

Fostering Student Success



GLENDALE COMMUNITY COLLEGE

2012 Self-Study Report

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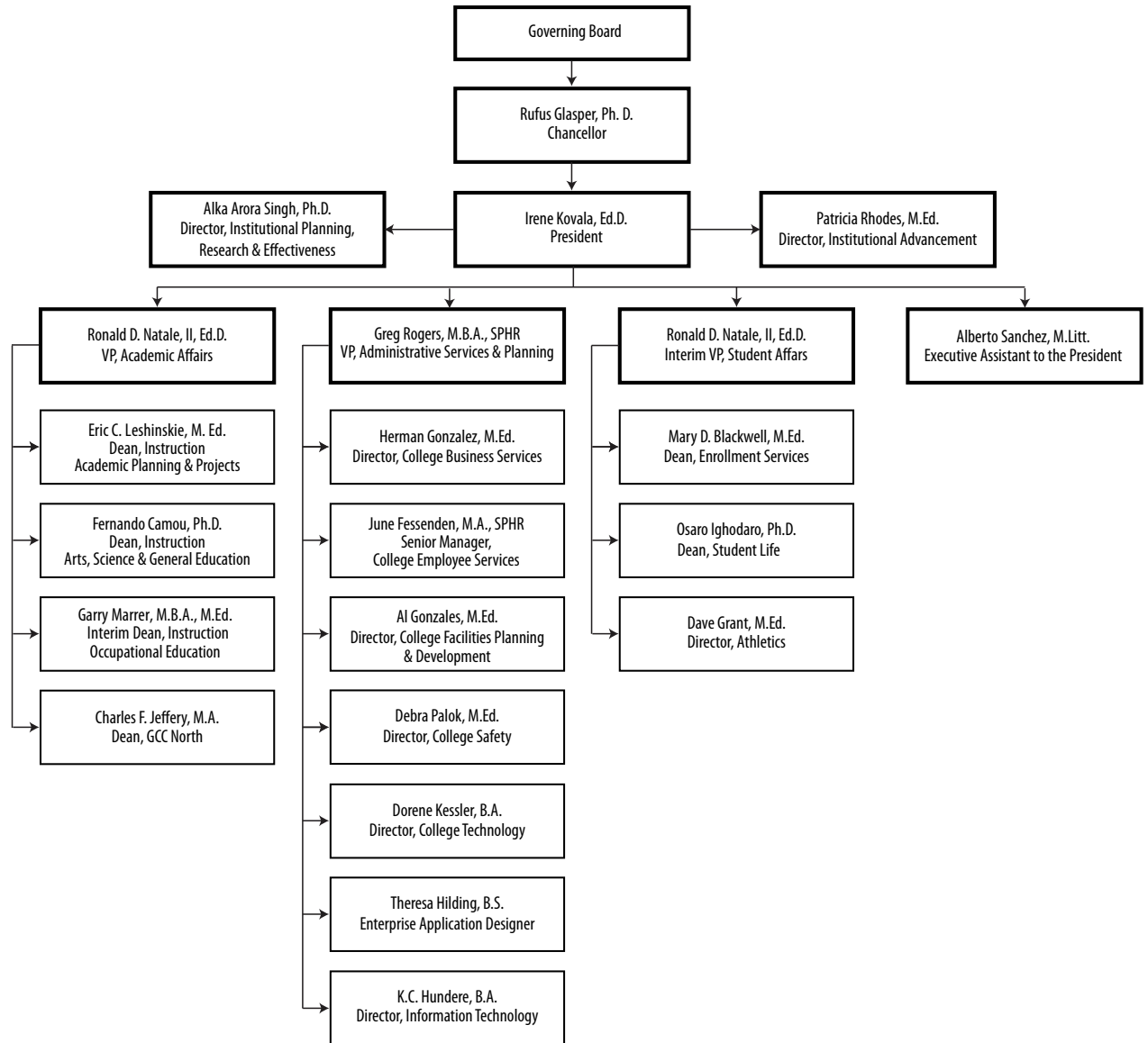
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Organizational Chart
Glendale Community College



Message from the President

Dr. Irene H. Kovala



All of us at Glendale Community College look forward to our reaccreditation process and your upcoming visit. We have learned much about ourselves during this process: the ongoing influence of our history and traditions, the effects of current conditions under which we operate, and the potential for exciting new directions.

Although GCC is a strong institution with a proud legacy of innovation and impact, recent years have also been a time for progress and change. Since the last Higher Learning Commission site visit in 2002, GCC implemented and completed several key objectives, all serving to enrich the cultural and educational expectations our community has come to expect.

In 2011, I was honored to succeed Velvie Green as president. Dr. Green served as president for the previous five years and led the College during a period of physical and financial growth.

My first charge from the Chancellor is to develop a bold new plan that will guide College operations for the next decade. Our focus on quality educational programs and student success is critical to the goals of our students and their future impact in the world.

These are exciting times for Glendale Community College, and I am pleased to share our past successes and future plans with you.

Sincerely,

A handwritten signature in black ink that reads "Irene H. Kovala". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Irene H. Kovala
President



Introduction

Glendale Community College



Employees gathered to celebrate the 40th Anniversary of Glendale Community College.

*D*efining Dedication

Glendale Community College (GCC) serves as a beacon in the West Valley of the Phoenix metropolitan area in Arizona, a proud leader in the Maricopa Community Colleges with a long-standing commitment to students' access and success. A public, associate degree-granting institution, GCC stands as one of the oldest and largest of the 10 colleges, two skill centers, and multiple satellite locations of the Maricopa County Community College District (MCCCD or District). Known among District colleagues as home to passionate, exemplary and highly committed faculty and staff, GCC has educated more than 485,000 students since 1965. Employees take great pride in guiding students purposefully toward their goals. Dedication to student success is demonstrated at GCC from all levels, bottom up and top down.

Known for its academic excellence and a commitment to hiring a professional and extraordinarily well-trained staff, GCC provides a nurturing haven for first-generation college students who thrive with support services, small class settings, and faculty who take time to get to know them. GCC also offers second chances for returning adults who started their careers right away or whose lives sidelined their education. Regardless of students' many motivations for choosing GCC, they all find that championing, encouraging, and fostering student success exist at the heart of GCC's values.

GCC holds a deep commitment to its comprehensive mission, as evident in the strong transfer and occupational programs; non-credit and customized training programs; and community partnerships with K-12, business and industry, municipalities, government agencies, and non-profit organizations. These commitments are borne out in the successful efforts to establish an office for Arizona's Procurement Technical Assistance Center at GCC (a federally funded program of the Department of Defense administered through the Arizona Small Business Development Center Network); to reach out to the far western region of Maricopa County to Wittmann and Wickenburg to offer credit programs in those schools; to double the dual enrollment program in one year; and to work with local neighborhoods and communities in order to serve the rich array of cultural and ethnic entities that make up the diverse, college-bound population the College serves.

As a tax-supported public institution, GCC serves the citizens of Arizona well by safeguarding fiscal responsibility with stewardship and accountability. To that end, GCC has had exemplary financial audits, holds in reserve funds to sustain the institution in a volatile economic environment, and invests in infrastructure such that buildings, technology, and grounds manifest high quality surroundings for learning. Growth at GCC North, Communiversity @ Surprise, and in the online environment reflects budding learning constituencies in each those learning environments.

Purpose of the Self-Study

During the past two-and-a-half years, GCC faculty, staff, and administrators conducted a self-study as part of the formal application process for reaccreditation. This report culminates the self-study and functions as GCC's formal request to the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) for continued accreditation. Herein members of the HLC peer evaluator team will find GCC's conclusions and supporting documentation to evaluate the College during the team's April 16-18, 2012 visit. Review by the HLC team of consultant-evaluators and continued accreditation are critical to meeting national standards for institutions offering post-secondary programs and degrees and for GCC students to have continued access to federal financial assistance.

Self-Study Process

GCC launched the self-study in Spring 2009. Appointed in January, the initial Steering Team recruited volunteers from among all employee groups to serve on seven subcommittees consisting of five criterion teams plus committees for Communications, Hospitality, Operational Indicators, and the Resource Room. Representative members of the Steering Team attended the annual HLC Conference in April 2009, participating in the pre-conference PEAQ Workshop on self-study as initial training. Two more groups of self-study team members subsequently attended the HLC annual conferences in 2010 and 2011.

The five criterion teams concentrated on evidence gathering for the first year (Fall 2009 into Spring 2010), though each team was given wide berth for determining its own plan of action. Information about the self-study process to the College as a whole was communicated through information sessions. During the Fall 2009 semester, these sessions focused on College resources: budget, staff, and facilities. Spring 2010 sessions focused on the three reports required from the 2002 accreditation visit: climate, strategic planning, and assessment. A progress report assembled in June 2010 for the College president identified individual team accomplishments as well as challenges, though the latter presented no serious concerns.

Fall 2010 Convocation provided another venue for communication about the self-study using the theme “CSI: The College Gathers Evidence.” The event involved an interactive exercise to demystify evidence gathering and to engage all employees in the self-study. Immediately following this event, College Research Services disseminated an online survey for all employees to submit any evidence considered useful to the self-study process.

Over the course of the Fall 2010 semester, additional information sessions served dual purposes: further educating the campus community about self-study and gathering more evidence through panel discussions. Three panels representing major constituency groups - students, education partners, and business partners - provided supplementary insights to the criterion teams’ work. The focus on evidence gathering shifted to writing in December, leading to the submission of first drafts for each criterion in February 2011. The master writer and project lead provided comments and edits on the drafts in March for each team to continue writing and revising through mid-May.

President Velvie Green’s retirement coincided with the first comprehensive draft of the self-study in June 2011. The master writer continued editing throughout the summer as the College awaited the arrival of its new President, Dr. Irene Kovala. Upon reading the draft, Dr. Kovala identified work yet to be done and requested HLC postpone the accreditation visit originally scheduled for February 2012. Criterion teams revisited their work in August in order to focus analysis and evaluative elements. Revisions continued through October with the goal of sending a near-to-final draft to GCC’s HLC staff liaison, Dr. Mary Breslin, in advance of a November visit. On November 9 and 10, 2011, all self-study committee members had the opportunity to meet with Dr. Breslin to listen to her comments and to ask questions. This productive visit provided clarity and helpful insights on both the document and the accreditation process, prompting additional edits. The week of Thanksgiving, the master writer readied the penultimate draft for soliciting comments and necessary edits from all GCC employees. Accompanying the draft, a web-based form prepared by College Research Services provided an organized venue for compiling all feedback.

The ensuing penultimate draft was shared with all GCC employees in late November to solicit comments and edits. Having incorporated this feedback, the master writer submitted the draft in mid-December to marketing for layout, design and branding. Following winter break a small dedicated team took the prepress proof through iterative rounds of proofreading and fact-checking, vetted inevitable rewrites, and concluded their work in February for submission to HLC.

College Profile by the Numbers

As shown in numbers provided by College Research Services, GCC students represent many different population segments and reflect the demographics of the surrounding community.

58% of Maricopa County residents are white and 28% are Hispanic
63% of GCC service area residents are white and 25% are Hispanic
53% of GCC students are white and 27% are Hispanic

50% of Maricopa County residents are female
51% of GCC service area residents are female
53% of GCC students are female

A significant portion of the community values higher education as evidenced by a full 29% of Maricopa County residents holding a bachelor's degree or higher. GCC serves such achievement-oriented individuals in its service area by offering 10 academic degrees, 34 Associate in Applied Science degrees, 63 occupational Certificates of Completion, and 7 academic certificates (2011-2012 catalog year). Far and away the most common degree awarded is the Associate in Arts degree.

The community also has the capacity to sustain multiple higher educational institutions. Maricopa County is home to more than half of Arizona's population. There are 3,915,482 people living within the county, a sizeable percentage of whom are considered to be of traditional college age.

