instructional programs were required to continue to meet on campus in order to meet state level program requirements, and/or to ensure lab safety: Nursing, Emergency Medical Technician, and Welding. Safety plans for these programs were created and communicated to students, staff, faculty, and administrators. [EVIDENCE, EVIDENCE, EVIDENCE] To ensure the safety of all individuals learning and working on campus, a number of changes were implemented. Ionization systems and air filters in all buildings were installed to safeguard against airborne pathogens, robust signage was installed to guide movement around campus in observance of social distancing protocols, separate learning stations were created for individual students, face mask and hand sanitizer stations were installed throughout the College, and a building disinfection program was implemented by facilities crews for all utilized spaces. [EVIDENCE, EVIDENCE]

As restrictions have gradually eased in accordance with the Los Angeles Department of Public Health and California Occupational Safety and Health Administration, the transition back to on-campus learning had included mandatory check-in stations on campus to confirm vaccinations or approved waiver status for all students. Each day, campus visitors received a color-coded wristband after completing the verification process and a temperature check. Visitors were required to wear the wristband to enter college buildings, attend in-person classes, and access in-person services. These check-in sites were in several locations on the Verdugo and Garfield campuses which were hosting face-to-face classes, and daily emails were sent to faculty informing them of the daily wristband color. [EVIDENCE] In September 2022, the use of check-in stations was phased out but the vaccination mandate has remained in place. [EVIDENCE]

In accordance with the College's shared governance process, there are several committees which oversee the safety and sufficiency of College's physical resources. The Safety Committee is a subcommittee of the Administrative Affairs Committee that meets monthly. As reflected in its mission statement, the committee has the responsibility to consult with its appointing constituencies, the District Risk Manager, College Police, and other administrative departments to address occupational health and safety issues, as well as to develop recommended suggestions to proactively address and remediate campus safety issues. [EVIDENCE] The meeting minutes of the committee demonstrate that it works to address these matters. [EVIDENCE] The Campus Development Committee reviews the annual Five-Year Capital Construction Plan and the Scheduled Maintenance Plan within it. [EVIDENCE, EVIDENCE, EVIDENCE] The committee also oversees the periodic review of the Facilities Plan. Whenever the need arises, it assembles ad hoc task forces to address specific issues. The Environmental and Sustainability Committee reports on efforts that the College is taking to reduce environmental impact and lower energy costs [EVIDENCE].

Annually, the College Police releases to the public a comprehensive security report consisting of policies, procedures, and crime statistics. [EVIDENCE] The police also hosts campus security authority meetings and campus safety workshops each semester in person when possible, or by making online training available asynchronously [EVIDENCE, EVIDENCE]. Every two years, the College Police provides employees and students with training for emergency preparedness. Specifically, the College Police shares information regarding active shooter incidents, earthquake

response, evacuation drills, fire drills, and tabletop exercises. Prior to 2020, this training was delivered in person. In 2021, the delivery of the training occurred using an online format that contained videos and current emergency procedures. [EVIDENCE]

Analysis and Evaluation

The College has systems in place to ensure access, safety, and security of all learning and working environments, and to quickly identify improvement or repair needs through regular reports, evaluations, committee meetings, and the work order system.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The College ensures that needs of programs and services are considered when planning its buildings. It also assures effective utilization and continuing care of new and existing physical resources. The Facilities Plan demonstrates the College's commitment to mission-driven planning and therefore details how Measure GC funds support the expansion and improvement of instructional and learning support spaces in ways that align with the Institutional Strategic Plan. [EVIDENCE] Also, discussions and recommendations that inform decision making with regard to new buildings as well as upgrades to existing physical resources throughout the District, generally occur through the participatory governance structure including at the Campus Development Committee, Environment and Sustainability Committee, and the Strategic Planning Committee. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

The College addresses the most immediate space needs and swing-space coordination during construction, with the Facilities Management Five-Year Construction Plan associated Work Order Scheduled Maintenance List [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]. With regard to prioritizing and maintaining the physical integrity of buildings as well as equipment, the District's recurring preventative maintenance work order system identifies issues and coordinates reminders for technicians to preemptively address potential issues from becoming larger concerns in the future. [EVIDENCE, EVIDENCE] The College makes use of regular reporting via the Gordian Analysis to evaluate its current facilities and utilization. [EVIDENCE, EVIDENCE] The Facilities department conducts a yearly program review to determine upcoming facilities needs based on utilization data, and develops strategic improvement plans and resource requests for the following year [EVIDENCE]. The Facilities department also conducts monthly safety audits as part of its Injury and Illness Prevention Program to address acute needs and repairs. [EVIDENCE] Employees can submit requests for renovations using a renovation request form [EVIDENCE]. The College obtains reports from an external auditor to ensure compliance with state and federal requirements for Measure GC bond funds used for renovation of facilities and new construction. As reflected on page 13 of the audit report, the College recently procured a project management application called Unifier to allow

better functionality between planning, budget, and procurement systems, and greater transparency for end-of-year reconciliation reports. [EVIDENCE, EVIDENCE]

Analysis and Evaluation

Planned improvements of on-site assets and equipment ensure that programs and services are well supported and contribute to the mission of the College. The College continues to upgrade and improve its facilities according to the Facilities Plan and Scheduled Maintenance Projects Plan, as well as needs identified from Gordian analysis, utilization data, the Facilities program review, and work order submissions. Regular meetings within the participatory governance structure provides opportunities for representatives from across the College to regularly review, evaluate, and plan for facilities and equipment.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College assures the feasibility and effectiveness of physical resources in supporting programs and services by planning and evaluating facilities and equipment on a regular basis. As mentioned in response to Standard III.B.2, the Facilities Plan addresses the anticipated physical needs of the College for renovation and expansion. [EVIDENCE] Current space utilization data is also analyzed regularly to inform effectiveness of physical resources. [EVIDENCE] Systems and programs are in place to track and address maintenance needs, equipment replacement, and renovation requests and the College responds to these in a timely manner. Renovation requests and the record of their completion are provided as an example. [EVIDENCE, EVIDENCE, EVIDENCE] The College also maintains records of its inventory and schedules equipment maintenance to address normal wear and tear as well as anticipate replacement needs. [EVIDENCE, EVIDENCE], [EVIDENCE, EVIDENCE] Furthermore, facilities maintenance and operations budgets are compiled and reviewed on a weekly and monthly basis. [EVIDENCE] An additional resource that works in tandem with the work order system is the

The Facilities department conducts a yearly program review to evaluate its effectiveness in addressing facilities and equipment needs and to develop strategic improvement plans. [EVIDENCE] For example, the Facilities program review describes its repair of equipment such as electric carts to meet the need for transporting students with disabilities to various areas of the College. Also, it reports upon its support to the Library as well as Biology and Chemistry departments in distributing technology devices and other learning support equipment to students during remote learning conditions.

The Learning Environment Enhancement (LEE) Committee consists of key administrators from instruction, ITS, Facilities, and Business Services who assess instructional needs with regard to physical spaces and collectively prioritize and coordinate the acquisition and installation of furniture, audio and visual equipment, technology equipment and devices, software (e.g., virtual

lab software), and other items necessary for all classrooms and instructional learning spaces [\[EVIDENCE\]](#)

Analysis and Evaluation

The College regularly engages in evaluation and planning to assure effectiveness of physical resources in supporting programs and services. Utilization data, tracking systems, inventory records, maintenance schedules, and maintenance and operations budgets are used to assess needs. Through program review, the Facilities department documents its operations and effectiveness in meeting College wide facilities and equipment needs. The LEE Committee

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Subgoal F.7 of the revised Institutional Strategic Plan is to “Ensure safe, student-friendly, clean, functional, and physically accessible campuses for students (e.g., signage, directories, and working bus schedules.”[\[EVIDENCE\]](#) To address this strategic priority, the College has developed long-term, mid-term and short-term capital plans, to include the Facilities Plan, Five Year Construction Plan, and Facilities Department Program Review. [\[EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE\]](#) The College regularly assesses the cost and environmental impact of usage and maintenance of its facilities. [\[EVIDENCE\]](#) Per the College’s shared governance process, these reports and evaluations are reviewed by relevant committees to ensure that facilities project planning supports the College’s improvement goals. [\[EVIDENCE, EVIDENCE, EVIDENCE\]](#)

Long-range capital plans support improvement goals and take into consideration the total cost of ownership. For example, in 2022, the College conducted an assessment on the condition of its facilities. The associated Gordian presentation shows the analysis of space, capital, and operations and verifies the annual project investment and budget. On slides 16, 17, and 18, the analysis benchmarks the College compared to peer institutions regarding the staffing, materials, and supervision for maintenance, custodial staffing, and grounds. On slide 20, the analysis benchmarks the College’s energy unit costs. As can be seen in the presentation, data on the total cost of ownership begins on slide 32 and the 10-year need of capital investment across buildings, grounds, utility infrastructure, and deferred assets currently totals at \$124.6 million. On slide 34, the Gordian assessment further delves into the District’s ten-year need by HVAC, plumbing, electrical, grounds, and other systems. [\[EVIDENCE\]](#)

Analysis and Evaluation

The College successfully evaluates the needs of its service area, obtains funds to advance its long-range capital plans, and evaluates costs, programmatic, and environmental impact of such projects. Long-range capital projects are linked to institutional planning and include projections of total cost of ownership. Planning ensures that capital projects support the institution’s goals.

Conclusions on Standard III.B. Physical Resources

The College has systems and programs in place to ensure access, safety, and security of all learning and working environments, and to quickly identify improvement or repair needs through regular reports, audits, committee meetings and the work order system. The College has successfully utilized the processes mentioned above in a manner that assures effective utilization and quality necessary to support its programs and continues to use relevant data to improve its physical resources. The College's physical plant management program is proactive to ensure that relevant data is incorporated in the decision-making process. Facilities processes take into account the direction of the Facilities Master Plan, meeting the College's institutional goals, consulting professional expertise, and participation in the shared governance process. Substantial, ongoing improvements of campus assets and equipment ensure that programs and services are well supported and contribute to the mission of the College. The College continues to upgrade and improve its facilities according to the Facilities Master Plan, Scheduled Maintenance Projects Plan, and needs identified in the Gordian Analysis or indicated in Work Order submissions and the shared-governance process. The College successfully evaluates the needs of its service area, obtains funds to advance its long-range capital plans, and evaluates costs, programmatic impact, and environmental impact of such projects.

Standard III.C. Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. For the Verdugo, Garfield, Professional Development Center, and Baja Field Station locations, the College maintains a large inventory of technology equipment as well as the staffing to support users. This inventory includes approximately 3,012 desktop computers and laptops; 197 technology-equipped classrooms; 40 conference rooms equipped with presentation systems; approximately 285 servers; and a vast array of telephones, emergency phones, printers, and network infrastructure.

The Information and Technology Services department (ITS) leadership team includes the chief information systems officer (CISO) who provides oversight for ITS, the director of network systems and support services, and the director of enterprise application systems. The director of network systems and support services manages the network, systems, and operations with a staff that includes network administrators, computer systems administrators, a computer lab supervisor, lab technicians, and ITS specialists. The director of enterprise applications systems manages the database administrator, programmer analysts, and programmers. These reporting relationships are illustrated in the ITS organizational chart. [EVIDENCE] ITS maintains confidentiality, integrity, and availability of all data and technology systems, including those used in delivering distance education (DE) courses. To increase the effectiveness of data security and recovery, ITS is currently updating its disaster recovery plan. [EVIDENCE] The new plan will be based on the following principles: recovery point objective (RPO), recovery time objective (RTO), finance and budget operations, and technical details. As a result, documentation will include business impact analysis (BIA), service recovery order, and a high-level incident recovery plan for encryption events and loss of data center. In addition, ITS ensures that the College maintains the security of the information systems according to current industry practices and applicable regulations. For example, the College implements a Least Privilege Access Model for employees which restricts the use of administrative access rights unless absolutely required to perform job duties and has also adopted a nine-month password reset guideline. [EVIDENCE] Students have access to technology-enhanced classrooms, computer classrooms, labs, web-enhanced courses, online courses, web-enhanced library resources, technology-enhanced learning resources, and assistive technologies. In fact, more than 95 percent of the classrooms have a minimum standard set of technologies, including projection systems, instructor computers, sound reinforcement, and wired Internet connections as indicated in Appendix F of the 2014-2019 Technology Strategic Plan (TSP, formerly known as the Technology Master Plan) [EVIDENCE]. These classroom standards as well as standards for other technologies were set by the College Computer Coordinating Committee (4Cs) and are addressed under Goal B of the 2019-2024 TSP. [EVIDENCE, EVIDENCE, EVIDENCE][New TSP to be approved at College

Exec on 9/6/22 & BoT 10/18/22] Furthermore, as can be seen on page 24 of the College's Computer Refresh Plan, computers are to be replaced on a five-year cycle [EVIDENCE][Calvin will send 9/30/22] These efforts ensure that the technology infrastructure is sufficient to maintain and sustain traditional teaching and learning.

The Committee on Distance Education (CoDE), chaired by the faculty distance education coordinator, works with instructional programs to facilitate and improve online education and learning. This committee developed the College's DE Strategic Plan which establishes major goals to support the Institutional Strategic Plan, DE professional development, Guided Pathways efforts, the state's online initiative, and diversity, equity, inclusion, and access [EVIDENCE][Update when approved in September 2022] Collaboration between CoDE and ITS ensures technology currency. For example, together they ensure that the College meets the technical requirements to become a California Virtual Campus-Online Education Initiative (CVC-OEI) teaching college [EVIDENCE]. Sufficient support and training are provided to DE faculty and students. Faculty have access to 24/7 Canvas support. [EVIDENCE] Similarly, technical support for Canvas is provided to students [EVIDENCE]. The above examples demonstrate the College's commitment to providing the necessary technological infrastructure to maintain and sustain distance education (DE) offerings. To deliver DE, the College uses Canvas as its learning management system. Canvas is a hosted solution providing software updates, backups, and technical support for the faculty, staff, and students. In addition, the College uses the Zoom platform to provide remote synchronous contact with students. Moreover, to meet educational technology demands, ITS, Instructional Services, and Facilities have begun deploying portable carts that allow for a HyFlex learning environment. [EVIDENCE] The HyFlex environment allows students within a class section to participate remotely or in person. The above efforts have been recognized by College personnel. ITS conducted a College wide employee survey to gain insight regarding employees' views on technology at the College. In 2014, only 21 percent of those who responded agreed or strongly agreed with Item 4 that the College's technological resources adequately met the needs of distance education programs and courses. [EVIDENCE] However, the 2021 survey results indicated that this percentage had increased to 66 percent. As can be seen in in response to Item 2, the results of this survey indicate that the majority (77 percent) of employees agree that technology services at the College are appropriate and adequate which is a 24 percent increase over the 2014 survey results. In response to Item 3, 75 percent felt that the College provides adequate technological resources to support innovation. In response to Item 5, 78 percent indicated that they are aware of the technological tools that are available at the College. [EVIDENCE]

The Office of Research and Planning conducts an annual Spring Student Survey which includes items about student satisfaction with technology. In the 2021 Spring Student Survey, MyGCC, the student interface to PeopleSoft, was rated as excellent or good by 76 percent of credit students and 79 percent of noncredit students; 81 percent of credit students rated the quality of the College's web site as excellent or good, and 84 percent of noncredit students rated the quality of the web site as excellent or good. Online registration for classes was rated as excellent or good by 78 percent of credit and 74 percent of continuing education students. In addition, 64 percent of credit students rated wireless internet coverage at the College as excellent or good. Although 65 percent of credit students and 86 percent of noncredit students rated the quality of computer

labs at the College as excellent or good, in 2018, before the COVID-19 pandemic, 81 percent of credit students rated this item as excellent or good. [\[EVIDENCE\]](#)

Within one week of the initial College wide shutdown due to the COVID-19 pandemic, the College provided the appropriate hardware and support to assure a Safer-at-Home learning and working environment. This prompt response allowed the College to successfully transition to remote operations. This rapid transition was facilitated by the Guild and College administration which gathered information from each employee group regarding their technology needs, and federal Higher Education Emergency Relief Funds (HEERF) funds were used to meet those needs. For example, laptops were provided to students and Virtual Private Network (VPN) access to Oracle and SharePoint was provided to employees. Furthermore, the College continually improved these remote operations by moving SharePoint to a cloud environment as well as upgrading Zoom accounts institution wide.

Analysis and Evaluation

Using surveys, participatory governance, and consultants, the College regularly evaluates the effectiveness of its technology and ensures that it meets the needs of its students, staff, faculty, and administrators. The College has an existing disaster recovery plan that ensures the continuity of the College's operations in the event of an emergency. Under the guidance of the College's CISO, and in collaboration with 4Cs, an enhanced disaster recovery plan that further mitigates disruptions from system failures is being developed.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The College continuously plans for, upgrades, and replaces aging technology systems to ensure that current and future infrastructure supports the mission, operation, programs, and services. While the TSP establishes major goals for the College's strategic direction with regard to technology, the Computer Refresh Plan maps out anticipated needs for updates and replacement. The plan includes a five-year cycle for replacing computers in classrooms and labs, and the replacement of 20 percent of office computers each year. [\[EVIDENCE\]](#). Whenever possible, upgrades to hardware and software are scheduled between semesters to minimize the impact on instruction.