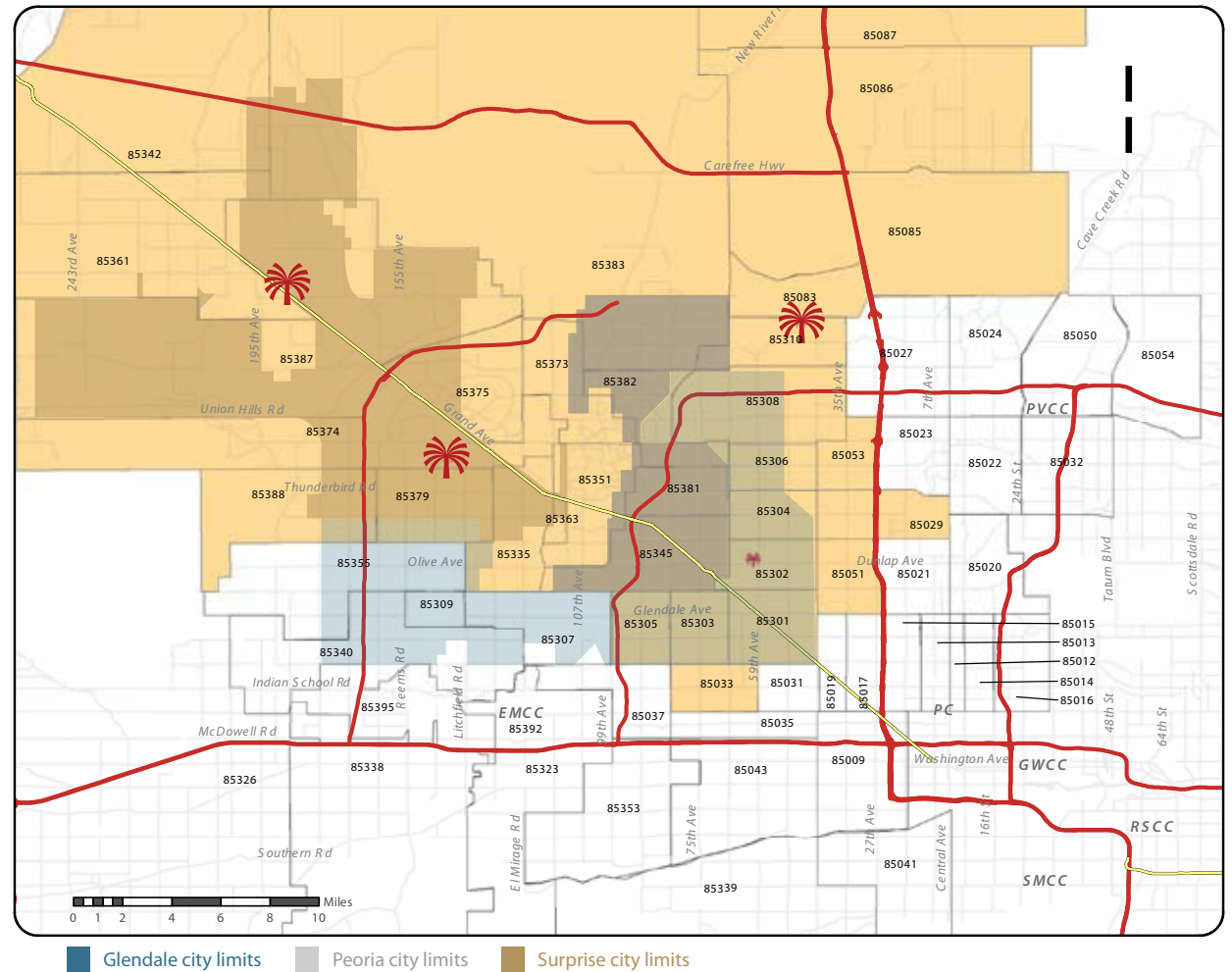
21% of Maricopa County residents are between the ages of 15-29
19% of GCC service area residents are between the ages of 15-29
74% of GCC students are between the ages of 15-29

For the 2010-2011 fiscal year, the College served 32,962 credit students at two campus locations, GCC main and GCC North, and multiple sites – a six-year high for headcount and all time high for full-time student equivalent (FTSE). In Fall 2011, FTSE grew by 2% over the prior semester with headcount holding steady.

Spring 2011 headcount 20,182 and 10,391 FTSE
Fall 2011 headcount 21,376 and 11,429 FTSE

West Valley Service Area

In the Phoenix metropolitan area, commonly referred to as the Valley of the Sun, GCC serves the west-northwest area. The West Valley cities of Glendale, Peoria, and Surprise constitute the core of the service area as indicated on the map below.



The College has collaborated directly with these municipalities, most significantly in the fields of public safety, nursing and allied health, and indirectly through university transfer with the public universities establishing presence in the West Valley. Through the building of Glendale Fire Station 157 on GCC property in 1997 and the creation of the multi-city shared use Glendale Regional Public Safety Training Center (GRPSTC) in 2007, GCC has partnered with West Valley cities and their first responders to the benefit of students and community. Students in GCC's nursing program have benefited from a partnership with Banner Thunderbird. One of the largest hospital facilities in the West Valley, Banner Thunderbird has provided numerous clinical placements and hired

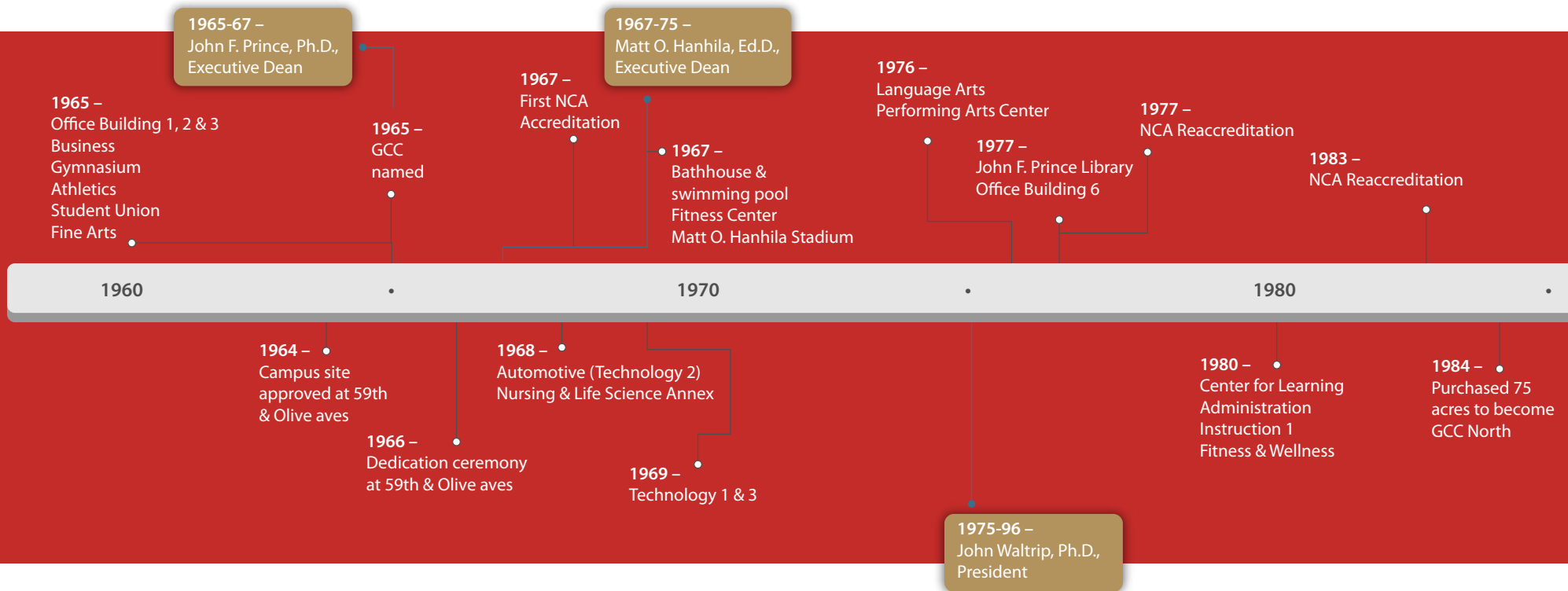
many program graduates. The presence of Arizona State University-West Campus (ASU-West), a mere 4.5 miles from GCC main, has enhanced a transfer relationship with ASU. The onsite delivery of courses and programs by Northern Arizona University at the main campus has enabled hundreds of students to earn their baccalaureate degrees without leaving the community college campus.

GCC's service area extends further northwest, along US Route 60-Grand Avenue, to the communities of Wittmann and Wickenburg. With an eye on developing a 90-acre site at 203rd Avenue and Grand, GCC has a strategic interest in expanding the educational offerings available in these communities. The Nadaburg K-9 (and growing) School District, located in Wittmann, has presented itself as a willing partner, and the Town of Wickenburg has expressed an interest in exploring possibilities.

College and Accreditation History

During GCC's inaugural fall semester, 1,974 students enrolled in classes held at the Camelback and Maryland extensions of Phoenix College. These sites were less than two miles apart compared to 10-15 miles between present sites within MCCCD. A Governing Board meeting on April 12, 1965 established Glendale Community College based on an increase in enrollment at the two West Valley extensions of Phoenix College. GCC received initial North Central Association (NCA) accreditation in August 1967, along with Mesa and Phoenix Colleges, as part of the establishment of a community college district for Maricopa County.

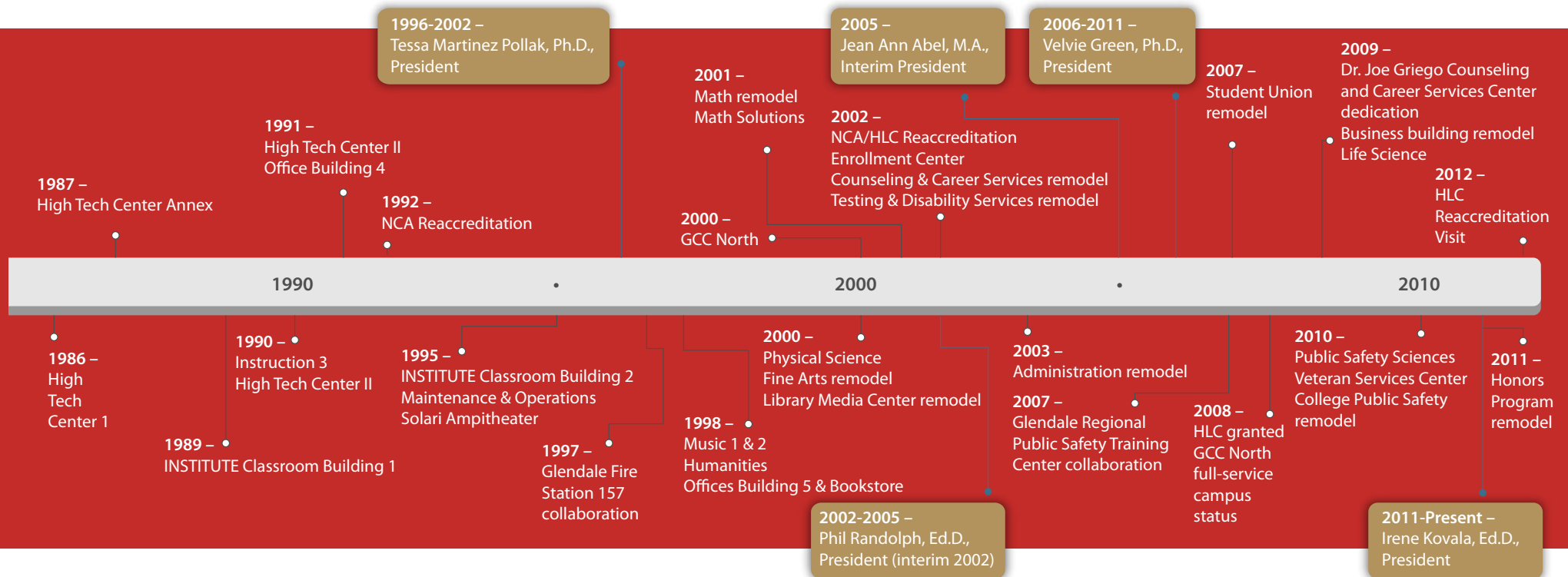
In 2000, GCC requested a special advisory visit of the Higher Learning Commission (HLC) regarding the issue of institutional integrity. The team sent by HLC served as an objective third party to provide advice to the Executive Director of the Commission regarding the accreditation status of GCC. The team reported on two issues – shared governance and board member behavior – and recommended resolving the internal problems with five suggestions to



assist the College: the board members adhere to their own Code of Conduct as adopted on September 24, 1999; the District Governing Board hold a meeting on campus to clarify its expectations of the president; the College conduct a campus climate survey with the data being used by an outside consultant to mediate problem areas; the College develop a Code of Ethics and Code of Conduct for employees with guidelines for dealing with Code violations; and the College president and leaders of the Faculty Senate meet regularly to discuss issues of mutual concern. The report concluded with an emphatic statement that if no improvement were made by the time of the next HLC/NCA team's comprehensive visit in March 2002, HLC/NCA would take action.

In 2002, GCC's comprehensive site visit resulted in the full ten-year accreditation. During that visit, HLC/NCA requested three reports: a Progress Report of Strategic Planning (submitted May 2004); a Progress Report of College Climate (submitted May 2005); and a Monitoring Report on Assessment (submitted November 2005). The accreditation team also cited GCC's failure to request extension of accreditation for GCC North before offering classes; nevertheless, GCC North was identified as an institutional strength and described as "well conceived and executed, proving expanded access to residents of the community."

At GCC's request, HLC sent a two-person team for a site visit November 3-4, 2008. GCC submitted an institutional change request to transition GCC North to a "full branch campus" of GCC. GCC North had grown from 20,000 to 67,000 square feet and added comprehensive student services. With the addition of labs for science classes, students were able to complete several Associate degrees there as well. The visit resulted in GCC North being granted campus status under Glendale Community College.



Legend of the Gaucho

Perhaps it was the campus setting in the West Valley that conjured up images of cowboys in the old Southwest. The cowboy of legend took the name of his South American counterpart. The *gaucho* of Argentina inspired Glendale Community College's mascot, the Glendale Gaucho, now the proud name of championship teams and generations of alumni.

Smaller than a cowboy hat, the gaucho sombrero is usually black and is sometimes worn with the brim turned up against windy conditions on the prairies or pampas, as they are known in Argentina. To ward off chill, gauchos typically wear woolen ponchos woven into beautiful patterns that designate their origins.

The baggy pants tucked into the gaucho's black boots are known as bombacha. A large leather belt (rebenque) with a silver buckle (centro de rastra) and a red-and-black waistband (facon) complete the outfit. Most gauchos also wear a plain white shirt, sometimes with bandanas or scarves.

Like their American cowboy counterparts, gauchos spend a lot of time on horseback, so they almost always carry a "quirt," which is a short riding crop (tirador de carpincho) tucked into their belts. The Gaucho has a fancy handled knife (faja) and a set of bolas (boleadoras)— unique three-stranded leather straps with a stone weight at each end. The bolas serve the gauchos in the same way the lariat is used by cowboys. They twirl them around their heads to create momentum then release it while aiming at the legs of a running animal. The weights cause the leather straps to wrap around the legs of the animal (usually a cow or an ostrich) so it can be brought down and branded.

After a hard day in the saddle, gauchos relax around the campfire sipping their favorite drink, maté, a green herbal tea that less enthusiastic individuals say tastes like it was made from grass clippings. The way Argentines drink it is unique, however, and so the accessories of the gaucho include a small round bowl (maté) made from a gourd in which the tea (also known as maté) is mixed with hot water and then sipped through a thin metal straw (bombilla) with a strainer on the end to filter out the tea leaves.



Transition

Since the last accreditation visit, GCC has had five presidents complemented by a core team of long-serving administrators. Three additional Associate degrees were added to students' transfer offerings. College facilities have been greatly enhanced due to funds provided by the passage of a 2004 bond initiative, and both campuses have expanded. GCC North added four buildings and transitioned from a small satellite location to a full-service campus while the main campus added two new buildings and remodeled six more. These changes transformed an aging campus into a vibrant learning environment. As community demographics shifted, so did the College's. GCC now educates a sufficient percentage of Hispanic students to qualify as a Hispanic-Serving Institution (HSI). Further, student growth from 2008 to 2011 showed 26% increase in FTSE and 17+% increase in headcount. At the same time as this tremendous growth, economic volatility and ever-looming budget restrictions urged college leadership to preserve open positions (approximately 60) to mitigate potential financial impact. As a result, employees have felt the effects of increased workloads; however, forestalling hiring prevented layoffs.

These widely diverse decisions, forces, and events have shaped and prepared GCC for the future. The self-study process has provided a healthy examination and collaborative opportunity for GCC faculty, staff, and administrators to critically survey where the College has been, what it does and does well, and all its envisions for the future. Now, with greater self-knowledge, and new leadership, GCC is poised to continue as an educational leader among its institutional peers. This Self-Study Report is an honest, evidence-based reflection that will serve as an action blue print for amplifying the extraordinary faculty, staff, programs, and services already in place at the College. Outlined on the following page are but a few recent examples of the outstanding work by individuals and programs at GCC.

Awards and Accolades

Dr. Carlos Nuñez-Noriega, chair of the Technology and Consumer Sciences Department, honored with the Dr. Alfredo G. de los Santos, Jr. Outstanding Latino Faculty in Higher Education Award by the Victoria Foundation.

Dr. Karen Conzelman, assistant department chair of biology, selected as Academy of Science Fellow at the annual meeting of the Arizona-Nevada Academy of Science.

Dr. Nanci Burk, communication faculty member, author of the chapter "Flying to Learn: Exploring Real Life Through the Virtual Campus" in the book *Second Life, Media and the Other Society* (Peter Lang Publishers).

Dr. René Díaz-Lefebvre, psychology faculty member, the first alumnus to be inducted into the newly created Pima Community College Hall of Fame.

Nursing faculty members **Christina Moorioian-Pennington** and **Susan Mayer**, chosen by the National Council of State Boards of Nursing to be NCLEX-RN test item writers from a national pool of candidates in 2010 and 2011, respectively.

Dr. Jeff Pommerville, biology faculty member, author of two microbiology textbooks for publisher Jones and Barlett Learning in Boston.

Brendan Regan, art faculty member, photographer for the cover of the paperback edition of *Too Close to Home*, a best-selling suspense novel.

Fran Wojculewicz, adjunct faculty in EMT and fire science, nominated for induction into the Instructor Hall of Fame of the American Heart Association.

Galena Gordon, science lab technician at GCC North, co-authored an article about the response to drought by fungi in pinyon pine that appeared in the international scholarly journal *Mycorrhiza* (a publication devoted to symbiotic fungi research).

José Mendoza, Multicultural Affairs coordinator, recognized by the Glendale Hispanic Network for his work fostering diversity in education and cultural awareness in the community.

Dominic Green, GCC student, Early Bird submission winner in the Green Arizona YouTube Video Competition sponsored by the Arizona Environmental Strategic Alliance in 2010.

Michelle Stanfield, GCC student, selected as a 2010 Coca-Cola Silver Scholar.

Angela Warren, GCC graduate, recipient of a 2011 Jack Kent Cooke Foundation Scholarship.

The **GCC Band**, the first college band ever selected to perform at the Arizona Music Education Association's state convention.

The **GCC Forensics Team**, first place winners among community colleges and fourth overall at the 2010 International Forensics Association Tournament in Berlin, Germany.

GCC's Automotive Center, picked by Ford Motor Company to be part of its national "Future of Safety Tour" demonstrating "hot cars, cool technology, and comforting safety features" to the public and guests including executives from Ford, local dealers, and local city councilmembers.

GCC College Advancement Services, awarded eight medallion awards, three SIAA awards, and one paragon award for excellence in advertising, design, and media coverage.

The **GCC North campus**, for the Award of Merit in the Buildings and Structures, Institutional category, at the prestigious Valley Forward Association's 2010 Environmental Excellence Awards.

GCC (overall), designated as a Military Friendly School by *G.I. Jobs*, a national magazine for military personnel transitioning into civilian life.

Response

to Challenges, Observations
and Suggestions - 2002 Visit



GCC North shines brightly in the Phoenix desert twilight.

Challenges, Observations and Suggestions – 2002 Visit

In March 2002, Glendale Community College successfully completed an evaluation for continued accreditation at the associate degree-granting level. As a result of its evaluation, accreditation team members recommended the College submit three reports to the Higher Learning Commission: two progress reports – one regarding Campus Climate, the other on Strategic Planning – and a monitoring report on assessment of student academic achievement. The accreditation team further identified six challenges that required attention before the next site evaluation visit in 2012.

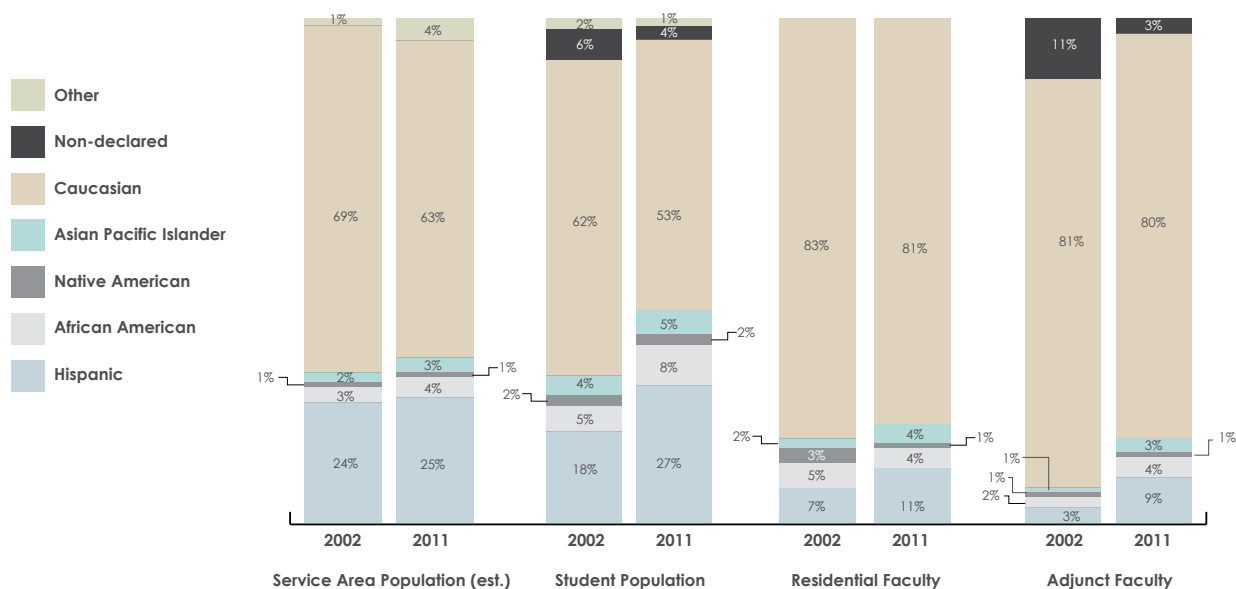
Challenge 1 - Diversity

Diversity among the residential and adjunct faculty does not reflect the diversity of the student population.

Throughout its history, Glendale Community College has attempted to infuse diversity into the composition of its faculty, staff, and administrators, as well as its curriculum offerings, student organizations, and extracurricular programs. The diversity profile of the College from 2002 to 2011 is shown in Figure R.1.

Part of the challenge regarding diversity is the lack of a sufficient District or College budget to fund more extensive advertising campaigns or to offer travel funds to interested candidates. Additionally, the political and economic climate in Arizona may be negatively impacting the desire of qualified ethnically

Figure R.1 Campus & Community Diversity



and/or racially diverse candidates to apply for positions. Finally, the long-term nature of employment in Maricopa acts as a partial governor to reflecting more fluid changes in the student population and service area demographic. For the 256 faculty members currently employed, the median years of service is 10 (compared to the national median of 4.4 years for the educational sector and all employment sectors, and 7.2 years for the public sector [Bureau of Labor Statistics, 2010]). Since the last accreditation visit, the College has:

- Monitored the composition of all hiring committees and applicant pools to ensure that ethnicity and gender are considered. In addition, all hiring committee chairpersons must have completed "Hire the Best! for Maricopa," training delivered by the District's Employee and Organizational Learning Team. Part of the instructional block addresses the diversity issue.
- Made a conscientious effort to advertise employment opportunities in publications that serve the African American, Hispanic, Asian-Pacific Islander, and Native American populations (see Figure R.2). Since 2007, the District has allocated \$14,487-16,718 for advertising.
- Participated in the Faculty In Progress Program (later known as the Maricopa Faculty Internship Program), a District diversity recruitment program to address several needs, including mirroring the changing demographics of the student population. For additional information about this program, please see item 6 of "Observations and Suggestions for Improvement" later in this chapter.
- Developed a search calendar that is more proactive, identifying faculty positions as early as 18 months in advance, to allow the College to compete more effectively for diverse and qualified applicants.
- Engaged current employees attending conferences and visiting other colleges to serve as ambassador-recruiters for Glendale Community College.
- Developed a five-day, internal posting process to encourage employees to take advantage of internships and interim position opportunities, particularly for residential faculty and senior administration positions.
- Included diversity as one of six elements in the College's Climate Survey. Since program inception in 2000-2001, additional climate surveys have been conducted in 2005 and 2008.

Challenge 2 - Progress Report on College Climate

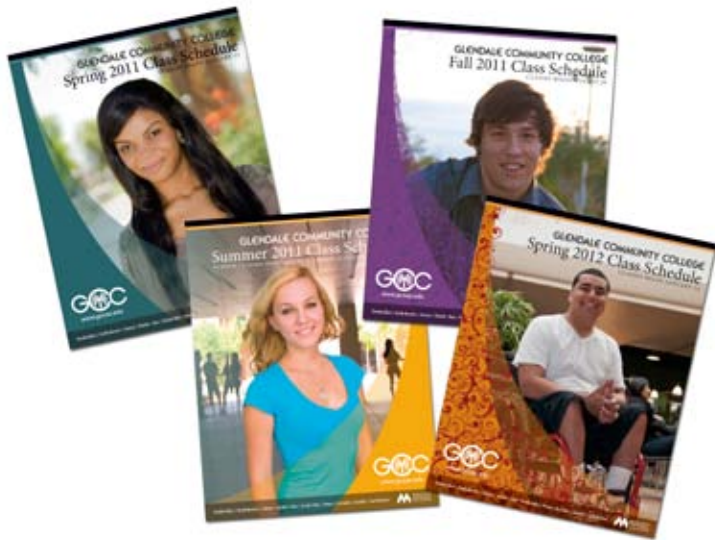
The College has made progress in all areas of concern enumerated in the May 2000 special visit by the Higher Learning Commission; however, a plan to follow up on the employee climate has yet to be developed and implemented.