The College has a long history of strong shared governance. This includes several committees focused on helping the College identify, plan, and meet technology needs. For example, the 4Cs has been an important venue for discussions about many important adoptions aimed at improving instruction and support of effective use of technology. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#)

The College identifies, arranges, and implements projects by engaging governance committees in its scheduling and prioritizing of activities. One way the College identifies needs for technology

support and services is based on information in departments' program reviews. For example, in the strategic planning linkage matrix of their program review, the Office of Admissions and Records, had a department goal to "Focus on admission application process to address onboarding issues" and consequently created a linked action called "Work with Outreach Services and ITS to identify gaps and create solutions for a streamlined admissions process". [EVIDENCE] As documented in the 4Cs minutes, ITS upgraded the College's Oracle/PeopleSoft student information system and this enhancement guaranteed reliability and high availability with failover capabilities. [EVIDENCE]

ITS responds to technology requests to improve the student experience. For example, in response to secret shopper results and other data that revealed time inefficiencies in the College's paper-based admissions application process, the Office of Admissions & Records documented in its program review the need for an automated admissions process. ITS successfully implemented an online admissions process that was streamlined and automated [REF IIIC2-4]. As documented in the 4Cs minutes, this resulted in a dramatic reduction in the time between a student's application submission and their enrollment, thereby reducing barriers to educational access. [EVIDENCE]

All technology support service requests by instructional and non-instructional departments are collected and tracked in the technology service desk system repository to ensure effective support. For example, one service request indicated the need to increase faculty and staff email box capacity so users would not have to routinely and permanently delete important messages they were storing for recordkeeping purposes. In the repository, this need was documented as Incident #34 and as reflected in the 4Cs minutes, the need was resolved with the Microsoft Exchange Migration [EVIDENCE, EVIDENCE] As another example, ITS created an equipment acquisition checklist form and integrated it into the service desk repository to collect Total Cost of Ownership (TCO) justification for technology needs and/or equipment purchase requests processed by the ITS, Purchasing, and Facilities departments. This TCO enhancement allows the College to understand the full scope of costs associated with equipment over its lifetime and thereby assures informed planning of resources. This constituted Incident #11475 and was resolved [EVIDENCE]

Analysis and Evaluation

The College meets short-term and long-term objectives by implementing a comprehensive planning process, periodically reviewing needs, and updating technology projects through the College's shared governance committees and self-assessment activities. The College ensures the planning and assessment of technology infrastructure capacity and services to support operations functions.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College provides District wide technology infrastructure capacity and services for short-term and long-term operational functions that support on-campus and online teaching and learning for the Verdugo, Garfield, Professional Development Center, and Baja Field Station locations. These services include computer desktop replacement schedules for staff and student lab equipment, which were established in the TSP and evaluated within the X committee on October 21, 2021 [REF IIIC2-10].

For all of its locations the College ensures users have access to updated hardware. While the TSP established major goals for the College's strategic direction with regard to technology, the Computer Refresh Plan maps out anticipated needs for updates and replacement. The plan includes a five-year cycle for replacing computers in classrooms and labs, and the replacement of 20 percent of office computers each year. [EVIDENCE] ITS is charged with ordering, receiving, and issuing all computers and network equipment as framed in the Introduction section of the TSP. [EVIDENCE] ITS maintains the currency of all licensing and supports the maintenance and renewal contracts for all annual software and hardware licensing such as SmartNet, NetApp, Rubrik, and VMWare. This is done primarily to help ensure licensing compliance and accountability for the each location in the District. The support maintenance contracts that support all technology infrastructure are stored in the services desk portal [EVIDENCE].

Reliable access, safety and security is guided by the Disaster Recovery Plan. [EVIDENCE] Under the guidance of the CISO, and in conjunction with input and advice from the 4Cs governance committee, an enhanced disaster recovery plan that mitigates disruptions from system failures due to loss of the entire infrastructure is currently being developed. The DRP's design will be inclusive of all the College's campus locations [EVIDENCE]. [[Calvin will send 9/30/22] T The College is prepared in the event of network disruption and/or host vulnerability and will restore from existing backup systems currently in place. Although a new Disaster Recovery Plan is in progress, the existing plan will balance the need for rapid recovery, business continuity, and security with an open, collaborative networking environment with recovery from Rubrik cloud backup if necessary. As reflected in the 4Cs minutes, security assessments and security awareness trainings occur as part of the College's disaster recovery and business continuity planning efforts. [EVIDENCE], [EVIDENCE]

Ensuring access, safety and security for every learning site in the District requires sufficient financial support. For example, the College allocated resources to upgrade its network infrastructure support maintenance contract with Smartnet as executed on October 15, 2021. This allocation included financial resources to also support the Rubrik cloud backup platform which was executed from October 25, 2019, to October 22, 2022. Also, financial resources were extended to cover NetApp storage from January 1, 2021, to January 1, 2022, along with multiple application and operating system workloads using VMware. [REF IIIC3-4].

To ensure reliable access, safety, and security inclusive of all location sites, the College provides a web platform for students, staff, faculty, and administrators to submit service requests. [EVIDENCE] These service requests are tracked in the system and upon resolution of each request, the system collects data on employees' satisfaction with the service. This measurement of user satisfaction informs ITS' efforts for continuous improvement. [EVIDENCE]

[The point of this standard is that all locations are supported. So, need evidence that explicitly reflects support for Garfield, Montrose, and Verdugo sites.]

Analysis and Evaluation

At all of the District's locations, sufficient technology resources are provided to implement and maintain reliable access, safety, and security to support courses, programs, and services. Through a Computer Refresh Plan, equipment for classrooms and labs and office computers are kept updated and reliable. ITS ensures reliable access to software and hardware by maintaining the currency of all associated licensing. The College is prepared in the event of network disruption and/or host vulnerability and will restore from existing backup systems currently in place. Sufficient financial support ensures the aforementioned activities are maintained at all times for all learning locations.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The institution provides appropriate technology instruction and support for faculty, staff, students, and administrators. The College has 15 academic divisions, two of which are based at the Garfield campus. Virtually all of these divisions have at least one computer lab that is managed directly by the respective division support staff. The day-to-day support in these labs is handled by instructional and non-instructional lab technicians. Instructional lab technicians have direct interaction with students along with other lab-related responsibilities. Support needs for higher-level technical issues in these labs, such as the network and server-based applications, are referred to the support staff in the ITS department.

ITS maintains an online help desk system and a walk-in/call-in support desk Monday through Thursday from 8:00 a.m. to 7:00 p.m. and on Friday from 8:00 a.m. to 5:00 p.m. After-hours classroom support is provided by computer lab technicians. The ITS Helpdesk is an effective clearinghouse that provides direct support for faculty, staff, and students, and it connects individuals with other established institutional resources as appropriate. [\[EVIDENCE\]](#)

In recent years, the College has made significant advancements in providing a comprehensive suite of support services and resources aimed at the effective use of technology. Staff are offered a wide range of technology workshops, including workshops on the Microsoft Office Suite, Outlook, SharePoint, DocuSign, and Vision CMS. [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) Also, the Library provides training and support to faculty, staff, and students on the appropriate use of online library resources (e.g., OneSearch), as well as Open Educational Resources (OER). [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) Furthermore, the College provides administrators with up-to-date guides in the use of technology systems they interact with (e.g., NEOGOV User Guide and Board Slip Training Aide). [\[EVIDENCE\]](#), [\[EVIDENCE\]](#) Administrator training in the use of technology also included workshops on the use of the

College's online budget management system Performance Based Cloud Service and Vision CMS webpage software. [EVIDENCE, EVIDENCE]

In light of sweeping changes to virtually all institutional operations in response to the COVID-19 pandemic conditions, the College's Distance Education (DE) team has played an increasingly pivotal role in technology support across the institution. Even prior to COVID-19, the College hired a full-time instructional designer for the first time. This position is one piece of a broader investment the College has made in professional development aimed at the effective use of technology. The instructional designer joins a DE support team consisting of a DE coordinator, a DE faculty development coordinator and trainer, a DE peer online course reviewer, assistant instructional technology support specialist, and divisional representatives on the CoDE Academic Senate subcommittee. This DE support team works in collaboration with the Faculty Development Office and Classified Staff Development Office. These offices along with the Professional Development Committee have a broader charge of overseeing the DE-related instruction and training opportunities provided to employees and students. These professional development offerings include presentations and workshops on emerging technologies and how to use learning technologies effectively. For example, the instructional designer hosted a workshop on the use of Microsoft Office Sway which was available to faculty, staff, and administrators. [EVIDENCE] Each fall semester, the Office of Research and Planning administers the College Views survey to all employee groups. As can be seen in response to the item, "I get sufficient information technology training for my work", personnel report that the training provided by the College is sufficient.[EVIDENCE]

Providing the necessary resources is one piece of the puzzle, but without effective means of informing the College community about these resources, they will go unused. The College is continuously improving dissemination mechanisms such as the Faculty & Staff Technology Resources webpage, which is a one-stop index of all resources available to faculty and staff. [EVIDENCE] In particular, it provides a convenient launch point for the DE Faculty Center and the Vision Resource Center (VRC).[EVIDENCE, EVIDENCE] The DE Faculty Center is the information hub for all professional development related to DE. The VRC is a systemwide professional development platform that the College is currently integrating with its broader professional development efforts. The VRC provides a portal to a wide range of professional development materials including LinkedIn Learning (formerly called Lynda.com), and it provides a mechanism to track the completion of training materials by staff, faculty, and administrators. These resources for supporting employees are complemented by the College's robust mechanisms for supporting students in the effective use of technology. Similar to the Faculty & Staff Resources page, the College maintains a student-facing resource webpages aimed at technology support. [EVIDENCE, EVIDENCE] The ITS Helpdesk and the DE Team also support students' technology needs directly.

The College is committed to supporting students with disabilities and ensuring that they are all given equal opportunities to earn a quality education. Compliance at the College is monitored by staff at the High Technology Center with higher-level technical support provided by ITS. The College's High Technology Center has its own specialized lab and offers specialized computer classes, computer evaluations, and test proctoring for students with disabilities. [EVIDENCE] Additionally, the Center for Students with Disabilities provides services to faculty and students

to help make content or classroom learning accessible. For example, its Instructional Assistance Center provides guidance and support for the use of their technologies for reading, writing, and note taking. [EVIDENCE] Professional development on the accessibility of digital learning materials is provided by the College's DE Team in the GCC DE Faculty Resource Canvas Shell. [EVIDENCE]

Analysis and Evaluation

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has a number of policies and procedures that guide the appropriate use of technology in the teaching and learning processes which are publicly accessible at the Board Policies (BP) and Administration Regulations (AR) webpage. [EVIDENCE] The College publishes guidelines for the acceptable use of technology in teaching and learning processes in the Technology Strategic Plan and support resources webpages for online and in-person teaching and learning. [EVIDENCE] For example, the College's website contains procedures, obligations, and guidelines for students' email usage [EVIDENCE]. Additional policies and regulations guiding appropriate use of technology include BP and AR 3725 Information and Communications Technology Accessibility and Acceptance Use; BP and AR 3735 Website; and BP and AR 3750 Use of Copyrighted Materials; BP 3720 Computer and Network Use, and AR 3720 Using Information Technology Resources at Glendale Community College. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

Two governance committees participate in the review of policies, procedures, and practices regarding the use of technology in the teaching the learning process. The Technology Mediated Services committee oversees student services and other non-instructional technology policies and processes while the earlier mentioned 4Cs develops, oversees, and reviews implementation of policy and planning efforts regarding use of computers and information technology. [EVIDENCE, EVIDENCE] To ensure currency, policies and regulations are periodically reviewed and updated by these governance committees and approved through the College's shared governance system. One example is the 4Cs' recent review and approval of AR 3720 [EVIDENCE] Stakeholders are able to review the minutes of these governance committees by accessing them at the Governance Committees Archive in SharePoint.[EVIDENCE]

The CoDE Academic Senate subcommittee also formulates policies or guidance regarding the appropriate use of technology for teaching and learning in the DE format. It has approved guidelines, procedures, and certification for faculty teaching remote synchronous, online, and hybrid classes, and also for students taking these classes. [EVIDENCE] CoDE has also established an annual recertification process, Glendale Annual Distance Education

Recertification (GADER), as well as the DE Faculty Center. [EVIDENCE, EVIDENCE] Anyone can access the DE Faculty Center webpage which serves as a comprehensive resource on Canvas as well as DE recertification, policies and procedures, professional development, and instructional support.

Students are able to find information regarding policies that relate to technology use at the Student Policies area of the Students webpage. Posted there are guidelines for the acceptable use of technology that guide the use of, and access to, technology in the learning process [EVIDENCE]. Additionally, the Student Policies area has guidelines for the use of IT resources that inform students regarding student use of classroom technology including copyright infringement, the integrity of sources, the allowable use of programs, unauthorized software access, and password protection. [EVIDENCE]

Analysis and Evaluation

The College has in place a number of policies and procedures governing the appropriate use of technology in the teaching and learning processes. Many of these policies are codified in policies and procedures which are publicly accessible through the website and regularly reviewed by relevant committees in the governance structure. The minutes from these committee meetings are accessible at the College's repository for government committee meeting minutes. The CoDE has developed DE-specific policies and guidelines that are publicly available at the DE Faculty Center webpage. And, at the Student Policies area of the Student webpage, students can find information relating to their use of technology and IT resources.

Conclusions on Standard III.C. Technology Resources

Technology sustains the College's commitment to in-person and online modalities of learning. The College provides students, faculty, staff, and administrators with sufficient technology support and training. Furthermore, the College evaluates the effectiveness of technology using multiple methods, including survey results from students, staff, faculty, and administrators as well as input from shared governance committees such as 4Cs. Technology needs are additionally identified through the annual program review process. Both long-term and short-term planning for the College's technological needs are outlined in the 2014-2019 Technology Strategic Plan which is currently undergoing an update. The College has an existing disaster recovery plan that ensures the continuity of the College's operations in the event of an emergency. Under the guidance of the College's CISO, and in collaboration with 4Cs, an enhanced disaster recovery plan that further mitigates disruptions from system failures is being developed. Based on the policies and practices established in these planning documents, the College regularly updates and replaces technology to make sure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. Furthermore, the College demonstrates the appropriate use of technology (e.g., hardware, software, network, etc.) Finally, the College has made provisions for reliability, disaster recovery, privacy, and security

Standard III.D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College receives the majority of its fiscal support from state apportionment derived from local property tax revenues, student enrollment fees, and state general apportionment funds. The amount received by the College is primarily based upon its Full-Time Equivalent Students (FTES) enrollments. It additionally derives funding from bonds, grants, as well as categorical funding sources. These monies consist of support from the U.S. Department of Education, the California government, and local bond proceeds that are designated for specific categories of students, programs, or special purposes. The budget development process is fully described in Administrative Regulation (AR) 6200 The District's Budget [[EVIDENCE](#)] The College president provides a budget recommendation to the Board of Trustees based upon consideration of recommendations and input from the vice presidents and Budget Committee. The College and the Budget Committee adhere to the budget development calendar to plan for the upcoming year's fiscal needs.

The College possesses sufficient revenue to maintain student learning programs and services and to improve institutional effectiveness. The College's program review and resource allocation processes provides a means for setting priorities for funding institutional improvements. At the institutional level, the College examines qualitative and quantitative information to evaluate institutional effectiveness in accomplishing the mission. Each spring, the Strategic Planning Committee (also known as Team A and previously named the Master Planning Committee) reviews the College's progress on the Institutional Strategic Plan goals and discusses student success and achievement data, and these serve as the basis for what the committee then establishes as the upcoming year's Annual Goals for resource allocation in support of the mission. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)] All instructional, student services, and administrative services departments submit resource requests through the annual program review process. The prioritization process for Hiring Allocation Committees' consideration of requests for personnel (i.e., HAC requests, formerly referred to as "personnel requests") is described in Standards III.A.7, III.A.9, and III.A.10. The prioritization of non-Hiring Allocation Committee resource requests (i.e., "non-HAC requests", formerly referred to as "nonpersonnel requests") are based on the degree to which each request supports Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. [[EVIDENCE](#)] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual

Goals or Instructional Priorities, the higher it is placed in the resource allocation prioritization list. The distribution of resources supports the development, maintenance, and enhancement of programs and services. [Insert examples of program review strategic planning linkage matrix HAC (Garfield Manager) and non-HAC request (Math Coordinator request) and their resource allocation.]