Following the special visit by the Higher Learning Commission, the College completed its first Climate Survey in 2001. Analysis of the survey data was in progress at the time of the 2002 accreditation visit. Data from that survey produced a report that identified numerous challenges for the College under six themes: communication, fairness, diversity, decision making/governance, leadership, and morale. The results of the 2001 survey generated a series of listening sessions with all employee and constituent groups. Listening sessions provided much of the input to address challenges.

A follow-up climate survey was completed in 2005 with improved results in all six areas. A copy of the 2005 College Climate Survey Results and Progress Report on College Climate was submitted to the Higher Learning Commission in May 2005. In that report to the Commission, the College indicated it would continue to survey campus climate cyclically, or as conditions dictated. In 2008, the College formed a Climate Committee and conducted a third survey. Though results were better than the 2001 survey, they were not as good as survey results from 2005. The six themes identified in the first (2001) survey are found in the results of each subsequent survey. The College continues to address these areas.

The College welcomed its seventh President in August 2011. Following an initial period of adjustment and observation, the president will determine next steps for GCC's climate needs. Results of the 2001, 2005, and 2008 Climate Surveys and the Progress Report on College Climate can be found on the College Research Services website, www.gccaz.edu/crs.

Figure R.2 Advertising for 2010-2011 (funded by EEO/Recruitment Office)



Schedule covers and ads feature students from diverse backgrounds.



Publication	Venue	Publication Cycle
General Publications		
Jobing.com	Online	All year
InsideHigherEd.com	Online	All year
HigherEdJobs.com	Online	All year
Chronicle of Higher Education	Online and print	October - February each year
Community College Week	Online and print	Online monthly; April – Special Recruitment Issue
African American		
AZ Informant	Local African American Newspaper	Once in October, once in February
Diverse Issues in Higher Education (originally titled Blacks in Higher Education)	Online	October - February each year
Asian American		
Asian Sun News	Local Asian Newspaper	Quarterly: October, January, March and May
Asian Yellow Pages	Local Asian Phone Book	January for a calendar year, newest version to be published January 2012
Hispanic		
Hispanic Outlook	Online and print	Special community college issue March 21, 2011. Online run for 6 weeks (until beginning of May)
Latino Perspectives	Print	November career issue
Native American		
Navajo Times	Print	December 2, 2010, and January 20, 2011
Au-Authm	Print	February 17 and March 17, 2011
Native Scene	Print	First week in April and May
Special Programs		
Minority Nurse	Online	November 2010-2011

Source: MCCC Office of Equity, Opportunity, and Engagement

Challenge 3 - Monitoring Report on Assessment of Student Academic Achievement

Although the College has established a strong base for the assessment of student learning outcomes, department and program assessment activities vary in quality and progress and lack documentation that the data have been used to improve student academic achievement.

The strong base described in this challenge refers to course level assessment activities that began years before the 2002 accreditation visit and to college-wide assessment that began in 1998-1999. In the late 1990s, assessment focus by the College and Higher Learning Commission was on course level assessment. Annual reports were submitted and archived by the College's Office of Institutional Effectiveness (now known as College Research Services). Informed that college-wide assessment of primary and secondary learning outcomes – particularly of graduates – was the new direction, the College shifted emphasis to that level.

GCC submitted a Monitoring Report on Assessment of Student Academic Achievement in November 2005. That report described progress in assessment at three levels of academic achievement and introduced additional assessment activities regarding administrative services, information technology, and student services. Since then, GCC has worked to improve its assessment programs and initiatives, seeking to enhance student success through improved teaching and service. The following describes progress following the 2002 accreditation visit and submission of the Monitoring Report in 2005.

College Level Assessment

At the time of the 2002 accreditation visit, the College had selected an instrument (Educational Testing Services' Academic Profile), selected incentives, and administered the Academic Profile to a sample of its graduates for academic years 1998-1999, 1999-2000, and 2000-2001. Results in the form of "Reports to the Faculty" were published and available for the accreditation team, along with the data from Educational Testing Services. The accreditation team was complimentary of these efforts but suggested the College look at expanding the size of the assessment sample, assessing (beyond annual assessment of graduates) the secondary learning outcomes identified in the *College Catalog*, and looking at ways to close the loop using the data obtained.

Sample Size

To increase the size of the sample assessed, the College-wide Academic Achievement Committee reviewed its procedures for inviting students, added a second invitation delivered by faculty, and implemented a more aggressive and consistent telephonic follow-up reservation program. In addition, the College added a second cohort that represented students with more than 30 hours of general education credit and successful completion of a specific set of courses. This general education cohort was assessed for three successive academic years (2003-2006) and then assessment converted to a 3-year cycle. Data are maintained and reported separately from the Graduate cohort. The General Education cohort was last assessed in 2009 and will be assessed again in April 2012.

Secondary Learning Outcomes

Secondary learning outcomes are intended to be assessed every three years. To date, the following assessments have been conducted:

Oral Communication: Assessed in 2002-2003, 2006-2007 and 2009-2010. Assessment of this learning outcome involves a faculty-developed rubric that is also used for course level assessment of four communication courses (COM100, 110, 225, and 230), each of which are included in the Arizona General Education Curriculum (AGEC).

Technology Literacy: Assessed in 2008-2009. This learning outcome uses an industry developed instrument, one that is also used to assess course level performance in every section of CIS105 Survey of Computer Information Systems and BPC110 Computer Usage and Applications. CIS105, like the Communication courses described above, is part of the AGEC and BPC110 is the certificate level equivalent.

Information Literacy: Assessed in 2004, 2005, 2006, and 2009. GCC was the first community college to partner with 49 four-year colleges and universities in a unique program to assess information literacy skills. Assessment has been led by library and English faculty at GCC, and students in ENG 102 courses (First Year English Composition, second semester) are the primary testing cohort. This assessment employs a standardized instrument known as SAILS (Standardized Assessment of Information Literacy Skills). GCC plans to continue assessing information literacy with the SAILS instrument every three years.

Closing The Loop: The College provides assessment results in a variety of "Reports to the Faculty." These reports are published in both unabridged and executive summary form. All are archived on the College Research Services webpages. In addition to three learning outcome reports, the College initiated a Closing the Loop survey of all residential and adjunct faculty, seeking to learn how information contained in these reports is used to improve learning at the course and program levels. Administered in 2004-2005, 2005-2006, and 2006-2007, surveying shifted to every three years beginning in 2010. These surveys and the reports generated have provided additional focus on assessment at all levels and encouraged conversations across the College.

The College made significant progress in assessing learning outcomes since the 2002 accreditation visit, particularly at the college level. Results and use of results from these assessments are discussed further in Criterion Three.

Program Level Assessment

Program level assessment at GCC includes those programs (largely occupational) that lead to a Certificate of Completion (CCL) or Associate of Applied Science degree. In many cases, program assessment employs national licensure exams which provide criterion-referenced feedback to improve learning. Since 2007, the interactive Program Assessment site has allowed faculty participants to access their respective program level assessment forms at any time and submit them electronically. Previously, 5-column models (forms) were manually submitted via an email attachment and kept on file by the program level assessment coordinator. That coordinator still maintains the information; however, users can access the site to input and update their assessment information or to review archived information at their convenience. In addition, the website is a source of information and documentation for users to find answers to questions they may have about completing their assessments.

Course Level Assessment

Great strides are also being made in GCC's course level assessment in both procedures and results. Like program level assessment, an interactive website (established in the Fall 2009 semester) includes all resources and tools to aid instructors on completing their course level assessments. Initially providing downloadable forms, the site now makes available automated forms via SharePoint, a web-based content management system. The course level assessment site in itself has increased assessment awareness and provides numerous examples of assessment activities and use of data. Department assessment coordinators are able to review course assessment information for completing department reports and for assisting instructors as needed. This site eliminates the previous decentralized system of departments binders; all documentation is now stored in one central location. All faculty members received training in the Fall 2010 semester when this system was officially launched and new faculty are trained each semester.

In summary, GCC has made significant progress at all levels in defining processes and collecting data. Specific use of data to improve learning varies but is being addressed through GCC's participation in the Higher Learning Commission Academy for Assessment for Student Learning. More information about assessment activities is provided in Criterion Three.

Challenge 4 - Progress Report on Strategic Planning

Although the College has an annual planning and budgeting process, a long-term strategic plan that links facility master planning, program review, technology renewal, assessment, and budgeting does not exist.

One of the challenges identified during the 2002 HLC/NCA visit was the short-term nature of planning conducted by the College. The College's last Strategic Plan had not been updated since 1996, and the Maricopa County Community College District was still in the process of developing strategic planning guidelines and a handbook for the District as a whole. Compounding the problem further was the MCCCDC practice of developing budgets on an annual basis.

Following the accreditation visit, the College initiated action to create a broader understanding of planning processes, simplify the budget process, strengthen ties to District and College strategic planning directions and goals, and link strategic planning to master planning and the annual budget process.

The results were documented in a Progress Report on Strategic Planning, submitted to the Higher Learning Commission in May 2004. Included with that report was a new Strategic Plan for the College covering the period 2004-2007. That Strategic Plan contained 25 strategic goals, mapped to the District's six strategic directions (Access, Dynamic Learning Environments, Collaboration, Resources for Growth, Qualified and Diverse Workforce, and Strong Identity). The plan also contained appendices linking strategic planning to budget decisions and master planning.

Moving forward from the progress report, process improvements were deemed prerequisites to establishing meaningful linkages among planning, assessment, and budget. Therefore, GCC's strategic planning efforts have, until recently, emphasized fine tuning these complex processes.

In 2009-2010, the College engaged a special steering committee to review the College's 2003-2009 strategic plans and planning processes. Results of the steering committee's work, reflected in the Strategic Plan 2010-2013, include a rewording of the College's vision and mission statements, a reduction in the number of strategic goals (from 25 to 13, still mapped under the District's six strategic directions), and development of a number of universal, cross-cutting themes. Committee members aimed for an inclusive process and led GCC through a year focused on strategic thinking. Members conducted focus groups, brainstorming sessions, and an online survey, successfully incorporating input from students, residential faculty, adjunct faculty, professional staff, administrators, and community members. This work has proven pivotal to setting the stage for enhanced planning integration.

In 2010-2011, this work culminated in sketched a framework for linking all planning with budget and assessment. Final integration with metrics, dashboard, and an implementation timeline are pending final review by College leadership. Design of the strategic linkage resulted from a collaborative process including faculty and staff, reflecting a shift in focus toward systems thinking for continuous process improvement. GCC continues on the path toward integrative strategic planning and views the ongoing journey as opportunity to learn and to support innovation and change.

Challenge 5 - Integration of District Systems, Policies and Advisement

Student survey results and student interviews confirm that District-determined systems, policies, and advisement are not adequately integrated to enhance student success.

Over the past 10 years, the Maricopa County Community Colleges District office has been very concerned with developing adequately integrated systems, policies, and advisement strategies to enhance student success. Example initiatives include:

- Development of a District student services strategic plan.
- Implementation of a District student information system (SIS) from PeopleSoft™ in 2008, which has led to improved access for advisors and students, including degree audits and a MCCCDC progress page (displaying all coursework a student has completed in the MCCCDC system).
- Institution of District academic advisor training (in 2009) to enhance advisors' knowledge of programs, transfer opportunities for students, effective advisement methods, etc.
- Expansion of the annual Maricopa Student Success Conference to provide opportunity for colleagues from both academic and student affairs areas across the District, as well as outside educational partners, to present and discuss innovations being implemented at the MCCCDC colleges.
- Promotion and funding of a District new student success initiative, known at GCC as iStartSmart.
- Identification of and emphasis on student success as one of three core pillars supporting the District's strategic goals and Governing Board outcomes.
- Introduction of the newest component of the Maricopa Alliance with Arizona State University (ASU), known as Maricopa-ASU Pathways Program (MAPP), a prescribed sequence of course work for students to meet lower-division course requirements at the community college for specific ASU majors. MAPP participation also guarantees admission to the specific university program.
- Standardization of some processes and programs, identified in a 2009 external consultant review of MCCCDC, with savings identified for student success initiatives. More initiatives will follow as recommendations from the external consultant review are analyzed for potential implementation.

Some progress toward integration of "District determined systems, policies, and advisement" has been made but will likely continue to be a challenge. District discussions continue regarding student success, early college programs, Honors, and other programs in order to examine and reduce the unintended silo effect.

Challenge 6 - Extensions of Accreditation

Commission policies as stated in the *Handbook of Accreditation* regarding the establishment of additional sites, in particular GCC North, must be followed. Commission approval must be obtained before any future plans to offer degrees at GCC North or any other site.