The budget is additionally augmented by grants and categorical funding and this has enabled the College to innovate and expand its support for student learning programs and services. For example, Title III and Title V grants awarded from the U.S. Department of Education have enabled the College to implement programs and services designed to expand the educational opportunities of Hispanic and low-income students. [EVIDENCE] Perkins grants awarded to the Office of Workforce Development support Career Education faculty in leading professional development, work-based learning, and marketing and outreach projects. Categorical programs have benefitted from grants for Disabled Student Programs and Services, Extended Opportunity Programs and Services, and Student Equity and Achievement (SEA). For example, Student Equity and Achievement funding has enabled the College to provide programs and services aimed at closing achievement gaps for disproportionately impacted students. [EVIDENCE] A few examples from the SEA grant include the Mentoring Men of Color program, learning communities, summer bridge, and the Estudiantes Unidos program. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

The College plans and manages financial affairs in a manner that ensures integrity and financial stability. It maintains a six percent reserve annually and has institutional resources to safeguard fiscal solvency. Independently audited financial statements demonstrate that the College secured alternative funding from grants and bonds. These resources were successfully used to support the academic operations as affirmed by the unmodified audit opinion. (IID1-1(a), IID1-1) The final financial statements are a compilation of multiple transactions initiated by various committees. Cross-functional committees, such as the Budget Committee, plan the recommendations used as frameworks to structure the allocation of resources received by the College. (IID1-2) The processes used to allocate resources and to develop financial documents are guided by the administrative regulations that are drafted through the fiduciary process of the Board of Trustees and superintendent/president (IID1-3).

Each year the College's budget is compiled using a three-year look-back analysis. (IID.1-1(a)) The budget is compiled through a process of each Taxonomy of Programs (TOPS) manager reviewing their department's previous human capital resources and expenditures in comparison to the current needs in each of those areas. (ER18)

The College's annual Financial Report (IID1-1) shows that the financial resources of the College are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Resources are distributed through a governance process that supports the development, maintenance, allocation and reallocation, and enhancement of programs and services (IID1-1(a), IID1-2). AR 6300 (IID1-3) ensures that the College plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Analysis and Evaluation

The College has been able to support and maintain its learning programs and services and ensures that funding is allocated to efforts that support furthering the mission and that demonstrate linkage to Institutional Strategic Plan. Resources are distributed through a governance process that supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. As confirmed by independent audit opinion, the College's financial resources are sufficient and it plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

[Administrative regulation 6200 \(IIID2-1a\)](#) establishes that the institution's mission and goals are the foundation for financial planning, and that financial planning is integrated with and supports all institutional planning (IIID2-1). The mission guides strategic planning at the institutional level. Each constituent subgoal of the Institutional Strategic Plan's (ISP, formerly referred to as "Institutional Master Plan") major goals is labeled to identify the specific component of the mission that it supports (see 2018-2025 ISP's page 5 for component of the mission and pages 17-21 for each subgoal). [\[EVIDENCE\]](#) At the institutional level, the College examines qualitative and quantitative findings to evaluate institutional effectiveness in accomplishing the mission. Each spring, the Strategic Planning Committee (also known as Team A and previously named the Master Planning Committee) reviews the College's progress on the Institutional Strategic Plan goals and discusses student success and achievement data, and these serve as the basis for what the committee then establishes as the College's Annual Goals for resource allocation in support of the mission. [\[EVIDENCE, EVIDENCE\]](#) The Annual Goals are a subset of the ISP subgoals and are identified as specific College priorities for the upcoming year.

The mission also guides strategic planning at the department level. Program review enables instructional programs, student services programs, and administrative services departments to evaluate their operations, engage in strategic planning for improvement, and request resources to facilitate the College's ability to achieve its mission and goals. The first question of the program review document frames the whole process as it asks how the program's mission aligns with the College's mission statement. The processes of program review are detailed at the program review website. [\[EVIDENCE\]](#) In the strategic planning linkage matrix within the program review's Improvement Plan & Resource Request section, programs and services establish their plans for improvements that align with the mission. Resource requests associated with these goals and planned actions may be submitted.

Resource allocation is mission-driven and supports the Institutional Strategic Plan. As described in Standard III.D.1, prioritization committees evaluate the non-Hiring Allocation Committee

resource requests (i.e., non-HAC requests, formerly referred to as “nonpersonnel resource requests”) submitted during program review to determine if they support the College mission by way of the Strategic Planning Committee’s Annual Goals and the Academic Affairs Committee’s Instructional Priorities. [EVIDENCE] Such requests are ultimately funded based upon the available budget, available funding sources, and the degree to which they support Annual Goals established by the Strategic Planning Committee and annual Instructional Priorities established by the Academic Affairs Committee. Specifically, each member of a prioritization committee evaluates whether each resource request supports any of the Annual Goals or Instructional Priorities and the results are quantified. The form completed by prioritization committee members of the Academic Affairs Committee is provided to demonstrate how strategic planning goals drive resource request prioritization. [EVIDENCE] The higher the total number of endorsements from prioritization committee members that a resource request supports Annual Goals or Instructional Priorities, the higher it is placed in the resource allocation prioritization list. Each year, after the disparate resource requests from instructional, student services, and administrative services areas undergo prioritization by their respective standing committees, they advance to a second phase where they are combined and prioritized by the Expanded Budget Committee. The committee’s recommendations for funding these requests are based on the budget, other funding sources, and consideration of alignment with the College mission and strategic planning goals in order for the allocation of the resources to be appropriately targeted.

The distribution of resources supports the development, maintenance, and enhancement of programs and services. An example that demonstrates this as well as the integration of planning, program review, and resource allocation, is the Math department’s request for a Math Discovery Center Coordinator. Based on findings from the qualitative and quantitative information in the program review, the department completed the final section of the form which consisted of the departmental strategic planning linkage matrix. [EVIDENCE] The matrix established the department’s goals, action items for improvement, and any associated resource requests. In its most recent program review, the Math department’s strategic planning linkage matrix showed that their third departmental goal was to maintain academic standards. To support this goal, the linkage matrix shows a planned action to investigate the possibility of providing proctoring in the Math Discovery Center that would support distance education and hybrid Math courses. Consequently, the department submitted a resource request for a Math Discovery Center Coordinator. After this non-HAC request was prioritized by the Academic Affairs Committee, it was ultimately approved for funding by the College Executive Committee. [EVIDENCE, EVIDENCE]

Administrative Regulation 6300 (IID1-3) specifies that College policies and procedures must ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. All budget managers are informed of any budget constraints at the beginning of the process. In addition, the budget calendar is disseminated and discussed during every Budget Committee meeting [EVIDENCE]. The Budget Committee, which consists of representatives from across the College, meets twice per month (IID2-3).

Analysis and Evaluation

Financial planning is integrated with institutional planning. The College mission and strategic goals are the basis for both institutional and financial planning. The College has established numerous board policies and administrative regulations to ensure sound financial practices and financial stability. In a number of ways, appropriate financial information is disseminated throughout the College in a timely manner.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The responses to Standard III.D.1 and III.D.2 explain the planning and budgeting processes of the College. Two cross-functional shared governance committees support the compilation of the budget. First, the Strategic Planning Committee establishes the major goals of the Institutional Strategic Plan and the data-driven subgoals that constitute Annual Goals that identify priorities for the upcoming year. Second, the Budget Committee is utilized to discuss the iterations of the Governor's Budget as well as the recommendations being put forward by other representative groups that lobby the state and Chancellor office. The discussions within these two committees help to form a comprehensive budget process that has a long-term sustainability component and year-to-year operational functionality.

Administrative regulation 6200 ([IIID2-1a](#)) clearly defines the College's guidelines and processes for financial planning and budget development. The Budget Committee, with representatives from all constituencies, participates in the development of institutional plans and budgets ([IIID3-2a](#), [IIID3-2b](#)). All constituent groups participate in College wide planning and budgeting and the involvement of their representatives is documented in the meeting minutes of the Strategic Planning Committee and Budget Committee. At meetings that are open to the public, the Board of Trustees reviews and approves the tentative budget in June and the final budget in September.

Analysis and Evaluation

The College's guidelines and processes for financial planning and budget development are codified and clearly defined in AR 6200. Through the governance structure, processes are followed and all constituency groups contribute to the development of plans and budgets.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Each budget cycle, the College engages in the development of a five-year projection that illustrates the effect of statutory Cost of Living Adjustment and forecasts of future percentages

using data that may be available at the Legislative Analyst Office, Department of Education, and/or Department of Finance. The Governor's May revise is the primary document used to build the forecasts and projections over the five-year period.

The five-year illustration shows the financial data for the current academic year being used as the base year to build on over a five-year period. The financial implications of these data are shared and discussed in the Budget Committee. The College has augmented its fund balance compliance with a cash flow operational need analysis. The Cash Flow Analysis illustrates the amount of liquid cash resources needed to maintain the budget and to fulfill new expenditure requests.

During the development of the budget a five-year projection is determined and presented to the Board of Trustees ([IIID4-1a](#), pg. 48, [IIID4-1](#)), which includes realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

To formulate the budget, institutional planning involves a shared understanding of available funding, development of financial resources, partnerships, and expenditure requirements. This has been demonstrated by presentations and discussions regarding planning as it relates to budget in order to ensure quality programs and services during the remote learning and working conditions that resulted from the COVID-19 impact. [[EVIDENCE](#), [EVIDENCE](#), [EVIDENCE](#)]. Also, realistic assessments of the College's needs and financial resource availability are reflected in major College plans. For example, the College has developed long-term, mid-term and short-term capital plans to support institutional improvement goals set according to its strategic plan. [[III.B.4-EducationalMasterPlan2020](#), [III.B.1-GordianReport](#), [III.B.2-FacilitiesMasterPlan2019](#), [III.B.2-FiveYearConstructionPlan2020-2024](#), and [III.B.2-FiveYearConstructionPlan2023-2027](#), [IIB3-StrategicInitiativeReport-FacilitiesProgramReview](#)]. The College regularly assesses the cost and environmental impact of usage and maintenance of its facilities [[III.B.4-UtilitiesCostComparisons2020-2021](#)]. Per the College's shared governance process, these reports and evaluations are reviewed by relevant committees [[III.B.3-CampusDevelopmentAgenda10.07.2021](#), [III.B.3-CampusDevelopmentMinutes09.02.2021](#), [IIB1-EnvironmentSustainabilityMinutes.04-07-21](#)] to ensure that facilities project's planning supports the College's improvement goals. These efforts support the College's improvement goals as stated in the Institutional Strategic Plan [[IIB4-IMP2018-2025](#)]. Long-range capital plans support improvement goals and take into consideration the total cost of ownership. For example, in 2022, the College conducted an assessment on the condition of its facilities. The associated Gordian presentation shows the analysis of space, capital, and operations and verifies the annual project investment and budget. As can be seen in the presentation, data on the [total cost of ownership](#) begins on slide 32 and the 10-year need of capital investment across buildings, grounds, utility infrastructure, and deferred assets currently totals at \$124.6 million.

Also, both long-term and short-term planning for the College's technological needs are outlined in the 2014-2019 Technology Strategic Plan. This plan is currently undergoing an update and will result in the 2019-2024 Technology Strategic Plan. Based on the policies and practices established in the plan, the College regularly updates and replaces technology to make sure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. This happens for aging technology systems to ensure current and future

infrastructure supports the mission, operation, programs, and services. For example, updates and replacements to technology are mapped out in the College's Computer Refresh Plan. The plan includes a five-year cycle for replacing computers in classrooms and labs, and the replacement of 20 percent of office computers each year. Whenever possible, upgrades to hardware and software are scheduled between semesters to minimize the impact on instruction [REF IIC1-4] [REF IIC2-1] [REF IIC2-2].

Regular meetings among governance committees involved in planning and budgeting, ensure the College understands its financial realities and is able to respond appropriately. The Budget Committee, in particular, monitors the state budget projections and applies this information when developing the College's budget models. This starts with the proposed state budget in January, to the state revision in May, and finally concludes with the final state adoption .

Analysis and Evaluation

During resource allocation, the prioritization process is the mechanism that enables institutional planning to identify expenditures that most strongly support the College's strategic goals and therefore ensures that the budget is based upon a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. Regular meetings among governance committees involved in planning and budgeting, ensure the College understands its financial realities and is able to respond appropriately.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Administrative Regulation 6330 ([IIID5-1](#)) provides appropriate control mechanisms to ensure the responsible use of the College's financial resources. The College manages its expenses and revenues through the Business Services department. Transactions are identified and tracked using activity codes specified in the California Community College's Budget and Accounting Manual. [\[EVIDENCE\]](#) The financial reporting system enables all managers have access to account balances to allow for ongoing sound financial decision making ([IIID5-1b](#)). The review of departmental balances by TOPS managers is another example of regular evaluation of financial information and practices.

Administrative regulation 6400 ([IIID5-2](#)) ensures that the College performs an annual audit ([IIID8](#)) which ensures regular evaluation of financial practices and when issues arise, allows for the improvement of control systems. By statute, the College must engage an independent accounting firm each academic year to have institutional financial records reviewed. For the past five years, the College has received an unmodified opinion for both state and federal funds resources used in the operations of the College. Within the audit report, there is a section that

addresses the internal controls. Although the audit is not an engagement for the purpose of expressing an opinion on the internal controls, the report does disclose any material problems that would cause the financial statements to misrepresent the operational outcomes of the College's financial transactions.

The audit results and financial information are disseminated widely across the College. All expenditures are processed according to the board policies that govern the use of funds. The Board of Trustees take action during each board meeting to accept, reject, and question the warrants that have been drafted for human capital payments and operational expenditures. Further, the Oracle System used by the College captures the transactional activity occurring during the work of the departments. The system allows for the budget amounts to be encumbered and tracked on a daily basis. This functionality allows for the TOPs managers to review the balances of the remaining budget in their department on a one-day delayed timeline.

Analysis and Evaluation

The annual audit involves regular review of all institutional financial records and includes internal controls. The audit's resulting report discloses any material problems that would cause the financial statements to misrepresent the operational outcomes of the College's financial transactions. If any material matter that would affect the representation of the financial information arises during the audit, corrective actions would be taken immediately after discussions with the College's representatives. If needed, such correction actions are taken immediately to remove the effect on the financial report. Previous years' audit reports ([IIID8](#)) indicated instances when apportionment was over or understated and corrective action was taken to create journal entries to remove the effect of the event. The results of this regular evaluation of the College's financial management practices is among the information widely disseminated to all stakeholders.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College utilizes independent auditors that are Certified Public Accounting Firms (CPAs). These firms are bound by statutory compliance regulations and a professional code of ethics. The College engages in discussion with the CPAs in order to achieve complete clarity and transparency concerning the activity of the college. The CPAs develop the auditor's report independently of the College. All matters that arise during the audit are discussed with the College.

The auditors analyze both state and federal resources. Since the College is a nonprofit public entity, the auditors use generally accepted governmental auditing standards and generally accepted auditing standards to determine whether the College is in compliance with generally accepted accounting principles. Further, when the College uses federal funds, the auditors will

determine if the College has adhered to the appropriate use of those funds by using the Single Audit Act when reviewing the financial records related to federal resources.

As confirmed by the annual audit ([IIID8](#)), the College's financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. The College received an unmodified opinion on its financial statements and this is a confirmation that the College had complied, in all materials, with the compliance requirements outlined by the 2019-2020 California Community College Chancellor's Office District Audit Manual.

Analysis and Evaluation

As evidenced by the results of yearly audit, the College's budget demonstrates a high degree of credibility and accuracy and reflects appropriate allocation and use of financial resources.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. For example, each year the Independent Accounting Firm is invited to a Board of Trustees meeting to hear the findings of the audit report being discussed. During this time the auditors may be called upon to explain an item of interest to a board member. Any unresolved matter is noted in the auditor's report as a finding. A finding does not necessarily affect an unmodified opinion being assigned to the overall audit report. All matters that arise during the audit are discussed with College representatives during the time of the audit and before the release of the final auditor's report. The minutes of the Board of Trustees indicate that upon receipt of the annual audit, it is agenzized and presented to the Board of Trustees. (March 16, 2021, page 3, New Business #2 [III.D.7](#))

Analysis and Evaluation

The College's responses to external audit findings are comprehensive. The public sharing of the findings and the College's associated actions are demonstrated to be timely and communicated appropriately.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Evaluating the internal control system is included within the auditors' analysis of the financial statements. If any material matter that would affect the representation of the financial information arises during the audit, corrective actions would be taken immediately after discussions with the College's representatives. If needed, such corrective actions are taken

immediately to remove the effect on the financial report. Previous years' audit reports ([IIID8](#)) indicated instances when apportionment was over or understated and corrective action was taken to create journal entries to remove the effect of the event.

Analysis and Evaluation

Through the annual audit, the College's financial and internal control systems are evaluated and assessed for validity and effectiveness. The results of assessment are used for improvement.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College uses the five-year projection, developed as a part of the budget compilation process, to ensure a 5 to 6 percent reserve balance is maintained to meet federal requirements, as well as ACCJC and board policy. The reserve percentage is cash basis, although only a fund balance accounting percentage is required. The cash basis allows for a more viable resource to address unforeseen emergencies.

The budget Cash Flow Report is developed annually as a component part of the five-year projection. In addition, a Cash Flow Statement is developed as a part of the annual audit process. The audited cash flow statement is based on actual revenue received and expenditures incurred. The Health Wellness Committee meets once a month throughout the academic year. BP 6305 ([III.D.9-2\(a\)](#)) and AR 6305 ([III.D.9-2\(b\)](#)) are in accordance with this Standard.

Analysis and Evaluation

The Cash Flow Report is developed as part of the audit process and the results of the audit have reflected sufficiency of cash flow and reserves to maintain stability, support strategies for appropriate risk management, and the implementation of contingency plans when needed.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College has established processes to assess its use of financial resources. The controller, under the direction of the vice president of administrative services, is responsible for developing internal controls to ensure the College's finances are conducted in accordance with sound business practices and policy. The College uses the Oracle Financial System for reports on budget, revenues, expenditures, and encumbrances. Separate accounts are established and maintained for all departments including Financial Aid, grants, and other externally funded programs. Controls are built into the financial system to verify that financial transactions are

properly edited, approved, and with budget before processing. Each system user is assigned a user identification login, password, and level of access based on their job responsibilities. The system defines the accounts and the dollar limit that each user is authorized to expend. This ensures that all requisitions and purchase orders are properly approved. The College also developed a financial inquiry system that is accessed through its website so that all managers and support staff have immediate up-to-date information on their program and department budgets for fiscal monitoring.

The College engages in fiscal practices that allow effective oversight of finances including:

1. Daily, the controller monitors cash for each fund.
2. Monthly, projections of revenue, expenses, and fund balance for the Unrestricted General Fund are prepared.
3. Quarterly, financial statements for all funds are produced and presented to the Board. In addition, the Quarterly Financial Status Report is provided to the Board to assess the institution's financial position.
4. Annually, financial records and internal controls are audited by an independent certified public accounting firm.

The College demonstrates alignment with Federal Title IV regulations and requirements for managing federal financial aid. The Financial Aid department is audited as a component part of the College audit. However, there are other governmental organizations that may conduct audits of the Financial Aid department from time to time to ensure adherence to compliance matters. The Financial Aid department ensures all financial aid distributions are accounted for and student loans are maintained within the default compliance ratios. The audit of Financial Aid has allowed for corrective actions to be engaged to minimize findings. (III.D.10. (b) and (b1)).

Categorical and grant opportunities are leveraged by the College to innovate and enhance educational programs and services. Personnel who are interested in pursuing grants must submit a grant summary sheet to the dean of research, planning, and grants for review and input by the College's grants task force. [EVIDENCE, EVIDENCE, EVIDENCE] The grant proposal must undergo a preapproval process that requires review by responsible signatories such as the vice president of administrative services and the president. These reviews of the grant proposal include consideration of the project's strategies, tactics, College wide coordination, and financial aspects. Grant directors are assigned to each grant and hold responsibility for ensuring the grant's financial integrity. The associated area vice presidents oversees the project. Any awarded grants are scrutinized for allowable expenditures to ensure compliance with program objectives identified by the funding agency. Categorical and grant programs' finances are included within the College's routine financial audit and have included auditor review of grant records and documentation to confirm expenditures are in compliance with funding agency requirements. For example, when Title V grants' annual performance reports are submitted to the U.S. Department of Education, they include information from the College's audit and must describe any material findings as well as remedies taken to address them. To date, there has never been a finding at the College regarding a grant's financial management. Title V grants are not regularly audited separately by a federal auditor. Such action would only occur if serious concerns about the financial management of the grants arose. Periodic reports on Title V grants are submitted to

their associated program officers at the U.S. Department of Education and include reporting on progress toward the grant’s identified objectives and associated spending. [EVIDENCE, EVIDENCE] These grants additionally require comprehensive annual reports that are extensive in their detail and include quantitative measurement of performance. The annual report includes a budget narrative that explains any significant variations from the proposed budget. [EVIDENCE] The federal program officer of the College’s Title V Adelante GCC grant has described the College as a “model grantee” in project implementation and financial management. The College’s Accounting department supports grant directors in the fiscal maintenance of grant accounts and the Office of Research and Planning compiles data necessary for reporting requirements.

Contractual relationships for a wide variety of services are managed by the director of business services, under the direction of the vice president of administrative services. BP and AR 6340 Bid and Contracts, and AR 6370 Personal Contracts constitute the College’s policies and practices that ensure integrity is maintained and potential liabilities are guarded against. [EVIDENCE, EVIDENCE, EVIDENCE] Additionally, the College consults with attorneys whenever the need arises regarding contracts.

Funds for auxiliary programs have oversight and audits separate from that of the College. For example, the Measure GC bond is audited separately from the College and is under the purview of a Citizen Bond Oversight Committee. This committee has the responsibility to ensure that the resources are being used in accordance with the bond language. The Citizen Bond Oversight Committee presents the audit information to the Board of Trustees each year. Board Mtg Minutes Nov 17, 2020, pg. 1 (IID10-2) Bond Audits (IID10-3) (IID10-4). Also, the Foundation is a separate nonprofit organization with its own oversight Board of directors and conducts a separate audit presented to the Board of Trustees each year (III.D.10. (d1)). The director of the Foundation has a direct reporting relationship to the president of the College but provides oversight for the Foundation’s finances. Quarterly financial statements are provided to the separate boards of both the College and the Foundation.

BP 6320 Investments requires that any institutional funds that are not required for the immediate needs of the College are to be invested in accordance with law inclusive of the California Government Code. All of the College’s cash is invested with the Los Angeles County Treasurer, which has its own investment policy and is overseen by the Los Angeles Board of Supervisors.

Analysis and Evaluation

The College exercises effective oversight of finances and management for its auxiliary programs. Audit findings are corrected in a timely manner and used as the basis for improvement.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The

institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The annual financial statement audit includes an analysis of long-term and short-term liabilities that the College has incurred. The long-term liability primarily consists of retirement debt. The College budgets an annual increase in costs of retirement debt. In addition, the College has invested in a trust fund as it plans for future payment of retirement costs.

Short-term liabilities are year to year operational accrued payables that are normally paid off during the following academic year. The audit financial statements reflect the auditors' derived long-term and short-term liabilities in the balance sheet of each audited organization. (III.D.10.2-4)

Analysis and Evaluation

The College continually assesses and adjusts its capital structure and cash management strategies to ensure both short-term and long-term financial solvency. The College has plans for payments of long-term liabilities and obligations, including health benefits, insurance costs, and building maintenance costs. This information is used in short-term or annual budget and other fiscal planning.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The College budgets an increase in long-term retirement debt. In addition, all employer and College contributions are accounted for as an automatic process of the payroll function.

The Actuarial report is completed approximately every two years. The report indicates the value of the contributions that have been made and the liability as indexed by remaining outstanding debt.

Compensated absences are captured in the audit report issued by the Independent Accounting Firm in the short-term liability section of the Balance Sheet.

The latest Actuarial report is dated June 30, 2021. This indicates the reporting is current and in compliance. The OPEB pension report is dated September 30, 2021. This indicates that the report is current and meets compliance. OPEB analysis audit report; OPEB2 (III.D.12-2); Actuarial report (III.D.12-3); Annual Audits (III.D.10.2-4).

Analysis and Evaluation

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

During the 2020 academic year the College obtained a \$13.9 million Tax Revenue Anticipation Note (TRAN). The five-year projection reflects the payback of the TRAN. This short-term borrowing must be paid back in the following academic year. Since the current year's apportionment must be used to pay back the TRAN, the amount owed is automatically deducted from the apportionment. The financing firm ensured that all payments are made based on the compliance requirements. Audit (III.D.8), TRAN (III.D.13-2)

Analysis and Evaluation

The College has an annual assessment of debt repayment obligations and has appropriate plans to repay locally incurred debt. It ensures that the locally incurred debt repayment schedule does not have an adverse impact on meeting all current and future financial obligations.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising effort, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College Foundation is a separate nonprofit entity and therefore is audited separately. While the Foundation has a board that governs its operations, the executive director of the Foundation reports directly to the superintendent/president of the College.

The Measure GC bond is audited as a separate fund from the College audit. In addition, the Measure GC is overseen by the Citizen Bond Oversight Committee. This committee has the responsibility to ensure that the resources are being used in accordance with the bond language.

The College has no outstanding Certificates of Participation (COPs).

The College Foundation spearheads the fund-raising efforts for the College. Over the years the College has accumulated an endowment of approximately \$14.7 million. These resources are used to support the College's students according to the donors' instructions. (III.D.10-4)

The Measure GC Citizen Bond Oversight Committee meets four times a year to discuss activities that have affected the fund. As stated on the College website:

“In accordance with Education Code Section 15278(b), the Citizens' Bond Oversight Committee shall: Inform the public concerning the District's expenditure of bond proceeds of the Measures; Review expenditure reports produced by the District to ensure that the Measures bond proceeds were expended only for the purposes set forth in the Measures; and Present to the Board in public session, an annual written report outlining their activities and conclusions regarding the expenditure of bond proceeds of the Measures.” (III.D.14(a))

Analysis and Evaluation

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising effort, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.15. The institution monitors and manages student loan default rates, revenue stream, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Data for 2019 is the most recent data available for the College's [student loan default rate](#) which is 1.6%. According to the U.S. Department of Education, this far below the [national average](#) for all two-year institutions which is 12.1%.

The Peer review report concluded that the Financial Aid processes and procedures were effective and efficient. (III.D.15, pg. 92) The College adheres to federal regulations and Commission policies regarding Title IV Compliance.

Analysis and Evaluation

The College's three year default rate is within federal guidelines. The student loan default rates, revenues, and related matters are monitored and assessed to ensure alignment with federal regulation.

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs,

services, and operations.

Evidence of Meeting the Standard

All contracts are board reported for ratification by the Board of Trustees. The board policy governs the process by which the Board of Trustees authorize certain roles within the College to negotiate and execute contracts.

Board Policies 6340 and 6700 (III16-1, III16-1a) govern bids and contracts. The contractual agreements (Sample Contract: III16-2) contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services and operations. The College adheres to federal regulations and Commission policies regarding Title IV Compliance.

Analysis and Evaluation

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

Institutional leaders and structures support a number of pathways for students, classified staff, faculty, and administrators to propose innovative ideas. These pathways include, but are not limited to, an extensive participatory governance structure, strategic planning processes, external grants, internal grants, and projects funded by the ancillary activities funds available for adjunct faculty.

Participatory Governance

The governance system provides a formalized avenue for decision making that involves all constituent groups. The diagram in Administrative Regulation (AR) 2511 Governance Document shows that College governance is made up of five standing committees: College Executive, Academic Affairs, Student Affairs, Administrative Affairs, and Institutional Planning Coordination. [EVIDENCE] A range of subcommittees report to each of these standing committees, which in turn report to the College Executive Committee. In cases where proposed improvement requires the creation or revision of a board policy, the recommendation is ultimately forwarded to the Board of Trustees for a final vote. According to Board Policy (BP) 2510 Participation in Local Decision-Making, membership for all governance committees must include representation from students, classified staff, Academic Senate and Guild faculty, and administrators. [EVIDENCE] Constituent groups have the right to share ideas for improving the College. Ideas for improvements may originate from any student or employee.

The College's Blue List document shows the membership composition of standing committees and subcommittees, mission statements, and committee meeting dates and locations.

[EVIDENCE][Replace with updated version after approved] The Blue List is updated each semester, displayed on the college website, and electronically distributed to all of the College community by regular emails from the Governance Office. [EVIDENCE] The Blue List also shows with which standing committee a subcommittee shares information. In addition, the Governance Office sends out a Governance Update each month that highlights recent governance committee activities to all members of the College community. [EVIDENCE]

Two examples that demonstrate how systematic participative processes enable effective planning and implementation of improvements that had significant institution wide implications are: 1) the formation of the Diversity, Equity, and Inclusion (DEI) Committee and, 2) the major revision of the Institutional Strategic Plan to include Diversity, Equity, Inclusion, and Access (DEIA).

[EVIDENCE, EVIDENCE] It should be noted that, in 2022, the Institutional Master Plan was renamed the Institutional Strategic Plan (ISP) to acknowledge the importance of decolonized language at the College. These examples are illustrated in the accompanying timeline.

[EVIDENCE]

Institutional Planning

The earlier described DEIA revision of the Institutional Strategic Plan additionally demonstrated that the governance roles of the Strategic Planning Committee (Team A) and its subordinate work group, the Planning Resource Committee (Team B), have initiated bold changes for improving organizational practices in addressing systemic racism. Specifically, the strategic plan revision added five subgoals: "Establish ongoing instructional support including professional development to de-center supremacy and colonial narratives within curriculum, classroom materials/management, pedagogy, and environment," "Analyze and assess student group needs and ensure college climate and infrastructure is inclusive, nurturing, informed, accessible, and affirming of all student groups," "Review institutional policy and establish ongoing professional development and student workshops for leadership related to inclusivity and equity-mindedness to ensure campus climate is inclusive, nurturing, informed, accessible, and affirming to all campus members," "Review, revise, and enhance GCC's hiring, employment practices, retention, and professional development to attract, retain, and support a diverse workforce," and "Improve campus environment with a focus on campus climate, recognizing cultural holidays, and providing accessible opportunities for the community to be informed and heard," It should be noted that in 2022, the Master Planning Committee name was changed to the Strategic Planning Committee to acknowledge the importance of decolonized language at the College.

Strategic planning also happens at the departmental level and typically occurs through the formalized process of program review. Instructional and non-instructional departments identify goals for continuous improvement, plan and track actions to fulfill those goals, and may request associated resources. One example of a planned innovation to improve practices, programs, and services, was the creation of a learning center at the Garfield Campus, where students participate in the College's noncredit instructional programs. For many years, students of the Verdugo campus have enjoyed a thriving learning center at the main campus, but this was never an option available to noncredit students at the Garfield site. The Noncredit English As A Second Language (NCESL) department included in their program review's strategic plan, a goal to

create a noncredit learning center and it implemented actions to bring it to fruition. [EVIDENCE] The ESL Learning Café began as a small-scale version of the Verdugo Campus' Learning Center. It provides tutoring, conversation practice, and special events that support ESL students in their coursework by developing their skills in listening, speaking, reading, and grammar. Due to the COVID-19 pandemic's Safer-At-Home remote learning conditions that began in 2020, the ESL Learning Café primarily conducts activities and events in the Learning Café Canvas Shell but will have in-person hours during fall 2022. [EVIDENCE] Data compiled on the ESL Learning Café in 2021 indicates that 625 students have used the noncredit learning center and survey findings reveal that 100% of survey respondents reported they were satisfied or very satisfied with the quality of the materials and their experiences with practice quizzes, live conversation practice, and live tutoring sessions. [EVIDENCE]

External Grants

At the College, external grants are often a mechanism through which innovative ideas are manifested into initiatives and institutionalized practices. Title III and Title V grants awarded from the U.S. Department of Education have enabled the College to implement programs and services designed to expand the educational opportunities of Hispanic and low-income students. [EVIDENCE] Perkins grants awarded to the Office of Workforce Development support Career Education faculty in leading professional development, work-based learning, and marketing and outreach projects. [EVIDENCE] The Innovation Grant awarded from the Foundation of the Chancellor's Office includes fully online professional development for staff, faculty, administrators that is student-centered and equity-minded. [EVIDENCE] The Student Equity and Achievement funding provided by the California Community College's Chancellor's Office has enabled the College to provide programs and services aimed at closing achievement gaps for disproportionately impacted students. [EVIDENCE] A few examples from the SEA grant include the Mentoring Men of Color program, learning communities, summer bridge, and the Estudiantes Unidos program. [EVIDENCE, EVIDENCE, EVIDENCE, EVIDENCE]

Institutional Effectiveness Partnership Initiative

The faculty coordinator of the Learning Center submitted a proposal that was awarded as a 2022 Institutional Effectiveness Partnership Initiative (IEPI) project. [EVIDENCE] The project embedded tutors in learning pathways and improves ancillary instruction services. The 2022 IEPI project endeavors to support the College's Guided Pathways effort by building capacity for sustainable learning support that meets students where they are.