GCC North officially opened its 20,000-square-foot modular site in Fall 2000; however, the College failed to submit the required request for extension of accreditation before offering classes. Identified as a challenge during the 2002 accreditation visit, the College prepared a formal request, in accordance with Chapter 3.3 of the *Handbook of Accreditation*, for the extension of accreditation to the GCC North site. That request was approved in 2004. While preparing that request, the College identified a possible need to submit a parallel request for extension of accreditation to the University-College Center, a partnership site with Arizona State University on the ASU West campus. GCC President Dr. Phil Randolph discussed this new requirement with the College's then Higher Learning Commission Liaison (Dr. Diana Nyhammer) with the resultant decision to submit the extension request. That request was also submitted and approved in 2004.

Marathon Giving

GCC Employees Raise \$21,500 for Scholarships in Ten Days!

On March 31, 2005 GCC engineering/electronics professor Dr. Carlos Nuñez issued a challenge to his fellow employees: "Pledge a donation to the GCC student scholarship fund and I will match your donations up to a total of \$10,000." The only catch was that they had only 10 days to make a pledge. Nuñez, a triathlete competitor, was to compete in the Ironman Arizona Triathlon on April 9. He chose to make the 10-day countdown to the triathlon also the countdown for pledges to the student scholarship fund--believing that a sense of urgency would stimulate pledges.

In a nutshell, Nuñez was correct. In only 10 days, 78 GCC faculty and staff pledged \$11,500, insuring that he would pay the full \$10,000 he had pledged. Thus, a grand total of \$21,500 was raised for the student scholarship fund.

Grateful to his parents for their devotion and grateful for the educational opportunities he had, Nuñez said he wanted to "give back" and make such opportunities available to others. Thus, he created the scholarship honoring his parents.

Nunez (back row, second from left) sparked a giving campaign that changed lives.



In November 2004, the District successfully passed a \$951 million capital bond. Expansion of the GCC North site was one of nine Glendale Community College bond projects designed to serve populations at both the main campus and GCC North. The expansion project at GCC North was completed in June 2008 accompanied by additional staff and services to support a growing student population. Grown beyond a basic location offering courses, the 88,000 square foot GCC North opened in June 2008 and merited a request for extension of accreditation – this time requesting the designation of comprehensive campus. A team from the Higher Learning Commission conducted a site visit November 3-4, 2008, and recommended approval of the campus status. Official approval was received on July 25, 2009.

As GCC continues to grow to serve the Northwest Valley, it is cognizant of the requirement to observe Commission policies as stipulated in the *Handbook of Accreditation*. A request for extension of accreditation to Communiversity in Surprise, Ariz., (a partnership with Rio Salado College and four other institutions) was submitted August 16, 2011, and approved December 20, 2011. Conversely, changes in leadership at Arizona State University and the mission of the nearby ASU West campus have obviated GCC's partnership known as the University-College Center (UCC). GCC's earlier accreditation extension to the UCC has, therefore, been inactivated.

OBSERVATIONS AND SUGGESTIONS FOR IMPROVEMENT

In its consultant-evaluator role, the accreditation team also offered 19 observations and suggestions the team felt would benefit the institution and its stakeholders.

1. ***Using the new collection guidelines, the library faculty, under the leadership of the department chair, should work with the GCC faculty to strengthen, update, and fund library collections.***

Since 2002, the College has added funding for collections, both at the main campus and at North. Electronic formats such as eBooks make academic resources available ubiquitously. Nevertheless, with the addition of library space at North campus, inflation of book and media costs, deflation of purchasing power and elimination of state capital funding for books and media, the College has found it a challenge to maintain adequate funding for a robust collection.

The collection development librarian routinely works with faculty to maintain and update the relevancy of the collection. In Spring 2008, library faculty proposed the development of a liaison program that, among other objectives, explicitly aimed to enhance the library collection and to maintain relevant collections supporting the curriculum, academic inquiry, and college life. By designating faculty librarians to specialize in certain areas of the collection, the program enabled building closer relationships with teaching faculty in specific disciplinary areas. However, due to the professional resources required to support the new GCC North Library and the series of temporary librarians employed to replace the retirement of three full-time library faculty members, full implementation of this program has been delayed. Those librarians interested in continuing this endeavor have elected to do so on a volunteer basis. In 2006, the library employed nine full-time residential faculty to support the library at GCC main; in Spring 2011, the library employed just 5.5 residential library faculty to support libraries at the main campus and North.

2. ***A college orientation procedure for adjunct faculty should be implemented to provide consistent information of college operational and assessment procedures.***

In 2003, the College began development of a program to standardize department orientation programs for adjunct faculty. Surveys and interviews with deans, directors, and 18 academic and occupational department chairpersons produced a core curriculum to provide consistent and timely information to the College's adjunct faculty. Following the development of a curriculum and orientation syllabus, a five member committee (all of whom began their careers or served as adjunct faculty) developed a post-orientation website, titled *In the Loop* (www.gccaz.edu/adjunct). Designed by adjuncts specifically for adjuncts, the website is regularly updated and provides critical information to new adjunct faculty so they can in-process efficiently and focus on developing lesson plans and materials for their classes.

The first adjunct faculty orientations were offered in Spring 2004. Initially orientations were offered twice during the week before classes start and once during the first week of instruction. Afternoon and evening sessions were scheduled to accommodate different work schedules. Initial orientations also included longer serving adjunct faculty, and residential faculty, who had learned much of the information covered on the job but added their own experiences to the program. Orientations lasted 2-2.5 hours and attendees were compensated at the prevailing faculty non-student contact rate.

Beginning in Fall 2010, the adjunct faculty orientation program became a four-hour Saturday event, complete with campus tours and break-out sessions for adjunct faculty to explore technology support, complete in-processing tasks, address specific questions with material experts, and visit with residential faculty to acquaint themselves with department-specific requirements.

Each component of the orientation is delivered by subject matter experts so that adjunct faculty can ask questions and associate a face with a program or department. Feedback, solicited from attendees and presenters after every orientation, is shared at planning sessions for future orientations. Adjunct faculty attendance is recorded and maintained in a college database with Human Resources. A total of 993 individuals have attended these orientations since sessions began in January 2004.

3. ***Student concerns such as campus safety issues need to be reviewed and addressed on a regular basis.***

As the last accreditation visit took place within months of the attack on the Pentagon and the World Trade Center, security was a national concern influencing the site visit. The tragic events of Virginia Tech and Northern Illinois University have made campus safety an even greater priority.

The College's public safety website, currently located at www.gccaz.edu/ps, contains information for students, employees, and visitors, includes crime statistics as required by the Clery Act, and outlines parking and emergency procedures. Clery Act statistics are reported to the District office and internally audited for compliance frequently. Further information is provided in the Federal Compliance section of Appendix B.

4. ***The program review process should be implemented and the results used for planning program enhancements and program continuance decisions.***

The program review process has been evolving, with reviews of all occupational programs conducted in 2002-2003, 2006-2007 and 2009-2010. This process gives GCC the opportunity to look at each program and evaluate program needs in areas such as curriculum, equipment, and facilities, as well as to determine program viability and future actions.

The process was redefined in 2009-2010, and 2010 will be used as a baseline year for each department. A schedule has been developed for one-third of the active occupational programs to complete an official review each year, so all programs are officially reviewed every three years. Within each department programs will continue to be monitored on an annual basis.

Plans are underway to launch non-occupational program reviews as well as reviews of non-instructional services, all aimed toward improving linkages to budget and strategic planning.

Criteria Two and Four provide further details on program review improvements and processes.

5. ***The environmental scan conducted as part of the self-study process focusing on Strengths, Weaknesses, Opportunities, and Threats should be incorporated into the strategic planning process.***

★ SWOT analysis has been incorporated into the development of the College's and almost all functional unit strategic plans.

6. ***The Chancellor's efforts to increase faculty diversity through faculty internships should be expanded at Glendale Community College and funded by the District.***

The Faculty in Progress Program (FIPP) was initiated in 2001 and available to employees of the Maricopa Community Colleges who wanted to pursue a full-time residential faculty position. The nine-month internship provided a diverse group of selected faculty interns with professional development activities that resulted in knowledge and skills needed to be competitive in the pursuit of a residential teaching position. FIPP was the result of the District's Faculty Recruitment Commission, which was established in Fall 2000 to review and enhance faculty hiring policies and procedures, develop a "grow our own" program to increase diversity in the faculty recruitment pools, and develop/promote best practices.

The FIPP responded to several needs: a large number of residential faculty in the District would become eligible for retirement over the next three to five years and MCCCDC was expected to hire more than 100 faculty each year for the next decade. Maricopa County demographics were changing, and the MCCCDC Governing Board adopted a goal that students would be better served by faculty and staff who reflected the diverse communities served and who created an environment of equity and mutual respect.

As a "grow our own" program, FIPP was implemented as a pilot during the academic year 2001-2002. The FIPP interns were a diverse group of individuals in terms of gender, ethnicity, teaching disciplines, institutions where they obtained their degrees, and previous work experience. These interns represented approximately one-third of all minorities placed in full-time faculty positions from July 1, 2003 through March 29, 2004.

In 2005, FIPP evolved into the Maricopa Faculty Internship (MFI) program, identifying a pool of internal and external candidates through a competitive process. The focus of the nine-month internship remained the same as FIPP. The District placed the program on hold in April 2008. Through the course of these programs, GCC improved its diversity profile. The College hosted six interns and subsequently hired three full-time faculty positions (Maricopa Center for Learning and Instruction 2008).



7. **Programs and services to meet the needs of the changing demographics of the college service area should be considered, including potential alternative delivery systems.**

GCC works to address the needs of the changing demographics in a variety of ways. These include:

- Recruitment - The Admissions and Registration recruiting unit routinely visits the top 25 feeder high schools and has partnered with nearby Estrella Mountain Community College to present high school counselor conferences annually.
- Extended assistance - The Multicultural Affairs Office has responded to the influx of various ethnic and under-represented groups by hiring student workers fluent in other languages to assist with immigrant populations.
- Online learning - The College has significantly increased online learning opportunities to meet the needs of working adults, single parents, and others who are unable to attend face-to-face classes or prefer the online learning environment. At the same time, the College has increased attention to ensuring the quality of online instruction through the GCC Gold Standard training series for faculty. More information about this program is provided in Criterion Three.
- ACE Plus (Achieving a College Education Plus) program - Totaling 581 certificate or degree completers through September 2011, ACE Plus recruits and enrolls high school juniors and seniors, predominantly first generation Latino students, into weekend and summer college classes. The program retention rate has risen steadily from 2003 through 2007 (available data to date) with participants earning an average of 20 college credit hours.
- Veteran support services - Recently the College selected a separate building for expansion of Veteran Services as the troops return from Iraq and Afghanistan. The office served 1,197 student veterans in 2010. Experiencing an increase of 5.6%, staff have served 1,268 veterans to date in 2011.
- Services to disabled and challenged students - The assignment of a full-time supervisor of interpreting services to the Disability Services and Resources Office has improved facilitation of all services to deaf and hard of hearing students such as sign language interpreters, CART operators (real-time captioning), assistive listening devices (ALDs), and note takers. The overall number of students requesting accommodation has continued to rise. See Figure R.3.
- English-language learner programs - Non-credit ESL classes are offered through the Center for Learning to assist those with limited English skills.
- Developmental education - Addressing the needs of underprepared students continues to evolve and remains a priority.

Figure R.3 Enrolled students requesting services from DSR office (part-time & full-time combined)

2008	2009	2010	2011
483	544	792	852

Source: GCC Disability Services and Resources as reported to IPEDS.

Did You Know...

GCC main campus at 59th and Olive avenues was established in 1965, making it the second college in the Maricopa County Community College District.

The campus spans 147 acres and has 226 palm trees.

More than 1,200 students have participated in the ACE Plus (Achieving a College Education Plus) program. GCC's unique partnership with 10 high schools offers at-risk, first-generation college students an opportunity to receive scholarships to begin college courses while in high school.

As a member of the National Junior College Athletic Association, many of GCC's 15 sport teams for men's and women's intercollegiate competition have been nationally ranked.

A record number of students - 448 - walked to accept their diplomas and certificates at the College's 46th Annual Commencement Ceremony May 13, 2011, on the main campus' Central Mall. A total of 2,486 degrees/certificates were awarded for Summer 2010, Fall 2010, and Spring 2011.



Thousands of students called GCC their alma mater in the May 2011 commencement ceremony.

8. **Services for evening students need to be reviewed for adequacy.**

Owing to the timing of evening classes, students have a limited window for seeking college services in person. Students are typically in class from 5–9 p.m. or later when many of the College's offices are closed. With the development of my.Maricopa.edu (a District-based student information site) and GCC Unplugged (a customer relations management [CRM] system), access to college services is available 24 hours a day/7 days a week. Using my.Maricopa.edu, students can self-register and self-advise using a degree audit component and check on critical services like financial aid. Students can also investigate scholarships and apply online. With GCC Unplugged, the CRM from Education Dynamics, students can read articles relating to college life at GCC and interact with fellow students.