Internal Grants

The College's Foundation Office provides annual grants of at least \$5000 for projects that benefit the students, College, or community in a significant way and are consistent with the Institutional Strategic Plan. These grants are available to any staff or faculty member. [EVIDENCE]

Similarly, the College's Academic Senate, through the incentive of a \$1000 grant award, encourages faculty to create and pursue projects that support the Senate 10+1 academic and professional matters. [EVIDENCE, EVIDENCE]

Ancillary Activities

The College provides stipends from the Adjunct Ancillary Fund to encourage part-time faculty to become more involved in College life and to enhance the adjunct faculty awareness and preparation for leadership and/or full-time positions. [EVIDENCE] Examples of work that has been supported by these stipends include development of Open Educational Resources to provide zero-cost textbooks to students, work on the English Division’s DEIA workshop series, reorganization of the Choral Music Library, and coordination of a short film screen series. [EVIDENCE]

Analysis and Evaluation

The College fosters innovation by welcoming members of constituent groups in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have significant institution wide implications, systematic participative processes are used to assure effective planning and implementation. Although employee-driven innovations and initiatives for improvement abound at the College, just a few examples have been provided.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The participatory entities involved in the College’s governance are codified in BP 2510 Participation in Local Decision. [EVIDENCE] AR 2511 describes the governance decision-making process and states that effective governance must “ensure that all constituencies of the college community have an equal opportunity to participate in the decision-making process” and take into account the needs for “the broadest possible constituency participation and information dissemination.” [EVIDENCE] Consequently, AR 2511 establishes that “all five constituencies (i.e. students, classified staff, faculty, manager/confidential employees, and administrators) are represented on most governance committees” and that “any governance subcommittee, through minutes that are forwarded to its respective standing committee and the Governance Office, can make recommendations to the College Executive Committee.” Specifically, any student or college employee may forward ideas to the appropriate governance committee through a constituent group representative. Each governance committee’s recommendation is subsequently forwarded to the appropriate standing committee through its adopted minutes and ultimately forwarded to the College Executive Committee (CEC) for a final recommendation. The CEC chair, the superintendent/president, then provides approved recommendations to the Board of Trustees.

All above-mentioned policies and regulations have provisions for consideration of student views. BP 2510 specifies those matters that the Board of Trustees will consult with students. AR 2511

provides for student representation in the governance process. In fact, students are represented on the majority of governance committees including, as specified in BP 2015 Student Member of the Board, on the Board of Trustees. [EVIDENCE] Each student representative on a governance committee is responsible for reporting activities of committees to the ASGCC Legislature at its weekly ASGCC legislative meeting.

Student-led Changes to Institutional Practices

The College sustains an institutional culture that elevates the student voice and embraces student-driven changes to practices at the institution. Described below are a few recent examples.

- The Black Student Union, a student club, has provided the College leadership with a list of their thoughtfully considered recommendations for inclusive practices the College could implement. The recommendations included formal recognition by the College of Juneteenth as an official holiday. As documented in the timeline presented in Standard IV.A.1., the Academic Affairs Committee and Academic Senate approved a motion to actualize this recommendation. Subsequently, the Board of Trustees voted to approve the commemoration of June 17 as a local holiday and inclusion of Juneteenth in the academic and college calendars. [EVIDENCE, EVIDENCE]
- The Associated Students of Glendale Community College (ASGCC) worked with the Black Student Union to increase awareness of inclusion, diversity, and equity, with specific awareness of the challenges of the College's black students. As a result of this collaboration, the Office of Student Affairs has increased access to DEI training for officers of all student organizations, including the student government.
- All students, not just those holding leadership positions, are encouraged to participate in the College's annual Inclusion, Diversity, Equity, & Access Leadership Conference. The conference welcomes students from across California to share their knowledge and experience in being agents of change for dismantling systems of oppression. [EVIDENCE, EVIDENCE]
- The College's student government, the Associated Students of Glendale Community College (ASGCC), has offered student-led townhall forums to inform and empower student voice. The townhall events covered topics that included the Safer-At-Home learning conditions that were initiated in May 2020, understanding COVID-19 vaccine, and discussions on returning to campus from the Safer-At-Home learning modality. [EVIDENCE, EVIDENCE, EVIDENCE]
- Welcome Week of inclusive events designed to embrace student identities and build community. [EVIDENCE]

AR 2511 describes how governance is facilitated by communication, timely and appropriate notice of meetings, public deliberation, full college community participation, and published records. Each month, the Governance Office publishes College Executive Committee actions in the Governance Update which includes highlights of recent governance committee activities. To ensure it reaches all employees, each month, the Governance Update is posted on the Governance webpage and is emailed to all members of the College community.

Analysis and Evaluation

The College's policies and practices reflect an organizational appreciation of the value of participatory governance. In fact, the College has a long history of being regarded with distinction by other community colleges in the state for the inclusive nature of its governance system which mandates representation of all constituent groups on virtually every governance committee and the Board of Trustees.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have substantive and clearly defined roles in institutional governance, and this is established by a number of board policy and administrative regulations. BP 2510 defines the roles of students, classified staff, Academic Senate and Guild faculty, and administrators. [EVIDENCE] The "Noah's Ark formula," in AR 2511 ensures that stakeholders on governance committees have a substantial voice in policy, planning and budget. [EVIDENCE] The "Budget Development" section of AR 2511 describes the participatory process by which budget requests are forwarded through and prioritized by standing governance committees, and then forwarded to the superintendent/president for presentation to the Board of Trustees.

The governance committee process provides the main arena for the development of policy and procedures. Administration and faculty representatives exercise their voice on all governance committees. Constituent groups' participation in the budget process is additionally defined in AR 6200 The District's Budget which states, "The budget is developed in a collaborative manner through the district's governance process involving faculty, staff, students, and administrators." [EVIDENCE] Furthermore, the section on the "Budget Development Process" discusses the contribution of governance committees in the allocation of remaining funds.

Administrators

Administrators chair the highest-level committees at the College. As delineated in AR 2511, the standing committees for Administrative Affairs, Student Affairs, and Academic Affairs are chaired by the respective vice president associated with that area. While the fourth standing committee, Institutional Planning and Coordination Committee (IPCC), is chaired by the dean of research, planning, and grants, the fifth (College Executive Committee) is chaired by the superintendent/president. AR 2511 identifies the substantive and clearly defined roles of these administrator chairs which allow for them to have considerable voice in policies, planning, and budget related to their areas of responsibility and expertise.

Instructional Faculty

In addition to having representation on all governance committees, faculty members chair and co-chair many committees, including those for Curriculum & Instruction (C&I), Distance Education, Student Learning Outcomes & Assessment, Governance Review, Professional

Development, and College Safety. Faculty members also serve a critical role through their predominant representation on the Academic Senate, C&I Committee, Academic Affairs Committee, and Strategic Planning Committee. For each of these committees, there are faculty representatives for each of the fifteen instructional divisions and thereby bring knowledge and perspective from their respective areas of expertise.

AR 4000 ensures that the Academic Senate and Academic Affairs Committee agree to a shared process for institutional planning and budget development. [EVIDENCE] Replace after AR 4000 revision approved.] Page 2 of AR 4000 describes a “parallel process” and “joint committee” process by which the Academic Senate and Academic Affairs Committee together approve changes to policy. Annually, the Academic Affairs Committee establishes [Instructional Priorities](#) for the upcoming academic year and, along with the Strategic Planning Committee’s Annual Goals, these direct the resource allocation process’ prioritization of non-Hiring Allocation Committee resource requests (formerly referred to as non-personnel requests). Through their participation on Academic Affairs and Strategic Planning committees, as well as their voting role in resource allocation prioritization, administrators and faculty exercise substantial voice in planning and budget. [EVIDENCE]

According to BP 2510, the Board of Trustees operates in “a collegial manner” by adhering to the decision-making process described in AR 2511 and AR 4000, and “will consult collegially” with the Academic Senate “with respect to academic and professional matters.” The students, classified staff, and Academic Senate and Guild faculty are “provided with opportunities to participate collegially in the formulation and development of District policies and procedures that have a significant effect on the college.”

Analysis and Evaluation

Board policies and administrative regulations codify substantive and clearly defined roles of administrators and faculty in institutional governance. As evidenced by their mandated membership on every governance committee and their predominant roles as the chairs of governance and Academic Senate committees, administrators and faculty exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The Academic Affairs Committee is the College’s standing committee with instruction primarily under its purview. [EVIDENCE] The mission of the committee is to recommend plans, policies, and procedures to the College Executive Committee in support of the instructional activities of the College, including submitting recommendations in areas of curricular and academic standards to the Academic Senate for concurrent review and recommendation to the College

Executive Committee. The Academic Affairs Committee membership is structured to include all instructional leadership from the faculty and the administration. The Academic Senate consists of an all-faculty voting membership and makes recommendations with respect to academic and professional matters of the 10+1 as assigned to it within Title V Article 2 Section 53200 of the California Educational Code. AR 4000 describes the various ways powers are shared between the Academic Affairs Committee and Academic Senate, including the following 10+1 areas:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Education program development
- Standards or policies regarding student preparation and success [\[EVIDENCE\]](#)

The Curriculum and Instruction (C & I) Committee is a subcommittee of the Academic Senate and its charge is to recommend actions upon all curricular matters as well as ensure the integrity of all educational programs. Its voting membership, which includes representation from every academic division, is described in the Academic Senate's By-Laws. The committee is co-chaired by the vice president of instruction and a faculty coordinator who is appointed by the Academic Senate. [\[EVIDENCE\]](#) One example of the C&I Committee initiating improvements to student learning programs is its bold work in creating the Guide for Creating Equitable Curriculum to ensure students feel welcome, seen, heard, and respected in the classroom and to guide instructors in creating an antiracist college culture. [\[EVIDENCE\]](#) Faculty members chair and co-chair the Academic Senate subcommittees of C & I, Distance Education, Student Learning Outcomes & Assessment, and DEIA.

Instructional deans have responsibility for the gamut of student learning programs including those for Career Education, Health Sciences, Library Sciences, and the noncredit programs for ESL and Short Term Vocational. High-impact learning practices formalized in the form of the Baja Field Study, Study Abroad, and Scholars programs are supervised by a dean of instruction. The vice president of instruction provides executive leadership over every instructional program.

Analysis and Evaluation

AR 4000 establishes that the responsibility for curriculum and student learning programs is shared between the Academic Affairs Committee and the Academic Senate. The voting membership of the Academic Affairs Committee includes the instructional leadership from the administration and the faculty. The Senate consists of an all-faculty voting membership and faculty members chair and co-chair the Academic Senate subcommittees of C&I, Distance Education, Student Learning Outcomes & Assessment, and DEIA. Instructional deans are responsible for the College's various instructional programs and the vice president of instruction provides executive leadership over all instructional programs and personnel.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular

change and other key considerations.

The College ensures appropriate consideration of relevant perspectives through the representation of all constituent groups on the Board of Trustees and throughout institutional governance committees. Leadership from the student government, classified staff union, faculty union, Academic Senate, and administration regularly participate in the monthly Board of Trustees meetings. [Add BoT minutes' section of member roll call]

As discussed under Standard IV.A.2., and codified in BP 2510 and AR 2511, governance relies on the participation of students, classified staff, faculty, and administrators. The perspectives of appropriate constituent groups are represented on governance bodies responsible for recommendations. For example, the Student Affairs and Academic Affairs standing committees include three student representatives, while most other governance committees include two student representatives. Several committees responsible for academic and faculty professional matters, such as the C&I and Learning Outcomes & Assessment committees, include faculty representatives from all academic divisions.

Also, the governance system is designed to ensure that decision making is aligned with expertise and responsibility. For example, the chairs of the standing committees are administrators responsible for their respective organizational area (e.g., Student Affairs Committee is chaired by the vice president of student services). As another example, the College wide Computer Coordinating Committee includes classified staff and managers who specialize in information technology and faculty members who either teach technology courses or who specialize in distance education best practices.

To ensure timely action on plans, policies, curricular changes, and other considerations, regular committee meeting times and established timelines are maintained. For example, departments complete a Full Review program review once every three years on a staggered cycle and an optional Update Review during the intervening years. The revision of the Institutional Strategic Plan (ISP) aligns with the cycle of comprehensive accreditation evaluation and therefore occurs once every seven years. Each spring semester, the Strategic Planning Committee (Team A) designates the College's Annual Goals while the Academic Affairs Committee establishes the Instructional Priorities.

Timelines for curricular changes are established and followed by the C&I Committee and subsequently communicated to faculty through the C&I Committee meeting schedule. Some types of curricular changes require one reading at the committee, while others necessitate two readings. This informs the pattern of twice-monthly C&I Committee meetings. After approval by the committee, proposals for curricular changes are forwarded in sequence to first the Academic Affairs Committee, then the College Executive Committee, followed by the Board of Trustees, and finally, to the state Chancellor's Office. [Evidence: BOT minutes section of member roll call]

Analysis and Evaluation

The perspectives of all constituent groups contribute to the College's governance and the governance structure ensures that decision making is aligned with expertise and responsibility.

Through established timelines and regular meeting schedules, timely action occurs for institutional plans, policies, curricular changes, and other matters.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Decision-making processes are codified in BP 2510, AR 2511, and AR 4000, which are publicly posted at the Board Policies and Administrative Regulations section of the Board of Trustees webpage. [EVIDENCE] The Governance webpage provides additional information about decision-making processes including the Committees Flow Chart, Blue List resource of all governance committees, and Annual Report summary of actions taken by the Governance Review Committee regarding governance practices. [EVIDENCE, EVIDENCE, EVIDENCE] Each week during the fall and spring semesters, the Governance Office provides the Governance Hour which is an open office hour to provide assistance or answer questions regarding minutes or governance processes. [EVIDENCE]

The College's Blue List document shows the membership composition of standing committees and subcommittees, mission statements, and committee meeting dates and locations. The Blue List is updated each semester, displayed on the college website, and electronically distributed to all of the College community by regular emails from the Governance Office. [EVIDENCE] The Blue List also shows with which standing committee a subcommittee shares information. In addition, the Governance Office sends out a Governance Update that highlights recent governance committee activities to all members of the GCC community monthly. [EVIDENCE] Governance decisions affecting the College are documented and widely communicated across the institution by way of several publications, such as meeting minutes, email notices from the Governance Office, and from the superintendent/president.

Information about governance decisions is available on the governance webpage, which includes links to Governance Update reports. The Governance Update is a report of actions taken by governance committees which have been reported to the Governance Office by way of motions reports submitted by each of the standing committees. This report is required by AR 2511. The Governance Office additionally informs the college stakeholders by email whenever the monthly Governance Update is available online. The superintendent/president carries items forward to the Board of Trustees when applicable.

The minutes of governance committees are reviewed by their respective standing committees and then posted on the governance webpage under the "Committee Minutes" link. The Academic Senate publishes constitution, by-laws, agendas, and minutes on the Academic Senate webpage. Links to subcommittees, such as C&I, Student Learning Outcomes & Assessment (SLOA), Committee on Distance Education (CoDE), DEIA, and Open Educational Resources (OER) are also accessible there. [EVIDENCE] Through its annual Electorate Meeting, the Academic Senate provides presentations and information, including about decisions that affect faculty.

Communications from the superintendent/president are disseminated at the monthly faculty meeting, at regular classified staff meetings or retreats, managers and confidential employees meetings, as well as by email to all College stakeholders. Electronic means of communication also includes the student online system called MyGCC which includes an email system. Information and announcements about institutional decisions are also publicly posted at the College's webpages including, but not limited to, those for: accreditation, governance, student government (ASGCC), classified union (California State Employees Association, CSEA), and the faculty union (Guild).

Additional information about governance processes is provided to the College in the form of workshops presented by the Governance Office and articles written in publications such as the College's The Chapparal newsletter or the El Vaquero newspaper. Through regular sharing of information by way of webpages and email, the College committees' actions are widely communicated across the institution and publicly.

Analysis and Evaluation

The structures and processes regarding institutional decision-making are established within board policies and administrative regulations. These and their resulting decisions are widely shared across the College through governance documents pushed to the College community (e.g. Blue List, Governance Update, etc.) and posted at the institution's website (e.g. Governance Flow Chart, Annual Report, etc.)

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Regular evaluation of the institution's governance and decision-making policies and processes involves input from all constituent groups across the College. The Office of Research & Planning administers an annual survey to all employees regarding their opinions about governance and leadership. The data gathered allows the College to take steps towards assuring the integrity and effectiveness of decision-making policies and processes. The College is made aware of the survey through email notification and the results are available at the College Views webpage. [\[EVIDENCE\]](#) The results from the 2020 survey show that the overall ratings for All Respondents indicate employees strongly agree with the statements: "Faculty, staff, administrators, students and the Board work together for the good of the college," "Governance works effectively," "The College follows a well-defined governance process," "College governance committees focus on student needs when making recommendations," "College governance committees focus on the GCC mission and vision statements when making recommendations," "Campus constituencies (the Board, Superintendent/President, Management, Academic Senate, Faculty Guild, CSEA, ASGCC) have defined roles in the governance process," "Constituency input is factored into governance recommendations," "The governance

committees that I serve on function effectively.” Also, employees agreed with the statements: “There is a clear process for individuals to bring forward ideas from their constituencies,” “I am aware of the decisions and recommendations made by the governance system,” and “I know how to locate committee minutes to find out about governance decisions.”

Positive results of the Governance Items sections of the college wide survey conducted by the Research & Planning Office, namely the “Campus Profile, Faculty and Staff College Views,” demonstrate that the institution evaluates leadership roles, governance, and decision-making policies, procedures, and processes, and widely communicates the results of these evaluations. [EVIDENCE] The Governance Review Committee (GRC) addresses governance issues regularly and the results are shared with the relevant areas to address specific comments or recommendations.

The Board of Trustees formulates, reviews, and adopts policies to ensure the effectiveness of the institution and its learning programs. Board Policy (BP) 2200: Board Duties and Responsibilities states the following duties of the Board: “Develops and adopts policies, procedures, and regulations for the governance of the District, in consultation with appropriate constituency groups, to facilitate decisions that support student learning, programs, and services, and improve institutional effectiveness.” [EVIDENCE]

The mission, programs, and services of the College are represented within the policies and procedures of the institution, and these documents are reviewed on a five-year cycle. This review is codified in BP 2410 Board Policies and Administrative Regulations, which describes processes for adopting and revising these documents and specifying personnel responsible for their review and approval. [EVIDENCE] Correspondingly, AR 2410 Processes for Formulation of Administrative Regulations and Board Assessment of Policies guides the development of new administrative regulations as necessary. [EVIDENCE] The currency of policies is further assured by the subscription to the Community College League of California’s Board Policy and Administrative Procedure service. This service provides the College with templates whenever there are needed updates to the policies and regulations that are legally required, legally advised or suggested as good practice. Policies and procedures are posted on the Board of Trustees webpage as a centralized source for these documents. [EVIDENCE] There are occasions when factors such as changes to state laws and regulations, or external requirements associated with funding opportunities, precipitate a review of policies or procedures. In such instances, representatives of constituent groups may initiate review or revision through participative governance.

Analysis and Evaluation

Annually, all employee groups at the Verdugo and Garfield campus locations are surveyed to assess their opinions on the effectiveness of leadership roles and governance and decision-making policies, procedures, and processes. The results of this evaluation are widely communicated at the College website and serves as the basis for improvement.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The College recognizes and uses the contributions of leadership throughout the organization for promoting student success; sustaining academic quality, integrity, and fiscal stability; and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. Through the process of self-evaluation, the College has identified instances where improvements can be made to strengthen the governance process. For example, to help College stakeholders better understand the decision-making process and associated workflow regarding matters related to instruction, there is a plan to take steps to communicate information about this through the development of media that will visualize those relationships and responsibilities. Additionally, the governance officer has developed a governance manual that provides an overview of the decision-making processes at the College and is working with the Governance Review Committee to develop and finalize it for use.

Standard IV.B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The institutional chief executive officer (CEO) for the College is the superintendent/president. Board Policy (BP) 2415 Superintendent/President Role specifies that the superintendent/president “has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.” [EVIDENCE] The policy additionally states the expectation that the superintendent/president guides improvement of the teaching and learning environment by “establishing a collegial process that sets values, goals, and priorities,” “ensuring the college sets institutional performance standards,” “ensuring that educational planning is integrated with resource planning and distribution to support student advancement and learning,” “ensuring that evaluation and planning rely on high quality research and analysis,” and “ensuring the allocation of resources supports and improves learning and achievement.”

To assure that the superintendent/president provides effective leadership, the Board of Trustees conducts an annual evaluation with input from the faculty, staff, and students in accordance with BP 2435 Evaluation of the Superintendent/President. [EVIDENCE] This policy addresses the frequency and timelines for the superintendent/president evaluations and specifies participation of constituency groups and the College community. The results of the annual evaluation are available on the College website and indicate the level of effective leadership in the areas of responsibility. [EVIDENCE, EVIDENCE]

The results indicate that the superintendent/president frequently or consistently exceeds expectations for all metrics, including in the areas of Educational Leadership (i.e., “encourages and promotes comprehensive planning and implementation” and “assures an effective system for monitoring, assessing, and improving institutional effectiveness in promoting student access and success”), Human Resources (i.e. “provides leadership for developing and implementing sound personnel procedures”), Fiscal and Facilities Planning and Oversight (i.e. “provides leadership for the development of a budget based on informed projections of revenues and expenditures and that furthers the college mission and plans” and “provides leadership for the development and implementation for short- and long-term facilities needs”), and Personal Qualities (i.e. “is well organized and efficient in accomplishment of objectives”).

Additionally, the Office of Research and Planning administers to all employees the annual College Views survey which evaluates many aspects of the College, including the performance of the superintendent/president. The overall results across all respondents indicate that employees either strongly agree or agree with the surveyed statements, including the statement “The superintendent/president effectively controls budget and expenditures.” [EVIDENCE]

Analysis and Evaluation

Various board policies identify the superintendent/president’s responsibilities regarding the quality of the College. The results of annual assessments indicate the superintendent/president frequently or consistently exceeds expectations and confirm effective leadership in the areas of planning, organizing, budgeting, selecting and developing personnel, and evaluating institutional effectiveness.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Board Policy 2415 Superintendent/President Role states the expectation that the superintendent/president “plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity” and “delegates authority to administrators and others consistent with their responsibilities.”[[EVIDENCE](#)] BP 3100 and AR 3100 Line of Responsibility – Administrative Operations set forth the College administrative structure and an organizational chart that reflects and supports the institution’s purposes, size, and complexity.[[EVIDENCE](#), [EVIDENCE](#)] [As evidence, please ensure that AR 3100’s org chart is updated by HR to reflect newly-created positions, and approved by fall 2022.]

To plan, oversee, and evaluate staffing, organizational restructuring, training, and overall preparedness needed for functioning of various departments, the superintendent/president reviews quantitative data provided in sources such as the institution’s College Profiles and the Chancellor’s Office DataMart regarding staff composition and statewide average comparisons.[[EVIDENCE](#), [EVIDENCE](#)] In addition, the superintendent/president relies upon qualitative content within program review documentation and hiring allocation committee requests (i.e., HAC requests, formerly referred to as “personnel requests”) submitted by various instructional and administrative units through the governance process. For decision making about personnel, the superintendent/president engages in consultation with appropriate constituent leaders.[[EVIDENCE](#)]

BP 2430 Delegation of Authority to the Superintendent/President authorizes the superintendent/president to “delegate any powers and duties entrusted by the Board...” The superintendent/president delegates authority to the vice presidents and other direct reports, who direct and coordinate the work of those under their supervision. [[EVIDENCE](#)] Through BP 2432 Superintendent/President Succession, the executive vice president of administrative services assumes the roles of the superintendent/president when the superintendent/president is unavailable or on extended leave from the college.[[EVIDENCE](#)]

Analysis and Evaluation

Specific policies and administrative regulations directly address the Standard. The actions and leadership of the superintendent/president demonstrate that the Standard met. Evaluation results

from the regular assessment of the superintendent/president confirm that the superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. As established by the organizational and administrative structure for reporting relationships, the superintendent/president delegates authority to administrators and others consistent with their responsibilities.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the College sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Board Policy 2415 Superintendent/President Role states that the “Superintendent/President guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.”

[\[EVIDENCE\]](#)

BP 3250 and AR 3250 Institutional Planning state that the superintendent/president, in consultation with the Academic Senate, ensures that the College has an ongoing planning and evaluation cycle that is driven by the College's mission and goals. [\[EVIDENCE, EVIDENCE\]](#) As demonstrated within the May 13, 2022 minutes of the Strategic Planning Committee (formerly referred to as Master Planning Committee), the superintendent/president fulfills the

components specified in BP 2415. Under the superintendent/president’s leadership, the Institutional Strategic Plan was substantially revised to include an entirely new major goal regarding diversity, equity, inclusion, and access. Data, standards, and goals for institution wide performance metrics were reviewed and discussed to evaluate institutional effectiveness and set goals for improved performance. The Quality Focus Essay project was discussed regarding its activities for professional development, communities of practice, and action research in advancing student learning and achievement. The committee deliberated on and established its Annual Goals for the upcoming year upon which drive the resource allocation prioritization of non-hiring allocation committee resource requests [[EVIDENCE](#), [EVIDENCE](#)]

Analysis and Evaluation

Policies and procedures are in place and action and leadership occur as seen in the evaluation results cited in the response to Standard IV.B.1.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy 2415 Superintendent/President Role states the expectation that the superintendent/president “has the primary leadership role for accreditation, ensuring that the college meets or exceeds eligibility requirements, accreditation standards, and official regional accrediting commission policies.” [[EVIDENCE](#)] BP 3200 Accreditation states that the College participates in the fulfillment of Accreditation Standards and that the superintendent/president has the responsibility to ensure that the District aligns with the accreditation processes and Standards “in order to provide assurance of the quality, efficacy, and stability of the college to the public, to colleges and universities...”[[EVIDENCE](#)] Furthermore, BP 2415 reinforces the fact that the superintendent/president has the “primary responsibility for the quality of the institution,” including a primary leadership role that ensures the College meets or exceeds Accreditation Standards, requirements, and eligibility.

In fulfillment of BP 3200, the superintendent/president keeps the Board of Trustees informed about the eligibility requirements, Accreditation Standards, policies, and the College’s accreditation status. This is done through an overview briefing at one of the two special Board meetings held each year, presentation and discussion of drafts of the accreditation reports, and sharing of updates and occasional items in the superintendent/president’s report to the Board.[[EVIDENCE](#)] Additionally, during their winter 2022 retreat, the superintendent/president organized the accreditation training for the Board members with the College’s ACCJC liaison.

High-level planning and establishing of the timeline for the College’s Institutional Self-Evaluation Report (ISER) and site visit was the responsibility of the Accreditation Leadership

Team which consisted of the College president, vice president of instruction (the de facto accreditation liaison officer), and the Core Four institutional effectiveness team that manages and coordinates all aspects of accreditation, program review, and strategic planning at the College.

The Board of Trustees conducts an annual evaluation with input from the faculty, staff, and students in accordance with BP 2435 Evaluation of the Superintendent/President, the results of the annual evaluation are available on the College website and indicate that the superintendent/president consistently exceeds expectations for “ensures the college meets or exceeds accreditation eligibility requirements, accreditation standards, and commission policies.” [\[EVIDENCE, EVIDENCE\]](#)

Students, classified staff, faculty, and administrators are also involved in assuring compliance. Consistent with AR 4000 Mutual Gains Agreement, the Academic Affairs Committee and the Academic Senate share the responsibility over faculty roles and involvement in accreditation processes. [\[EVIDENCE\]](#) [Replace when updated to 2022.] Specifically, the Academic Senate monitors the accreditation process through its appointment, and receipt of regular updates from, the faculty coordinator who constitutes part of the institutional effectiveness team.

Although the Accreditation Leadership Team was responsible for high level planning of the ISER and site visit, the Accreditation Steering Committee discussed and planned the associated tactical activities. As detailed in Section C. Organization of the Self-Evaluation Process, the Accreditation Steering Committee included 3 students, 10 classified staff, 13 faculty, and 14 administrators. The Accreditation Steering Committee was responsible for logistical planning and decision making regarding the ISER and site visit. [\[EVIDENCE\]](#)[After Sept 23 steering meeting, add documentation.] Based upon their decisions, the Core Four managed and coordinated all details of these processes. Throughout the preparations of the ISER and site visit, members of the Institutional Planning and Coordination Committee (IPCC) were kept informed on every aspect of these processes and were consulted for their input at each of their meetings. [\[EVIDENCE\]](#) [Add adopted Sept 12 IPCC minutes.] At every Strategic Planning Committee meeting, membership were similarly provided updates.

Analysis and Evaluation

The superintendent/president assumes the primary leadership role for all aspects of accreditation and appropriate responsibilities have been assumed by faculty, staff, and administrators to assure compliance.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board Policy 2415 Superintendent/President Role includes the specific duty to assure “the implementation of statutes, regulations, and governing board policies...” and “that institutional practices are consistent with institutional mission and policies.” [\[EVIDENCE\]](#)

To accomplish these responsibilities, each week, the superintendent/president meets with the Administrative Executive Committee and with each vice president individually. The meetings include discussions of compliance with state and federal laws and board policies and administrative regulations. Information is shared at those meetings that has been received from the Chancellor’s Office of the California Community Colleges, various statewide organizations with which each vice president participates, the Community College League of California, the Association of Community College Trustees, the American Association of Community Colleges, and the League Policy and Procedure Service.

Similar leadership and guidance are provided by the superintendent/president in the monthly meetings of the College Executive Committee, in bimonthly meetings with the Mini Cabinet, and in monthly one-on-one meetings with each of the respective presidents of the Academic Senate, Guild, and CSEA (California School Employees Association). During the Managers and Confidentials (MaC) group monthly meetings, professional development presentations are often made to assure managers understand and implement appropriate College policies as well as state and federal laws and regulations. For example, at the September 2021, MaC meeting, training was provided on conducting employee evaluations on classified staff. [\[EVIDENCE\]](#)

Board policies are presented to the Board by the superintendent/president following extensive College governance review and based on recommendations from the League Policy and Procedure Service, helping assure the College is meeting statutory and regulatory requirements.

The Board of Trustees conducts an annual evaluation with input from the faculty, staff, and students in accordance with BP 2435 Evaluation of the Superintendent/President. [\[EVIDENCE\]](#) The results of the annual evaluation are available on the College website and indicate that the superintendent/president consistently or frequently exceeds expectations including items such as “appropriately engages the board in setting the district’s policy direction,” “provides accurate and sufficient information for the board fulfillment of its policy and oversight responsibilities,” “interprets, executes, and supports the intent of board policy and actions to the public and staff,” “effectively articulates and communicates the vision, mission, and values of the college,” “promotes student learning and student-centered operations as fundamental to the college mission,” “provides leadership for the development of a budget based on informed projections of revenues and expenditures and that furthers the college mission and plans,” and “provides leadership for sound fiscal management practice and procedures.” [\[EVIDENCE\]](#)

An annual evaluation of the superintendent/president is also completed by constituent group leadership. The results of the most recent survey of administrative cabinet members and the executive committees of the CSEA, Academic Senate, and Guild rated as excellent or very good for items such as, “ensures the administrative and management team and college are informed on issues and matters of interest as appropriate,” “appropriately supports the governing board in setting the district’s policy direction and in its oversight responsibilities,” and “maintains a focus on the college’s vision, mission, and values.” [\[EVIDENCE\]](#)

Additionally, the Office of Research and Planning administers to all employees the annual College Views survey which evaluates many aspects of the College, including the performance of the superintendent/president. The overall results across all respondents indicate that employees either strongly agree or agree with the surveyed statements, including the statement: “The superintendent/president effectively controls budget and expenditures.” [EVIDENCE]

Analysis and Evaluation

The superintendent/president assures implementation of statutes, regulations, and policies, using the authority granted by the Board of Trustees. The superintendent/president works closely with the College leadership team and constituency leaders to fulfill this responsibility and oversees institutional practices that are consistent with the mission and codified policies which include control of budget and expenditures.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

Board Policy 2415 Superintendent/President Role lists as one of the responsibilities to “work and communicate effectively with the communities served by the institution.” [EVIDENCE] The superintendent/president works closely with community leaders and organizations and participates in a broad spectrum of roles representing the College in the community. Through scheduled meetings, attendance at community events, participation in community organizations, speaking at a variety of community events, and informal interaction, the superintendent/president seeks to share the work of the College and learn about the needs of the communities served. Every six weeks the superintendent/president and Glendale Community College District (GCCD) board president meet with the CEOs and elected leaders of the Glendale Unified School District, City of Glendale, and Glendale Chamber of Commerce. Testimony has been provided before the City of Glendale City Council and the state legislature, and frequent meetings are held with the state assembly member and state senator, including their staff members, in order to represent the College.

During the past several years, the superintendent/president has served on the boards of the Glendale YMCA, the Glendale Fire Foundation, the Glendale Sunrise Rotary Foundation, the Uniquely Abled Academy, and the advisory board of the Glendale Latino Association.

The Board of Trustees conducts an annual evaluation with input from the faculty, staff, and students in accordance with BP 2435: Evaluation of Superintendent/President. The results of the annual evaluation are available on the College website and indicate that the superintendent/president consistently or frequently exceeds expectations for items such as “provides leadership to assure that the educational programs and services respond to student and community needs and interests” and “maintains positive relationships with community, business, and civic leaders in representing the college.” [EVIDENCE]

An annual evaluation of the superintendent/president is also completed by constituent group leadership. The results of the most recent survey of administrative cabinet members and the executive committees of the CSEA, Academic Senate, and Guild rated as excellent or very good for items such as “represents the needs of the college within the community.”

Analysis and Evaluation

Representing the College through meetings, events, and service to the community, the superintendent/president engages in considerable collaboration and communication with community leaders and organizations. Data from annual evaluations affirm that the superintendent/president consistently or frequently exceeds expectations regarding relationships with the community.

Conclusions on Standard IV.B. CEO

As CEO of the institution, the superintendent/president has demonstrated effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. Quantitative and qualitative data inform the superintendent/president’s planning and evaluation of staffing. Using established policies and practices, he guides the College in efforts to improve the teaching and learning environment and provides leadership in accreditation matters. Externally, the superintendent/president shares the activities of the College with the community and internally, has ensured that institutional practices align with the mission and codified policies.