9. **Current support for coordination and improvement of assessment of student learning outcomes through mechanisms such as reassigned time should be maintained or enhanced.**

All department assessment liaisons receive 3.0 load equivalent per academic year for their course assessment liaison services. The course assessment coordinator has at least 3.0 load reassigned time per semester.

10. **To support the implementation of the newly developed informal conflict resolution process, training should be provided for individuals serving as volunteer peer mediators.**

The Voluntary Peer Mediation Program was initiated in 2001 to address conflict among faculty and staff through information and conflict resolution. Although guidelines were developed and the program established in 2001 (Ethics Committee, 2001), Voluntary Peer Mediation was not used at GCC after 2002. The majority of issues from 2002 forward have been handled by District-contracted professional mediators or local counselors.

11. **The more fully developed course assessment models, such as chemistry and philosophy, should be used as examples for other academic departments.**

At the time of the 2002 visit, chemistry and philosophy faculty were using common course-specific assessment instruments and conducting item-level analysis. Chemistry faculty have continued in this vein, whereas philosophy and religious studies faculty shifted away from this model and are now considering returning to it. In each of these departments, faculty received reports indicating course average per question, test score average per section, and for philosophy, averages from all instructors' sections. Results provide context for deciding how to improve instructional strategies for confusing points or topics. Specific examples are provided in Criterion Three.

Another well-developed model of assessment has been the common writing assignment for which department faculty collaboratively develop grading rubrics, with English faculty leading by example. The English Department has held an Assessment Day every semester since 1989 for all English faculty, residential, and adjunct, the week before classes begin. Faculty score essays, revise grading rubrics as needed, examine sub-set scores for alignment with course competencies, and develop strategies to improve instruction.

Training at the start of each semester for department assessment liaisons as well as annual events for all faculty, such as Coffee with the Faculty, provide opportunities to share assessment ideas and to discuss instructional strategies to improve student learning. Furthermore, course level assessment training has been integrated into the training for new adjunct faculty that takes place at the beginning of every semester.

12. ***The nursing program based (level) assessment should be used as an example for program based (level) assessment.***

Measurement in many career and technical programs often occurs through some form of capstone instrument (e.g., the state certification exam [NCLEX] for nursing students), which is an ideal assessment method for such programs. Not all of GCC's degree and Certificate of Completion programs provide a state or licensure examination opportunity as with nursing. In the areas where such measurements are not available, faculty assess programs using other methods such as portfolios, capstone classes, and industry-based exams.

13. ***Considering its history of District leadership in substantive academic issues, Glendale Community College should develop a student success plan based on course preparedness requirements such as reading levels, writing abilities, and computational skills.***

Student Affairs staff have developed a Strategic Plan and Action Plans that support the College's Strategic Plan 2010-2013. Included in these plans are several initiatives designed to promote student success, including:

- District recognition that placement testing, academic advising, orientation to the college community, and student success courses are vital to student success in the first year of college. Accordingly, all new Glendale Community College students enrolling in at least 12 credit hours and declaring the intent to earn a degree or transfer to a university are strongly encouraged to take advantage of these pivotal aids to their success, including enrolling in developmental courses the first semester when placement test scores indicate the need for such instruction.
- Course prerequisites, previously considered counter to open access tenets, are starting to appear on select courses. For instance, biology faculty determined that reading proficiency is essential for students taking BIO156 Introductory Biology for Allied Health, BIO181 General Biology, BIO201 Human Anatomy and Physiology I, and BIO205 Microbiology. So, too, several religion courses require first-year composition so that students are prepared for the writing-intensive coursework.

14. ***The District performance appraisal system for Management, Administrative and Technology (MAT) personnel needs to be consistently implemented.***

In response to low participation by supervisors and employees in the performance management process across the District, the vice chancellor for Human Resources convened a MAT Performance Appraisal Advisory Team (PAAT) to develop a core competency-based, interactive evaluation tool based on core competencies aligned with Maricopa values and American Association of Community Colleges leadership competencies. Products from the PAAT's work were used to develop a plan for standardization and use of an interactive, competency-based model that achieves consistent implementation across four additional employee groups by July 2014. Throughout the implementation process, the Chancellor's Executive Council will monitor compliance by college and employee group.

15. ***District policy on faculty performance reviews and development process should be changed to include peer and department participation.***

Since the 2002 accreditation visit, much has changed with the evaluation of faculty members. Under the current *Residential Faculty Policies* (RFP) manual, individual faculty members may include department chairpersons, peers, and professional colleagues in the evaluation process. Procedures governing the Faculty Evaluation Plan (FEP) are described in the RFP manual section 3.5.

All faculty are required to complete an FEP their first five years of employment (probationary period) and every three years thereafter. The purpose of the FEP is to improve teaching, learning, and/or service (RFP Sections 3.5.3.1-3), with faculty members allowed to tailor the FEP from required and elective areas. Individuals participating in this process (the FEP Team) include: the faculty member being assessed, a faculty colleague (chosen by the faculty member to be evaluated) from the faculty member's discipline or from outside the faculty member's discipline, department or college; and a third person (professional colleague, department/division chair, vice president, faculty/staff development specialist, advisory committee member, or alumnus) (RFP Sections 3.5.4.1-3).

16. ***The progress made in increasing the number of residential faculty teaching in the evening should be continued and consideration given to redefining the time constraints on residential faculty workloads.***

The *Residential Faculty Policies* (RFP) manual continues to limit the College's flexibility in this area by its stipulation that daytime instruction "shall be staffed at 90% of the projected enrollment with Residential Faculty" (RFP 5.2.2). This topic continues to be discussed by District leadership.

17. ***The District should review college funding policies in regard to cost/FTSE served, so as to have District resource allocation tied to enrollment.***

Suggestions have been made as recently as July 2010 to the vice chancellor of Business Services to revisit this allocation. Presently, funding per full-time student equivalent (FTSE) amounts to \$2,130 and is the only funding that is being passed through the District office to the colleges. GCC has one of the lowest cost/FTSE in the District at \$6,818/FTSE for FY2010-2011. The vice president for Academic Affairs monitors each program review for opportunities to further reduce the cost/FTSE, but there is an acknowledged gap between the funding received for each new FTSE and the costs associated that can only be mitigated by action from the District office.

18. ***The College should develop a system to help students address non-academic concerns.***

The *College Catalog* includes the *Student Handbook*, which specifically details student rights and responsibilities, including redress procedures for non-academic concerns. The dean of Student Life addresses non-academic concerns, consisting mainly of alleged harassment and discrimination. In 2008, the College initiated a Behavioral Intervention Team (BIT), which meets on a monthly basis to review and discuss student behavioral incidents. The Counseling Department, staffed by 11 full-time faculty, addresses other non-academic concerns of students, especially emotional challenges requiring professional guidance, and works closely with the Office of Student Life. As a proactive outlet for students to express themselves regarding non-academic concerns, the Office of Student Life supports over 50 clubs and an associated student government as venues to help students develop outside of the classroom.

19. ***More faculty participation in service learning activities should be encouraged.***

Although this observation seemed to be rooted in circumstances stemming from a now defunct initiative (1996-2002 Kellogg Grant under Dr. Tessa Martinez Pollack), cooperative education in the form of service learning has been receiving increased attention. Service learning has been incorporated to a limited degree to date (in select courses in education, communication, nursing, and honors) but will continue gaining momentum with GCC's participation in the new District Service Learning Council. Criterion Four provides further information about service learning at GCC.



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Criterion One
Mission and Integrity



 **GLENDALE
GAUCHOS
FOOTBALL**

GCC athletics bring some of the state's best athletes into the national spotlight.



Glendale Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Glendale Community College's mission documents demonstrate a clear sense of purpose, and its vision, mission, and values are fulfilled through structures, policies, and processes which support the needs of the community, Maricopa County, and the Maricopa County Community College District (MCCCD). The College's vision of "fostering student success" is realized through commitments to student access; dynamic learning environments; collaboration; strategic planning and budgeting processes; partnering and regular assessment; and monitoring of all elements of the institution.

Core Component 1a: Glendale Community College's mission documents are clear and articulate publicly the institution's commitments.

Glendale Community College's vision and mission statements are reviewed as part of the strategic planning process. In 2009-2010, the College conducted its most recent review and identified a need to simplify the language of both the vision and mission statements in order to gain a broader recognition and understanding of each. The College's mission statement was simplified from:

The mission of Glendale Community College (GCC) is to address the higher education needs of the community. Through its diverse programs and services, GCC assists students in meeting their educational goals. We fulfill this mission as an institution of higher education by preparing students:

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

to: ***Glendale Community College prepares students for further higher education; employment and advancement; and successful participation in a global society.***

The current statement is clear, concise, and action-oriented.

Similarly, the vision statement also became more forceful, changing from: *Glendale Community College will be an innovative educational provider of quality lifelong learning experiences for all members of the community*, to: ***Glendale Community College fosters student success by providing innovative, quality learning experiences for all members of the community.***

Going Green

President Irene Kovala Signs Climate Commitment

On Sept. 20, 2011, Glendale Community College President Irene Kovala addressed a gathering of students, staff, faculty, and guests from the community as she signed the American College and University Presidents' Climate Commitment. She joins other Maricopa Community College presidents and Chancellor Rufus Gasper in leading MCCCDC in more sustainable practices and systems. Last year, the College's Green Efforts Committee reported GCC's Greenhouse Gas Inventory on the ACUPCC website so that GCC has a benchmark and breakdown of sources to develop a Carbon Action Plan.



Students, employees and media all gather to participate in the annual Dumpster Dive. **Dumpster Dive IV**

Mother Earth's special celebration Friday, April 22, 2011, started early at GCC in the Central Mall for Dumpster Dive IV. Volunteers from Green Efforts and the Student Environmental Club sorted through an entire day's worth of garbage to see how much of that garbage could have been recycled. The results of the Dumpster Dive showed a 3% increase in recycling this year over last.

GCC North (GCCN) held its first annual Dumpster Dive in 2011. Results showed 34% of the trash consisted of recyclable items, mostly paper and plastics. GCCN created a baseline of recycling habits and desire to create an awareness campaign from the data gathered.

The revised vision statement recognizes the potential of every student by focusing on success, not just access. The change to a present tense active verb further connotes the action-orientation found in the mission statement.

Accompanying the vigorous discussion and redrafting of vision and mission statements was a re-articulation of the institutional goals associated with GCC's strategic directions. The College's strategic directions were imparted by MCCCDC's Governing Board and pertain to access, dynamic learning environments, collaboration, resources for growth, a qualified and diverse workforce, and strong identity. While District-based strategic direction statements were adopted in full by GCC, the goals associated with these strategic areas are college-specific. Over an 18-month period beginning in 2009, a series of strategic conversations with employees, students, and community members honed the list of strategic goals from 25 to 13. Although Criterion Two will provide more complete information about strategic planning, six strategic directions and 13 goals guide the College:

Access

1. Enhance and expand access to instruction while keeping the cost of education affordable.
2. Enhance and develop educational programs and student services that support changing demographics and needs of the community.

Dynamic Learning Environments

1. Promote the success of developmental, transfer, and workforce students through partnerships, degrees and certificates, expert faculty and staff, relevant curriculum, and strong university articulation.
2. Enhance and develop student services as dynamic, out-of-class learning environments.
3. Encourage and support the expansion of successful assessment strategies including academic achievement and satisfaction with services to improve student learning and development.

Collaboration

1. Collaborate with educational institutions, businesses, government agencies and community organizations through partnerships for the future.
2. Promote interdisciplinary/interdepartmental partnerships and shared governance to create synergy for a more effective organization.

Resources for Growth

1. Assess and refine college budgeting strategies for the efficient and innovative use of resources and delivery of quality programs and services.
2. Support student success through fundraising and development.
3. Seek and implement strategies that improve efficiency, effectiveness, and sustainability of college resources.

Qualified and Diverse Workforce

1. Support a process of hiring, compensation and employee development that is fair, efficient, and timely.
2. Promote a culture of equal opportunity, accountability, and a climate of mutual respect where every employee is valued as a critical component of the organization and a driver of student success.

Strong Identity

1. Strengthen identity and community awareness of GCC as a leader in teaching excellence, innovation, student support, well-maintained facilities and student success.



“Integrity is what we do, what we say, and what we say we do.”
-Don Galer

During the process of reviewing the mission documents, GCC employees identified a set of recurring themes communicated by stakeholders. GCC’s eight universal themes were determined to occur in all strategic directions and goals:

- continuous quality improvement
- diversity
- high academic standards
- safety and security
- student centeredness
- supportive technology
- sustainability
- inclusiveness

GCC’s themes clearly overlap with the District values while further characterizing college-specific principles.

SHARED VALUES

As part of a larger system of colleges, GCC has adopted the same set of values as MCCCDC. These are fully articulated on the College’s Welcome web page and in the Strategic Plan: community, excellence, honesty and integrity, inclusiveness, innovation, learning, responsibility, and stewardship.