Standard IV.C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The College is governed by an elected five-member Board of Trustees pursuant to the California Education Code. The Board of Trustees is granted its authority as defined in the California Education Code and Title 5 of the California Code of Regulations.

The board's duties and responsibilities are further guided by Board Policy (BP) 2200 Board Duties and Responsibilities. [EVIDENCE] This policy identifies 12 primary responsibilities including assuring the "academic quality, integrity, effectiveness and improvement of the student learning programs and services," and reviewing "regularly key indicators of student learning and achievement and plans for improving academic quality."

While the Board of Trustees' role in ensuring "financial integrity and stability" of the College is addressed in BP 2200, BP 6350 District Reserves establishes the board's commitment to a minimum reserve amount. [EVIDENCE]

Analysis and Evaluation

The College has a governing board which possesses appropriate authority and responsibilities through statute and board policies to assure the quality, integrity, and effectiveness of student programs and services as well as the College's overall financial stability.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Through its authority granted under California Education Code, legal requirements to adhere to the Brown Act, and BP 2200, the board recognizes that it has authority to act only as a "legal collective entity and once the board reaches a decision, the members act in support of the decision." [EVIDENCE]

BP 2715 Ethical Responsibilities of the Board of Trustees states that "Board members must recognize that the effective functioning of the Board as a whole precludes individual actions or decision by board members in relation to District business." [EVIDENCE]

The board has a strong pattern of unanimous voting on issues for board action. Since January 2017 when the College last received reaffirmation of accreditation, the board has voted

unanimously on all items presented to it and there is no evidence the board did not work as a cohesive whole once those decisions were unanimously made.

The board completes an annual self-assessment survey and results demonstrate that the board recognizes the importance of supporting the decisions of the board as a collective entity. The criteria of “support the majority decisions of the Board” and “only act and direct the superintendent/president as a whole, not as individuals” were rated “excellent almost always” or “good often.” [\[EVIDENCE\]](#)

The Office of Research and Planning administers to all employees the annual College Views survey which evaluates many aspects of the College, including the performance of the board. The overall results across all respondents indicate that employees either strongly agree or agree with the surveyed statements, including the statement “board members direct as a governing board and not as individuals.” [\[EVIDENCE\]](#)

Analysis and Evaluation

Although the Board of Trustees is enriched with diverse perspectives, they understand the effective functioning of a unified entity and subsequently support decisions made as a collective whole. Findings from the governing board’s self-assessment are consistent with results from the annual survey of employee groups in concluding that the members of the Board of Trustees act in concert once a decision has been made.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

BP 2431 Superintendent/President Selection codifies a clearly defined process for selecting the superintendent/president and sets forth the steps in the process. [\[EVIDENCE\]](#) It describes those who are to have active involvement in the process. It establishes guidelines for the use of an executive search firm, development of the hiring profile, the use of a screening committee, public forums, the final selection, and the authority of the board. When Superintendent/President David Viar announced his retirement, the board acted at its October 19, 2021 meeting to put in place the selection process as outlined in board policy and leading to the selection of the new superintendent/president by April 2022. [\[EVIDENCE, EVIDENCE\]](#)

BP 2435 Evaluation of Superintendent/President provides a detailed process for the annual evaluation of the superintendent/president with input from the faculty, staff, students, leaders of the CSEA (California School Employees Association), Guild, Academic Senate, Associated Students and Cabinet, and the Board of Trustees. [\[EVIDENCE\]](#) The board annually reviews the process, adheres to the process, and publishes the results of the evaluation on the College website. [\[EVIDENCE\]](#)

Analysis and Evaluation

A defined policy for selection and evaluation of the superintendent/president was followed in 2010, 2013, and 2022, with each of the College's president searches. Additionally, a board policy is in place and is consistently followed for the annual evaluation of the superintendent/president.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As the governing board of a public community college in California, the Board of Trustees consists of five members elected by the qualified voters of the District. Trustee elections are held at the time of the California statewide general primary in even years in conjunction with the City of Glendale municipal elections, which helps assure a community-focused election and one in which those elected are independent representatives of the citizens of the District. [\[EVIDENCE\]](#)

The Board of Trustees are elected by area election consistent with a five area trustees election map that is adjusted following the official U.S. Census, further helping to assure members are independent and reflective of the public interest of all areas of the District. The board reflects the public interest and serves its policy-making role by providing oversight for the District through approval, assessment, and monitoring of policy. [\[EVIDENCE\]](#)

For its 2021-2022 Focus and Outcomes Measures, the board established targets that ensure their advocacy for the College. [\[EVIDENCE\]](#) For the target of "board members will be active in the college community educating the public on the mission and needs of the college," trustees committed to meet with local elected officials as well as attend at least six community events. For the target of "board members will be knowledgeable about state and federal legislation affecting Glendale Community College and involved in encouraging outcomes favorable to the college," trustees committed to meet with the College's state senator, state assembly member, and congressional member during the year, and as necessary, take positions on legislation and communicate those positions to appropriate local, state, and federal officials.

Board members advocate for and defend the institution, where necessary, by regularly attending community events as representatives of the College and by advocating the interests of the College to the public. Board members regularly report on their involvement in community organizations and events during the Reports portion of regular board meetings. As necessary, certain members of the board meet with local legislators in the area and in Sacramento. One board member serves on the state association board representing trustees (California Community College Trustees) and board members attend the Community College League of California annual legislative conferences to assist in advocating for the needs of the College and the region it serves. Board members also attend the Association of Community College Trustees annual legislative conference in Washington, D.C., and visit the district's congressman and key staff members.

A review of the agendas and minutes for the official meetings of the Board of Trustees shows that the policy matters discussed, actions taken, and information requested for future board discussion are not based on undue influence or pressure but relate to policy matters focused on institutional quality and service to the community. [EVIDENCE]

The Office of Research and Planning administers to all employees the annual College Views survey which evaluates many aspects of the College, including the performance of the Board. The overall results across all respondents indicate that employees either strongly agree or agree with the surveyed statements, including the statement “the board understands and adheres to its role in protecting the College from undue pressure.” [EVIDENCE]

Analysis and Evaluation

As elected representatives of the Glendale community, the governing board has focused its policy role on meeting the educational needs of the region and the public interest. The College has not been faced with outside pressures or inappropriate influence, but the Board of Trustees is prepared and capable to advocate for and defend the College, should the situation arise.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees formulates, reviews, and adopts policies to ensure the effectiveness of the institution and its learning programs. BP 2200 Board Duties and Responsibilities states that the Board:

Develops and adopts policies, procedures, and regulations for the governance of the District, in consultation with appropriate constituency groups, to facilitate decisions that support student learning, programs, and services, and improve institutional effectiveness.

[EVIDENCE]

In adherence to the California Education Code and Title 5 Regulations, it is understood that the governing board has ultimate responsibilities for educational quality, legal matters, and District finances. As observed in the Board Policies and Administrative Regulations of the District, and in agendas and minutes of Board of Trustees meetings, the board acts in accordance with those responsibilities. The Board Policies and Administrative Regulations are reviewed on a continuous basis and are amended to reflect changes in the laws, District operations, and student needs.

In its 2021 Focus and Outcomes Measures, the board committed to focus on policy that ensures quality, integrity, improvement of student learning programs and services, and providing the

necessary resources to support such policies. [EVIDENCE] For example, specific foci highlighted for 2021-2022 included completing the scaled implementation of Guided Pathways, reducing achievement gaps among underrepresented student groups, and assisting students in receiving adequate basic needs support for food, shelter, technology, and transportation to improve their persistence and completion of their educational goals.

At its two special board meetings (retreats) held in the fall/winter and spring/summer, the board devotes additional time and attention related to the quality, integrity, and improvement of student learning. Recent Special Board Meeting agendas have included the following:[Insert topics] The Board has taken actions and established policies that show its ultimate responsibility for educational quality, legal matters, and financial integrity and stability are taken seriously and acted on. [EVIDENCE][Acquire minutes.]

The board completes an annual self-evaluation assessment survey and the results demonstrate that the board recognizes its responsibility for educational quality. [EVIDENCE] The criteria of “approve educational programs that implement the mission of the college” was rated “excellent almost always” or “good often.” The board reflects awareness of its duties regarding legal matters in its survey rating of “excellent almost always” or “good often” to the criteria of “understand and implement its legal responsibilities.” According to the survey results, the board also understands its responsibility with regard to financial integrity and stability. The criteria of “understand and approve the college budget,” “work to ensure that key functions are budgeted,” and “ensure financial solvency” were rated “excellent almost always” or “good often.”

Analysis and Evaluation

Policies are in place, and amended as necessary, that address the board’s expectations for quality, integrity, and improvement of student learning and the financial support necessary. Through those policies, the actions of the board at monthly meetings, and the College governance policies in place, it is understood the board has ultimate responsibility and authority for educational quality, legal matters, and financial integrity and stability.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board policies specifying the board membership, duties and responsibilities, officers, and operating procedures are published on the College's website and are accessible to the public via the Board of Trustees tab. [EVIDENCE, EVIDENCE] The following board policies address the board’s size, duties, responsibilities, structure, and operating procedures:

BP 2010
BP 2015
BP 2300
BP 2410

BP 2200
BP 2210
BP 2305
BP 2330
BP 2715

Analysis and Evaluation

The Board policies are published and available to the public, including those that specify its size, duties, responsibilities, structure, and procedures for operation.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them, as necessary.

Evidence of Meeting the Standard

The Board of Trustees follows its policies and bylaws and there is no evidence of board behavior that is inconsistent with those policies. As part of its annual evaluation of its performance the Board addresses this issue. [\[EVIDENCE\]](#)

The board has a system for regularly reviewing, evaluating, and updating its policies and these documents are reviewed on a five-year cycle. This review is codified in BP 2410 Board Policies and Administrative Regulations, which describes processes for adopting and revising these documents and specifying personnel responsible for their review and approval. [\[EVIDENCE\]](#), [EVIDENCE\]](#) [\[Acquire minutes.\]](#) The currency of policies is further assured by the subscription to the Community College League of California's Board Policy and Administrative Procedure service. This service provides the College with templates whenever there are needed updates to the policies and regulations that are legally required, legally advised or suggested as good practice. Policies and procedures are posted on the Board of Trustees webpage as a centralized source for these documents. [\[EVIDENCE\]](#) There are occasions when factors such as changes to state laws and regulations, or external requirements associated with funding opportunities, precipitate a review of policies.

Analysis and Evaluation

The governing board acts in a manner consistent with its policies and engages in active assessment and revision of policies as necessary to be consistent with the College mission, improvement of student learning, and maintenance of effectiveness and efficiency.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board of Trustees regularly holds two special meeting retreats each year, during the fall/winter period and the spring/summer period. During these meetings, the board receives, reviews, and discusses items related to student learning and achievement and plans for improvement. During the past few years those items have included: College Profiles Data, the System Vision for Success metrics, Institutional Strategic Plan goals and progress, institution wide metrics data, strategic planning Annual Goals, Distance Education Status and regarding student access and success, and Latinx students outreach and success initiatives. As an exemplar, at its July 2021 Special Meeting, the board reviewed Hispanic/Latinx Student Outreach and Success Initiatives' planned actions for improving academic quality. [\[EVIDENCE\]](#)

During regular monthly board meetings, the board receives and discusses Special Information Reports that include issues related to student success and efforts for improvement. These have included items such as: Hispanic Serving initiatives, GCC Promise Program, child development and early childhood education, College Profiles report, College Views report, career education programs, Guided Pathways updates, program review processes and results, student survey results on remote instruction and services, Student Success Act update, sciences programs, visual and performing arts programs, student activities and engagement services, on-line counseling status, Disabled Students Programs and Services support, and student basic needs. As an exemplar, at its March 2022 meeting, the board received an update on the College's Guided Pathways projects implementations. [\[EVIDENCE\]](#)

Analysis and Evaluation

Key indicators for student learning and success are regularly reviewed by the board and it receives reports on the results of College plans, activities, and services.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

BP 2740 Board Education addresses ongoing development and new member orientation for the board members. [\[EVIDENCE\]](#) This policy states that the board will include: Two special meeting retreats annually, reading materials on trusteeship provided by the superintendent/president and governing board organizations to which the College belongs, support for participation in the Community College League of California Excellence in Trusteeship program, attendance at state, regional, and national conferences focused on education policy and education governance. [\[EVIDENCE\]](#)

All five members of the board attend state and national conferences, and informal training also takes place at the monthly pre-board meetings with the president of the College. [\[EVIDENCE\]](#)

Two new members of the board were elected in 2020 and received orientation, as feasible during the COVID-19 pandemic, consistent with BP 2740, including: an overview of board roles and responsibilities; the adopted focus areas of the board; communications protocols; an overview of the District including reports, accountability data, minutes of recent board meetings, the District budget, and Board Policies; support to participate in the state association new trustee orientation conference; and access to resources to familiarize the new trustees about their roles and responsibilities. BP 2210 Board Officers further outlines the five expectations for the president of the board related to orientation. [\[EVIDENCE\]](#)

Following California Education Code provisions and BP 2100 Board of Trustee Elections, the publicly elected members of the governing board have staggered terms for election years to ensure continuity. [\[EVIDENCE\]](#) Two board seats are up for election in one election cycle, and two years later, the other three board seats are up for election.

Analysis and Evaluation

Board members recognize the value of ongoing training and board development and participate in state, regional and national trustees' association events. Policy and procedures are in place for orientation for new members. Provisions for continuity of membership and the staggering of terms are in place and consistent with state law.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees has an evaluation process defined in BP 2745 Board of Trustees Evaluation and it is implemented annually. [\[EVIDENCE\]](#) This policy outlines the process and criteria for the evaluation. It states that the board is committed to assessing its performance to identify its strengths and areas in which it may improve its functioning to assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the College.

The board engages annually each spring in a self-evaluation process that addresses criteria defining board operations, and effectiveness and expectations defined in the accreditation Standards. [\[EVIDENCE\]](#) In addition, other aspects of the evaluation address training through participation "in seminars, conferences, and Board retreats to upgrade skills as a Board member" and keeping "up to date by reading periodicals and books on community college trusteeship." In addition, the Office of Research and Planning administers to all employees the annual College Views survey which evaluates many aspects of the College, including the performance of the board. [\[EVIDENCE\]](#)

At a public Special Board Meeting, the results of the self-evaluation and employee survey are reviewed. [EVIDENCE] Based on the review, the board determines where improvements may be needed, and adopts Board Focus Areas for the coming year, seeking to improve board performance, academic quality, and institutional effectiveness. [EVIDENCE] The results of the board self-evaluation as well as the College Views employee survey are posted on the College's website. [EVIDENCE] [EVIDENCE]

Analysis and Evaluation

A comprehensive board evaluation process is in place and followed. The results are thoughtfully reviewed by the board, publicly discussed, and used to improve performance.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. Board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The College's Board of Trustees upholds, and individual members adhere to BP 2715 Ethical Responsibilities of the Board, BP 2717 Personal Use of Public Resources, and BP 2710 Conflict of Interest. These policies define appropriate board member behavior and cite a list of expectations for the board members to consider as they perform their duties. [EVIDENCE, EVIDENCE, EVIDENCE]

BP 2715 includes a section that speaks to the board, promptly addressing any violation of the code of ethics by a member of the board. The policy delineates the steps to follow if a violation occurs and the potential sanctions that may be instituted. The board president will address a violation of the code of ethics by discussing the violation with the member to seek resolution. If resolution is not achieved an ad hoc committee of two board members will examine the matter and recommend action. If sanctions are to occur, they will be determined by the full board in a public meeting. Sanctions may include a resolution censuring a board member. This process has not been used as no violations of the code of ethics have occurred.

There is no evidence, nor complaints filed, related to a board member having a personal financial interest in the institution or interests that have not been disclosed that would interfere with a board member's impartiality in decision making.

Board members annually complete California Fair Political Practices Commission's Form 700 Statement of Economic Interests. [EVIDENCE] Hard copies of these forms are kept in the office of the executive vice president of administrative services.