These values imbue how GCC employees work within the College and the District to serve students and to guide interactions with individuals and entities in the larger community. As noted above, GCC’s eight self-identified themes overlap and complement District values as the principles that underpin the institution.

Through the process of self-study, healthy discussions have taken place regarding the edits to the College mission documents, principally the vision and mission statements. What needs to be overtly stated and what can be implied in the mission documents? Can the College reasonably expect the public to infer a commitment to lifelong learning if that wording no longer appears in the vision statement? Does the specificity of the mission statement preclude the casual learner among those the College educates? Whereas the revised language of these statements may be considered changes by degree, other developments – such as more intentional environmental stewardship – do not run counter to the College mission but neither are they made manifest in it. If GCC’s dedication to environmental sustainability surfaces only among the universal themes, does that merit the level of obligation otherwise indicated by the president’s signature on the American College and University Presidents’ Climate Commitment (ACUPCC)? This and other mission/vision issues will continue to be discussed as the College addresses the recent reformulation of Governing Board outcomes and, accordingly, reshapes strategic and operational planning.

Core Component 1b: In its mission documents, Glendale Community College recognizes the diversity of learners, other constituencies and the greater society it serves.

The mission documents of Glendale Community College clearly recognize and articulate the College’s commitment to the diversity of learners it serves. Diversity includes a full range of components that include, but are not limited to the demographic makeup of the College’s student body, its employees (particularly faculty), and the mix of programs and courses offered.

Leading the Way

GCC Launches STARS Scholarship Application Program

Glendale Community College partnered with the Maricopa Community Colleges Foundation to launch an enhanced, student-friendly scholarship application process on Aug. 8, 2011. Called STARS, the new online system allows students, for the first time, to receive scholarship confirmations, acceptance letters, and surveys by electronic messaging.

“The STARS application wizard helps students find the scholarships for which they are best suited with just a click of the mouse,” says Frances Mateo, GCC coordinator of Development and Scholarship Relations. The 2011-2012 scholarships and their criteria are listed and, in addition to the wealth of scholarships previously offered, GCC has added 10 more.



More than 3,125 users clicked through the STARS portal in two weeks!

At the 2002 accreditation visit, GCC's mission specifically addressed diversity; since then, American society's multiculturalism has evolved to the degree that the College feels diversity can be understood to be embedded throughout its mission documents. The now simplified college mission statement nods to this, referring to a global society. So too, diversity is implied in the vision statement's "all members" of the community language. Affirmation of this subtlety emerged during the most recent review and update of the College mission documents: diversity, and its helpmate inclusiveness, are among the eight universal themes identified as supporting each of the College's strategic directions and goals. Most important is GCC's habit of remaining ever cognizant of diversity issues and infusing diversity in the hiring process, development, and delivery of curriculum and services to multiple constituencies.

The comparative diversity of the service area and changes since the last accreditation visit are depicted in Figure R.1 [in the Response chapter]. Though the student population generally mirrors that of the service area, two trends are noticeable. First, the Hispanic student population has continued to increase. This statistic bodes well for the educational well-being of the institution as it has positioned the College to become eligible for Hispanic-Serving Institution (HSI) status and for the federal grant opportunities available to such institutions. Second, the larger percentage of women attending and graduating from GCC mirrors the national trend.

Figure R.1 [in the Response chapter] also includes the percentage of full-time (residential) and part-time (adjunct) faculty measured nine years following the last accreditation visit. Although analysis of the employee diversity data indicates improvement, ethnic diversity in residential and adjunct instructional faculty still requires attention. GCC and MCCCDC have attempted to address this challenge by actively implementing several new guidelines in the hiring process. All faculty hiring committees now include multiple employee group representation, and at least one committee member must represent an ethnic or racial minority group and gender diversity. All hiring committee chairpersons are required to complete the Hiring the Best! for Maricopa workshop before chairing a hiring committee. Workshop information is designed to ensure fair and equitable treatment to all applicants. Other committee members are also encouraged to complete the workshop. In order to attract a more diverse pool of faculty applicants, the College and MCCCDC have advertised the faculty positions to a larger and more diverse community through job boards on the Internet, the MCCCDC employment website, and through traditional media (e.g., *Chronicle of Higher Education*, academic journals, minority-focused publications, etc.). See Response to 2002, Figure R.2 for details.

While diversity in all employee groups is desired, and hiring practices affirm equal opportunity regardless of employee group, the diversity of faculty hiring has been a consistent concern. The complexity of multiple issues prevents a simple explanation for the reduced diversity of applicant pools, but the current political climate in Arizona, limited advertising funds, and inability of the College to offer travel funds for candidate interviews all appear to be exacerbating factors. To address these factors, MCCCDC also created an excellent internship program (Maricopa Faculty Internship [MFI], previously known as Faculty In Progress Program [FIPP]), to improve diversity within its ranks and provide rigorous master teacher training to adjunct faculty, thereby assisting them in their goal of becoming full-time residential faculty at GCC or at other colleges in MCCCDC. Although the program has been on hold since April 2008, prior to that GCC hosted six faculty interns, hiring three of them.

Finally, in an effort to foster an environment of inclusiveness, equal opportunity, and equal access to programs and services, as well as to promote respect for all individuals, MCCCDC and GCC have provided many diversity awareness programs to employees (Figure 1.1). One example is MOSAIC (Maximizing Our Strengths as an Inclusive Community), a sequence of six workshops designed to enhance an understanding of diversity and inclusion.

Figure 1.1. GCC Employee Participants in Diversity Awareness Workshops from 2002-2010

Creating a Respectful Work Environment	81
Hire the Best! for Maricopa	214
MOSAIC 1A: Knowing Ourselves	61
MOSAIC 1B: Knowing Ourselves	48
MOSAIC 2A: Recognizing Bias	45
MOSAIC 2B: Recognizing Bias	39
MOSAIC 3A: Strengthening MCCCCD	34
MOSAIC 3B: Strengthening MCCCCD	31

Source: MCCCCD Employee & Organizational Learning.

AGE DIVERSITY

Another form of diversity is found within the College's range of student ages. Figure 1.2 provides an age breakdown of the student population. The increasing percentage of 15- to 19-year-old students attending the College is a healthy indicator. Implicit in this statistic is that the College is recruiting its share of high school graduates. Though the reason for this increase is not entirely clear, it may be attributed to the greater emphasis now placed on obtaining at least one year of education post high school, the emphasis in the West Valley on career and technical education offered by the College and Western Maricopa Education Center (West-MEC), or current economic factors.

Age diversity significantly impacts learning inside and outside the classroom. Beyond basic preparedness for college work, faculty must prepare to address the learning and communication styles that each of these age groups bring to the College. In their recent book about the future workplace, *The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today* (2010), Meister and Willyerd describe the learning, communication and working styles of five generations: Traditionalist (b.<1946), Baby Boomers (b.1946-64), Generation X (b.1965-76), Millennials (b.1977-97), and Generation 2020 (b.>1997). Though Meister and Willyerd address the workplace, their research and ideas are applicable to the College.

In 2002, the Traditionalist generation represented 1.5% of the student body, the Baby Boomers 14.7%, Generation X 26.4% and Generation Y (Millennials) 56.1%. By Fall 2012, approximately 5% of the Baby Boomer generation and 12% of Generation X will remain among the student body. Generation Y will represent more than 80% of the student body. Also in 2012, the first Generation 2020 students will arrive. Most faculty will therefore be teaching a very different mix of students from when they began their careers at the College. Students will be from four to five generations, each with a different learning and communication style. Without question, age will become the new diversity.

Figure 1.2 Age Diversity – Learning Styles and Communication

	2002	2003	2004	2005	2006	2007	2008	2009	2010
%15-19 yrs	29.0	28.9	30.4	31.9	32.5	33.5	37.3	37.6	36.1
%20-24 yrs	27.1	27.4	27.1	27.2	28.1	29.2	28.4	28.8	29.5
%25-29 yrs	11.8	12.0	11.5	11.5	11.1	11.6	11.1	11.4	12.2
%30-39 yrs	14.6	14.3	13.8	13.4	13.2	12.1	11.5	11.0	11.5
%40-49 yrs	9.9	9.6	9.7	9.2	8.7	7.4	6.7	6.6	6.5
%50-59 yrs	4.8	4.9	4.8	4.6	4.4	4.2	3.7	3.3	3.1
%>60 yrs	1.5	1.7	1.7	1.7	1.7	1.7	1.4	1.2	1.2
%Undeclared	1.3	1.3	1.0	0.5	0.3	0.0	0.0	0.0	0.0

Source: Student Population Fall Semesters 45th Day

Generations

Characteristics

Gen Z
born after 1997



Hyper connectedness, life online

Gen Y
born 1977-97



Immediacy, cyber literate, tolerance, diversity, global, mobile

Transition
Gen X-Y



Gen X
born 1965-76



Self reliance, balanced lifestyle, eclectic

Transition
Baby Boomer-Gen X



Baby Boomer
born 1946-64



Competitive, success oriented, long hours

Traditionalist
born before 1946



Loyalty, discipline, respect for authority

CURRICULUM DIVERSITY AND SPECIAL PROGRAMS

Glendale Community College has grown significantly since its beginnings in 1965-1966. Today the College offers degrees and certificates in over 100 disciplines and skill areas. Essentially the College focuses on three areas of instruction:

- Developmental Education – Below 100-level courses prepare students for mainstream college instruction. Included in this area are English, English as a second (or other) language (ESL/ESOL), math, and reading.
- University Transfer Education – This area includes the Arizona General Education Curriculum (AGEC) courses accepted at all three of the state’s public universities. All courses bear numbers at the 100 or 200 level. The current economic downturn in the state, coupled with recent tuition hikes at the universities due to reductions in state funding to the universities, may be among reasons why enrollment for transfer credit at the community colleges is growing.
- Career Technical Education (CTE) – Occupational courses are another growing area of instruction, particularly with the impetus of federal funding under the Carl Perkins program, Arizona’s Proposition 301 sales tax for CTE resources, and the recent American Reinvestment and Recovery Act.

Within these three instructional foci, GCC offers many programs to serve specific student populations. These programs add to the diversity of the College; five examples are discussed below.

ACE Plus Program: Achieving a College Education (ACE) Plus is a scholarship-based early outreach program designed to take the intimidation factor out of college for high school students who are members of populations that are historically less likely to continue on to college. Over 60% of the ACE Plus program participants are first-generation college students and many are financially disadvantaged. The ACE Plus program is operational at 11 high schools in the College’s service area. Supported through the collaborative efforts of the College, high school administrators, community partners and parents, ACE Plus has a 12-year record of helping students complete high school while concurrently enrolled in college courses.

Multicultural Affairs Program: The Multicultural Affairs Program plays a vital role serving culturally diverse and economically disadvantaged students. The program assists students with enrollment and transfer processes; scholarship/financial aid applications; and academic advisement. It also provides information and referrals to college and external community services. Multicultural Affairs staff members serve as advocates for students as necessary.

Adapted Fitness Program: This program focuses on students of all ages with severe physical limitations or special needs. Life sustaining and enriching, GCC’s Adapted Fitness program has been profiled on local television and nominated for awards. Having earned the distinction of being nominated for the West Valley’s Best of the West in 2008, the program is recognized among the organizations and services that contribute positively to and advance the image, lifestyle and economic development of the area.

Veterans and Veteran Services: Many of the nation’s military members are leaving active, Reserve or National Guard service and returning to college to improve their education or skill sets. Equally important are those members who remain in service and are stationed in the Glendale area. In support of all veterans and active duty personnel, GCC remodeled a 1,381-square-foot building in late 2010 to support the increasing veteran population. The facility is supported by two board-approved employees, part-time staff, and Veteran Affairs Work Study student workers. It contains rooms to meet with faculty and advisors; rooms to practice presentations or review online lectures; social space; and technology to connect with family or colleagues deployed across the United States or overseas. The building presently supports 1,268 veteran students, and the College expects this population to continue to increase by 5% annually. Unique in Maricopa, the Veteran Services Building is one way for the College to say, “Thank you for your service.”

International Education Program: The International Education Program contributes significantly to GCC's diversity by attracting students from all corners of the world. As of 2011-2012, the international students at GCC have come from 51 sovereign nations, with Vietnam and Korea representing over 34% of the international student body. Other countries with significant representation are Japan, China, Mexico, India, Thailand, and Romania.

In addition to attracting international students to its campuses, GCC has also made available study abroad programs providing students and faculty an opportunity to interact with people from other countries and learn about their cultures, history, language, etc. Study abroad opportunities have increased in the last two years and are discussed further in Criterion Three.

Core Component 1c: Understanding of and support for the mission pervade Glendale Community College.

During the review and update of GCC's Strategic Plan in 2009-2010, events in the District and at the College demanded a more extensive review of the College's vision, mission, and strategic goals. Over an 18-month period, the College held a series of strategic conversations with employees, students, and community members to discuss in detail the vision and mission and their relationships to the strategic plan and goals. Additionally, the College administered an online survey for those who could not participate in strategic conversations. While the former mission and vision had served the College well since 1994, at the conclusion of the strategic conversations and survey, both the vision and mission were updated to strengthen the focus on student success.