Analysis and Evaluation

Conflict of interest and ethical responsibilities policies are in place and followed by the board and its members. There is a defined policy to address behavior of a board member that violates these policies. As a public entity no member of the elected Board of Trustees has a financial interest in the College. The annual filing of legally required Form 700s provides the public with information on board member interests.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees, as described in BP 2430 Delegation of Authority to Superintendent/President, delegates to the superintendent/president the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action. [EVIDENCE] One of the Board Focus Areas adopted annually by the board is, “board members communicate directly with the superintendent/president in addressing issues of college policy and operation and direct community members and college constituency concerns to the office for resolution.” There is no evidence from public board meetings or observations of college leaders that the board or its members interfere in the operation of the college. [EVIDENCE]

Through the annual superintendent/president evaluation process, as outlined in BP 2435 Evaluation of the Superintendent, the board holds the superintendent/president accountable for the operation of the College. [EVIDENCE, EVIDENCE]

Analysis and Evaluation

The policies of the governing board delegate administrative responsibility and authority to the superintendent/president, who is held accountable for the operations of the College through the superintendent/president evaluation policy and process.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP 3200 Accreditation requires the superintendent/president to keep the board informed about the regional accrediting commission's Eligibility Requirements, Accreditation Standards, and the college's accredited status, and to assist the board in evaluating the governing board roles and functions in the accreditation process. [EVIDENCE]

At its June 2020 meeting, the board reviewed information regarding the College's 2020 Midterm Report which was prepared for, and submitted to, the Accrediting Commission for Community and Junior Colleges (ACCJC). The report described the College's actions for improvement and reflected on how it was advancing its efforts to improve student success. [EVIDENCE]

At its January 2022 Special Meeting Winter Retreat, the board completed Advanced ISER Training provided by the ACCJC. The training consisted of information regarding the College's Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and timeline for the College's upcoming ISER deadline. [EVIDENCE]

At its October 2022 meeting, the board reviewed information regarding the College's preparation for its comprehensive accreditation evaluation and development of its ISER. [EVIDENCE] [Board minutes to be inserted.] At its November 2022 meeting, the board will review and vote on the approval of the College's ISER. [EVIDENCE] [Board minutes to be inserted.]

The board completes an annual self-evaluation assessment survey and results demonstrate that the board understands its participation in the College's accreditation work. The criteria of "assume a role in the accreditation process" was rated "excellent almost always" or "good often." [EVIDENCE]

Analysis and Evaluation

The Board of Trustees receives regular updates regarding accreditation matters and apprised of the associated Standards, policies, and requirements of the ACCJC. The governing board supports the College's work in continuous improvement and engages in self-evaluation of their role and functions in the accreditation process.

Conclusions on Standard IV.C. Governing Board

The governing board is empowered with authority over and responsibility for policies to safeguard the quality and effectiveness of the College. The Board of Trustees acts as a unified entity in support of decisions made. It follows established policy in the selection and evaluation of the CEO. The Board acts in the public interest and advocates for and defends the College from political pressure or outside interests. With ultimate responsibility for academic quality, legal matters, and financial integrity, the Board sets forth policies that align with the College mission and thereby ensures quality, integrity, and improvement of student learning programs and services as well as the resources to support these. The Board creates bylaws and policies and acts in a manner to uphold them. These bylaws and policies are reviewed and revised on a regular basis. On a regular cycle, the Board reviews assessment results regarding the College's

effectiveness. New and existing members participate in training related to their duties on the Board of Trustees and are evaluated routinely and the results are made public and guide continuous improvement.

H. Quality Focus Essay

Re-envisioning the College Through the Eyes of our Students

Origin of Quality Focus Project

Through the process of self-evaluation and preparation of the ISER, the members of the Institutional Planning Coordination Committee (IPCC) considered possible projects that could be the basis of the Quality Focus Essay (QFE). Related to this, in the early spring of 2022, the Guided Pathways Steering Committee engaged in conversations regarding how to effectively support the Institutional Strategic Plan's major goal of "Ensure Learning". In April 2022, the concrete idea for the Quality Focus Project arose from the work of a Senate task force that responded to the College's shortfall in reaching its Institution-Set Standard for its retention rate. In the wake of the COVID-19 pandemic's tumultuous effect on the lives and learning conditions of students, the College discovered that its institution wide retention rate had dropped below the standard that had just been raised the previous year. In response to this, and in alignment with its policy, the Academic Senate approved the creation of a task force to: 1) identify the reasons why the performance fell below the standard, 2) provide supporting evidence for why performance fell, 3) create recommendations regarding the appropriateness of the set standard or its adjustment, and 4) develop, implement, and evaluate an action plan for improvement. As documented in the task force's notes, copious amounts of data were examined and deliberated upon over numerous meetings to identify the likely causes of the shortfall and to delineate plans for improvement. [EVIDENCE] The data indicated that one of the three reasons for the shortfall was that students needed a stronger sense of belonging and support at the college and in their courses during remote learning conditions of the pandemic. Among the actions included in the plan to address the shortfall was to propose a Quality Focus Project centered on equitable pedagogy. At their April 2022 meeting, the IPCC deliberated on prospective project topics and ultimately agreed to propose to the Strategic Planning Committee, the Guided Pathways professional development initiative focused on equitable pedagogy [EVIDENCE] In May 2022, a presentation was provided to the Strategic Planning Committee proposing a Quality Focus Project on developing robust communities of practice centered on equitable pedagogy. [EVIDENCE] The faculty coordinator of Guided Pathways developed the Quality Focus Project and Essay in consultation with relevant departments and the Core Four institutional effectiveness team. The project was subsequently discussed with the Professional Development Committee [EVIDENCE], presented at the annual Senate Electorate Meeting [EVIDENCE], and shared at the instructional division chairs meeting. [EVIDENCE] In June, the Academic Affairs Committee incorporated the project's focus into its annual Instructional Priorities which, along with the Strategic Planning Committee's identified Annual Goals, is the basis for resource request prioritization [EVIDENCE, EVIDENCE] In fall 2022, the Welcome Week's Vision Resource Center Orientation for faculty included a Quality Focus Project gathering with a video presentation on the project and completion of a survey by faculty regarding the project's communities of practice [EVIDENCE]

Vision

Establish faculty, staff, and management community around a commitment to equitable classroom practice rooted in increasing student sense of belonging at the College.

Introductory Discussion

Pillars 3 and 4 of Guided Pathways and sections D and E in the Institutional Strategic Plan [\[EVIDENCE\]](#) define the College's goals to keep students on their educational goal path and to ensure that our students are learning. When observing the College's success rates by ethnicity, it stands out that in 2020-2021 the overall success rate for Black/African American students is 63 percent, and the overall success rate for Latino/Hispanic students in 2020-2021 is 68 percent; whereas the success rate for Caucasian/Anglo students in the same year is 82.9 percent and for Caucasian/Armenian students it is 85.5 percent.

The College recognizes the need to help improve the success of all students. The best way to accomplish this is by adopting a *cohesive plan* that will inspire faculty to innovate with equitable classroom practices in ways that create the sense of belonging needed to improve retention, achieve learning outcomes, and close equity gaps for disproportionately impacted (DI) groups. The College strives to establish faculty, staff, and management community around this cohesive plan with a commitment to equitable classroom practice rooted in increasing student sense of belonging at the College.

In addition to helping the College achieve Pillars 3 and 4 of the Guided Pathways Plan, this project will also help achieve goals A1, A3, A4, D1, E2 and F4 of the College's Institutional Strategic Plan.

In fall 2021, the College's retention rate dropped below its own ACCJC Institution-Set Standard (ISS), and a task force convened to explore the reasons for the drop. Their resulting report [\[EVIDENCE\]](#) described three connected reasons for why retention fell below the institution-set standard of 50 percent. These were:

1. Pandemic-related maladjustment in students' lives in terms of income, work, family obligations, mental well-being, and other life challenges.
2. During this time of adjustment, students resisted reaching out for help due to a sense of stigma around dropping out of the course. Also, some students have felt a lack of belonging and support at the College in general and in their courses.
3. Students have perceived a need for more *consistency* in distance education design and more *competency* in delivery of distance education instruction.

Because of conversations about overall success rates of DI students and the ISS report, the College's 2022 Instructional Priorities [\[EVIDENCE\]](#) have expanded to include a commitment to increasing equitable classroom practice and a culture of care at the College.

In a focus group of instructional faculty who have developed their own equitable classroom practices over time, many reported that nontraditional classroom practices were a very intimidating, high-risk process. Several mentioned trying out practices found in research and wondering if they were "permitted" to try them. In order to get wider participation in the process

of developing higher impact practices for faculty, community needs to be intentionally built. The Chronicle of Higher Education’s article, “Why the Science of Teaching is Often Ignored,” (McMurtrie, 2022) outlines this intimidation faced by faculty who would like to change practices but fear being seen as outside the norm.

The following inquiry questions will guide this work:

1. What impact does diversity, equity, and inclusion (DEI)-minded professional development (PD) have on student equity gaps, faculty pedagogy, and sense of belonging?
2. How will changing the structure of professional development help the College grow new leadership in equitable classroom practices at the College?

Anticipated Impact

It is anticipated that faculty engagement in equitable classroom practice will increase, leading to more faculty reporting shifts in teaching practices.

Over time, increased engagement of faculty will support faculty in making the types of changes that can decrease equity gaps and increase student success rates for all students.

By 2024-2025, it is anticipated that faculty and staff will report different approaches in their interactions with students that support student belonging.

By 2024-2025, it is anticipated that student sense of belonging on campus for all student groups will increase. It is hoped that campus engagement will improve as this would increase student help-seeking behavior.

Measurable Outcomes

Outcome	Timeline
Success Rates	Baseline from 2020-2021 Run each year
Number of faculty participants in projects associated with Staying on the Path (Pillar 3) and Ensuring Learning (Pillar 4)	Baseline number Number by year
Faculty survey about equitable classroom practices	Pre-Survey in 2022 Post Survey in spring 2024 and 2025
Student sense of belonging survey	Pre-Survey in 2022 or 23 Post Survey in spring 2024 and 2025
Persistence from semester to semester	Run each year

Projects, Actions, and Responsible Parties Timeline

The College will move from a fully a la carte professional development model to a systematic model focusing on increasing equitable classroom practices. There will be three levels of professional development in which counseling and instructional faculty, staff, managers, and administrators can participate within the focus of equitable classroom practice. Level 1 will consist of entry level conversations about a topic meant to increase equitable classroom practice. Level 2 will consist of an ongoing community of practice meant to support practitioner development in that area of equitable classroom practice. Finally, Level 3 will be an opportunity for a practitioner to make design changes that they have learned in their communities of practice and present their process and outcomes to the wider campus community.

This will be supported by some focused weeks of Professional Development and DE professional development before the start of fall semester, in the winter session, and before the Glendale Annual Distance Education Re-certification (GADER) and Flex deadlines. The May Professional Development will include presentations on Action Research by faculty who have committed to make significant classroom changes and present on their redesign efforts.

[\[EVIDENCE\]](#)

Specific Project Components

There are three specific project components that build an established community committed to equitable classroom practice. The projects are designed to encourage a growing faculty leadership in equitable classroom practice rooted in building student sense of belonging.

The three project components are:

1. Professional Development Focus Weeks (PDFW)
2. Communities of Practice (CoPs)
3. Action Research (AR)

Project 1: Professional Development Focus Weeks (PDFW)		
Actions	Responsible Parties	Timeline
<p>The Professional Development and GADER focus weeks will combine as target weeks to complete Flex/GADER centering on Equitable Classroom Practice.</p> <p>These weeks will happen:</p> <ul style="list-style-type: none"> • The week before fall semester • A week in winter session • The week before GADER is due • The week before Flex is due 	<p>Michael Ritterbrown – Vice President of Instruction sets direction from Academic Affairs and Institutional Strategic Planning</p> <p>Guided Pathways Coordinators – provide collaboration, Guided Pathways and integrated grant work.</p> <p>Krista Raimondo – Professional Development Coordinator</p> <p>Samantha Garagliano – DE Professional Development Coordinator (GADER)</p>	<p>August 2022- First Collaborative PDFW</p> <p>March/April 2023 - Reflection and Next Steps Setting</p> <p>April-June 2023 - Preparations and Board Reporting for Fall 2023</p> <p>August 2023 – New Year with new goals and possible focus.</p> <p>March/April 2024 – Reflection and Next</p>

	Agnes Eisaghalian – Classified Professional Development Coordinator	Steps, better integrating with goals of ISP
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Leadership of Academic Senate, Guild, DEIA Committee, and Administration communicating the value of these new focus weeks and encouraging participation by counseling faculty, instructional faculty, staff, managers, and administrators. • Collaboration between professional development coordinators • Compensation for summer and winter work by the professional development coordinators for leadership 		

Project 2: Communities of Practice

Actions	Responsible Parties	Timeline
<p>Communities of Practice (CoPs) will be ongoing communities for faculty, staff, and managers to participate in ongoing development in equitable classroom practices. Technically, the CoPs will be based on a hybrid of Professional Learning Communities (PLCs) and CoPs because in addition to providing high standards to grow toward, they will also provide a supportive and caring environment in which faculty, staff, and managers are allowed brave spaces to take strides of growth.</p> <p>CoPs will be accompanied by Design Labs in the winter sessions to allow for more intentional redesign as a part of the rhythm of professional development.</p> <p>In 2022-2023, the following communities of practice already have leadership in place:</p>	<p>Michael Ritterbrown – Vice President of Instruction sets direction from Academic Affairs and Institutional Strategic Planning</p> <p>Guided Pathways Coordinators – provide collaboration, Guided Pathways and integrated grant work.</p> <p>Krista Raimondo – Professional Development Coordinator</p> <p>Samantha Garagliano – DE Professional Development Coordinator (GADER)</p> <p>Agnes Eisaghalian– Classified Professional Development Coordinator</p> <p>CoP Leaders – Faculty, staff, coordinators and administrators who are leading targeted professional development.</p>	<p>August 2022- Launch of some already established communities of practice</p> <p>September 2022 – May 2023 Running the first Group of CoPs</p> <p>September 2022-March of 2023 – Develop next Group of CoPs in connection with PD Committee, GADER, Guided Pathways, and VP of Instruction</p> <p>2023-2024 School Year – CoP Year 2: Track progress of faculty who have been highly involved in Equitable Classroom Practice work Communities of Practice. Support Action Research. Develop needed changes to increase effectiveness.</p>

<ul style="list-style-type: none"> • Writing Across the Curriculum (Next Level English) • Math Communities of Practice • Contextualized Learning • BIEN in STEM • Ungrading, Assessment, and Feedback • Inclusive Teaching Practices for Equitable Learning 		<p>2024-2025 School Year – CoP Year 3 Support Data Collection</p>
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<p>Resources Needed:</p> <ul style="list-style-type: none"> • Template to guide CoP Leaders in the commitment to equitable classroom practice and create continuity across CoPs [EVIDENCE] • Support from grant leaders or other institutionalized funding for set up and supporting faculty leadership • Canvas Shells and Support for HyFlex meetings • Opportunities to invite high level participation across faculty, staff, managers, and administrators • Collaboration with Library to gain access to high quality materials • Funding source for the leadership of the Math Communities of Practice

Project 3: Action Research		
Actions	Responsible Parties	Timeline
<p>Active participants of the CoPs may want to make significant changes in course design, assessment design, or approach to teaching. These changes will be made step by step in a supportive community to support the sustainability of the change.</p>	<p>Michael Ritterbrown, Vice President of Instruction sets direction from Academic Affairs and Institutional Strategic Planning</p> <p>Tiffany Ingle – Guided Pathways Instructional Faculty Coordinator has training in action research and will support participants in design,</p>	<p>October 2022- Call to Participate will be sent out through CoPs and All Campus Communication</p> <p>October 2022 to April 2023 – Support for Participants by Tiffany</p>

<p>Those who enter the action research community will commit to presenting in an Equitable Classroom Practice Expo in May or other opportunity for sharing their work.</p>	<p>carrying out the process, and presenting to the campus community.</p> <p>Krista Raimondo – Professional Development Coordinator</p> <p>Samantha Garagliano – DE Professional Development Coordinator (GADER)</p> <p>Agnes Eisaghalian– Classified Professional Development Coordinator</p> <p>CoP Leaders – Faculty, staff, coordinators and administrators who are leading targeted professional development.</p>	<p>Ingle and CoP leadership</p> <p>May 2023 – Equitable Classroom Practice Expo Presentations</p> <p>June 2023 – Engage Cohort of Completers in Planning</p> <p>2023-2024 School Year – CoP Year 2: Call to Participate in October, Support, and Expo in May 2024.</p> <p>2024-2025 School Year – CoP Year 3 -- Support Data Collection for all Action Research Participants: How has the change continued?</p> <p>2024-2025 School Year – Further Data Collection: student outcomes for action research participants</p>
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Support from CoP leaders and other faculty to guide process • Stipends to compensate those who meet the criteria for action research and complete campus presentations (1,495) • Library Guide for faculty who would like to participate in Action Research. 		

Timeline Overview

Fall 2022 Communities of Practice launch, Action Research Call to Participate
Spring 2023 Communities of Practice continue
 First group of faculty will present on Action Research
Fall 2023 DEIA Senate Committee will present recommendations to the Academic Senate
 Faculty who participated in action research will continue as mentor faculty
 Workshops continue, Communities of Practice continue and reflect changes based on experience

- Faculty continue adopting new innovations and doing action research
Professional Development gathers faculty who participated in workshops and
Communities of Practice for “brave space” discussions
- Spring 2024 Academic Senate will investigate the progress on DEIA’s recommendations
Workshops continue
Faculty continue adopting new innovations and will present action research
Analysis of student success rates by ethnicity
Faculty post survey on equitable classroom practices
- Spring 2025 Continue the Communities of Practice and Action Research
Convene team to analyze the data and prepare to report
Reflect on changes to make for fall 2025
- Fall 2025 Continue the work based on new data
Finalize report for spring 2026

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