FOSTERING STUDENT SUCCESS

The revised vision statement, "Glendale Community College fosters student success by providing innovative, quality learning experiences for all members of the community," states the College commitment to student success while the mission statement encompasses the purpose of preparing students for further higher education, employment advancement, and participation in a global society. The revised mission is not an entirely new focus for the College; however, it provides clarity in purpose and student-centeredness. The vision and mission of GCC are published in the *College Catalog and Student Handbook*, on the college website and in the College's strategic planning documents. During new employee orientations, the vision and mission are introduced and the mission is also covered in New Student Orientation sessions held at both campus locations at the beginning of the fall and spring semesters.

In an effort to promote awareness of the revised vision, mission, and the strategic directions and goals in the 2010-2013 Strategic Plan, the College marketed (internally, to employees) the online availability of the strategic plan and developed bookmarks and mouse pads with the vision, mission, and strategic directions, and goals for the institution. The bookmarks were provided to all employees. The mouse pads were placed at every computer work station and in highly visible and widely used spaces throughout the campuses including the High Tech centers, the Library, student self-service stations in the Enrollment Center, and in computer classrooms. Additionally, a shortened version of the College vision statement, "GCC fosters student success," appears as virtual wallpaper behind the login prompt on student computer workstations throughout the College, in an effort to remind students, at each login, of the College's commitment.

GAUCHO PRIDE

Employees pride themselves in working at the College and derive personal satisfaction from their work. College climate surveys evidence these opinions and, so too, though indirectly, do Noel-Levitz data. Areas with the lowest gaps between student-identified importance and satisfaction levels show in student-centeredness, campus support services, and academic services. These Noel-Levitz results imply that employees are committed to providing the services that students feel are most important.



The College developed bookmarks and mouse pads with the vision, mission, and strategic directions, and goals for the institution.

GIVING

At GCC, philanthropic giving is a manifestation of understanding the mission of the institution and the willingness to support students. The facts are that education costs have soared, and students need financial help with tuition, books, and living expenses. At GCC, giving to scholarships is perhaps the most significant achievement since the last accreditation visit. In 2001-2002, the College publicized \$46,570 to award; in 2010-2011 the amount had grown to \$2,792,900 – all from increases in private donations and District funding. During that same period, the number of scholarships has grown as employees, former employees, community members, and alumni understand the mission of the institution and demonstrate their willingness to support that mission through their generosity.

Core Component 1d: Glendale Community College's governance and administrative structure promote effective leadership and support the collaborative processes that enable the College to fulfill its mission.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

The Governing Board of the Maricopa County Community College District composed of five members, are elected in staggered years to six-year terms from geographical districts covering all of Maricopa County. Rather than having each of the 10 colleges report directly to the Governing Board, the District structure situates the chancellor as the nexus between the colleges and Governing Board.

DISTRICT OFFICE, COUNCILS AND GROUPS

The role of the District office is to support the 10 colleges, two skill centers, and numerous sites that compose the Maricopa County Community College District. To that end, the chancellor, the executive vice chancellor and provost, three vice chancellors, the president and chief executive officer of the Maricopa Community Colleges Foundation; and legal counsel plus the 10 college presidents (collectively known as the Chancellor's Executive Council or CEC) coordinate activities where a common voice is necessary (e.g., articulation with institutions of higher education, legislative affairs), where District scale provides efficiencies to base operations (e.g., payroll, human resources, land acquisition, Foundation activities), and where standardization is imperative (e.g., safety and security plans and measures). College presidents retain considerable autonomy to serve their respective communities, and accreditation remains a separate process for each college.

Additionally, the collaborative output from a number of District-wide, task, employee, and constituency groups – each reflecting membership from the District's 10 colleges – is key to accomplishing the missions of both District and College. Employee groups represent professions throughout the District: Adjunct Faculty Association; College Safety; Crafts; Faculty Association; Maintenance and Operation; Management, Administration and Technology; and Professional Staff Association. These groups represent employees collectively in policy discussions, advocate grievances, and address other issues related to overall employee welfare. Each employee group has a college organization with local leadership. The leadership from each college meets at the District level to advocate on behalf of their group, to administer benefits such as professional growth funding, and to share best practices. Constituency groups represent and promote the well-being of members. MCCCC supports eight constituency groups (see list at left).

COLLEGE LEADERSHIP AND GOVERNANCE

At the college level, governance is shared among these organizational levels: the Executive Leadership Team, Administrative Team, Faculty Senate, Academic Departments (18) and Department Chair Council; Employee and Constituency Groups (15); and 46 Committees (standing and ad hoc).

GCC's Executive Leadership Team (ELT) consists of the president and the vice presidents for Academic Affairs, Student Affairs, Administrative Services and Planning, and more recently, the directors of Institutional Advancement and Institutional Planning, Research, and Effectiveness. The ELT is largely

MCCCC Constituency Groups

- Arizona Association of Chicanos for Higher Education (AACHE)
- Asian Pacific Islanders Association (APIA)
- VOICE Maricopa (Voice Of Inclusion, Change and Empowerment)
- Equality Maricopa (formerly known as GLHRA)
- Maricopa Association of Chicanos in Higher Education (MACHE)
- Maricopa Council on Black American Affairs (MCBAA)
- Women's Leadership Group (WLG)
- United Tribal Employee Council (UTEC)

Bragging Rights

Football Coach Inducted into the 2006 NJCAA Hall of Fame

Three national NJCAA football championships in 17 years (1988, 2000, 2005) brought past Glendale Community College Head Football Coach Joe Kersting the NJCAA 2006 Hall of Fame. Kersting's stats and honors can fill a page. He was the 2005 National Coach of the Year, is a ten-time NJCAA Region I Coach of the Year, won 13 Western States Football League Conference Championships, won 8 of 12 bowl games his teams played in, had 13 nationally ranked teams, and was undefeated in Arizona Conference four of the last six years. His lifetime coaching record (105-42-2) represents 70.4% wins.

GCC Finalist in Climate Leadership Awards

Glendale Community College has been selected as a finalist in the 2012 Second Nature Climate Leadership Awards. Second Nature finalists are asked to produce a short video highlighting the innovation outlined in the nomination. Finalists' videos will be entered into a national voting competition March - April 2012. Viewers will vote on the most innovative and ground-breaking institution in each Carnegie Classification. Campuses with the top votes at the end of April will have the chance to be featured in the Planet Forward Spring 2012 PBS TV special and a Planet Forward weekly webisode or newsletter. All award finalists will be considered for a Climate Leadership Award and award winners will be announced and recognized at the 2012 ACUPCC Climate Leadership Summit, June 21-22 at American University.

GCC BioTechnology Prof Selected for National Workshop

Glendale Community College Professor Dr. James Tuohy prepared for GCC's biotech classes by participating in a nation-wide Biotechnology planning program. One of approximately 30 teachers selected by the national Biotechnology Institute, Tuohy attended the National Biotechnology Teacher-Leader Program at the annual convention in Washington, D.C. This program supports outstanding teachers with practical biotechnology teaching strategies they can take back and apply in the classroom.

responsible for strategic planning and resource allocation for the College with inputs from the Administrative Team (deans of Instruction, Student Life, Enrollment Services, and GCC North); directors of College and Information Technology, Business Services, Facilities, Public Safety, and Athletics; senior manager of Human Resources; and enterprise application designer. The Administrative Team and the department chairs are responsible for the day-to-day operations of the College.

Essential to the governance of the College is the collective role of faculty department chairs through the Department Chair Council. This council meets monthly to share information on College department programs and to formulate a faculty voice on issues outside the purview of the Faculty Senate. Administrators and the Faculty Senate president are invited to all department chair meetings.

FACULTY SENATE LEADERSHIP

The Faculty Senate serves as the primary representative of the faculty to the ELT, to District administrators, and to the Governing Board regarding academic and professional matters. Select GCC Faculty Senate members also serve on administrative councils and on coordinating committees to participate in the formation and implementation of educational policies for the College and District. The GCC Faculty Senate consists of 15 senators, a senate president, vice president, and executive councilor at large. All are elected positions for staggered terms of three years.

Unique to GCC, the Faculty Senate pioneered the development of a College Plan to assist with the administration of the College, specifically addressing the selection, roles and responsibilities, and evaluation of department chairs. Change to the organizational structure of any academic department is also governed by this document.

EVALUATING LEADERSHIP

The College Plan provides for faculty evaluation of administrators (president, vice presidents and deans) and, separately, of department chairs each spring. Although well-intentioned for self-improvement purposes and distinct from annual performance evaluations, the process merits re-examination. The anonymity of input and confidentiality of results preclude reporting and, therefore, determining the usefulness of the process.

COMMITTEES

Much of the work of the College is accomplished by its 49 standing and ad hoc committees. Though the work of some of these committees will be highlighted in other chapters of the Self-Study Report, four committees deserve mention here:

- **President's Advisory Committee (PAC):** Members of the Executive and Administrative teams, along with employee group presidents and the Faculty Senate president, serve on the President's Advisory Committee. This committee not only serves in an advisory capacity regarding issues facing the College, but as a key communications conduit between the College's many organizational levels. The PAC meets monthly and meeting minutes are posted on the college website.
- **President's Budget Advisory Committee (PBAC):** PBAC membership represents the College's organizational units (e.g., Academic Affairs, Student Affairs) and six employee groups (Faculty, MAT, PSA, Safety, M&O, Crafts). Six subcommittees review and prioritize requests for submission to the PBAC for integration, further prioritization, and recommendation to the president. Once approved by the president, the College's budget is sent to the District Business Services office for resource allocation.

- Curriculum Committee: The Curriculum Committee helps to maintain the currency of courses and programs offered by the College and to balance sharing academic and occupational programs with sister colleges while offering college-specific programs considered points of pride. This faculty committee represents the breadth of disciplines at the College and includes two department chairs. Academic and enrollment administrators serve on the committee in an advisory capacity. The process for adding, deleting, and modifying curriculum is common to all MCCCDC colleges and is discussed further in Criteria Three and Four.
- Strategic Planning Review Committee (SPRC): The College's Strategic Plan, a three year document updated annually, is guided by the SPRC. Like PBAC, the SPRC represents the College's organizational units and employee groups, and also includes students. Strategic plans and annual reports on outcomes and initiatives have been provided to the District office in February of each year.

The College's administrative leadership and committees provide a unique structure that underpins shared governance. This tiered structure can operate hierarchically or be tailored to address specific challenges. It promotes inclusivity, the exploration of diverse ideas, communication of processes, and outcomes to the College at large, and finally, the accomplishment of both mission and vision.

Core Component 1e: Glendale Community College operates with, and protects its integrity.

REGULATIONS AND INTERNAL CONTROLS

As a member of the Maricopa County Community College District, Glendale Community College operates in accordance with the District's Administrative Regulations (known as "Board Policies" prior to 1996). These regulations cover a wide variety of operational issues related to students, instruction, fiscal management, auxiliary services, equal employment opportunity, and affirmative action. Administrative Regulations are amended, adopted, or deleted as necessary, and are subject to a formal approval process. Selected policies and regulations are also communicated via the District's *Blue Book*, available online. Collectively, these documents, along with the employee policy manuals for each of the District's employee groups, serve to manage the day-to-day operations of the District and colleges.

In February 2007, the MCCCDC Governing Board unanimously approved extensive changes in ethics, internal controls, and accountability policies based on the recommendations of a panel of experienced community members. This Blue Ribbon Panel was appointed by the Chancellor in 2006 to consider internal controls over select business operations, propose changes to strengthen existing controls, and to improve internal oversight in the following areas: ethics, legal, and stewardship training by all employees; mandatory disclosure reporting; employment standards; cash handling; special services employment contracts; travel regulations/international travel; conflicts of interest; procurement of goods and services; enrollment irregularities; integrated risk assessment; whistleblower/ombudsman services; and use of college facilities. The recommended changes remain in effect and are now considered routine tasks and controls.

RESULTS OF FORMAL AUDITS

In addition to annual audits of Veteran Services, Admissions and Records, and Financial Aid, GCC has undergone 10 audits by the District since the last accreditation visit. All audits are retained on file in the Business Services Office or in the Office of the Dean of Enrollment Services. A full listing of audits appears in the Federal Compliance document provided in Appendix B.



GRIEVANCES AND CONCERNS

Essential to every healthy educational organization is a process to address disagreements between students and employees; grievances among employees themselves; and complaints by community members. The student grievance process is articulated in the District *Residential Faculty Policies* manual; the faculty and staff handbook; and the *College Catalog*, which contains the *Student Handbook*. In all cases, student complaints are dealt with fairly and within a specific time frame. Records of student grievances are maintained by the dean of Student Life who periodically reviews and analyzes complaints to determine trends. A summary is provided in the Federal Compliance document in Appendix B.

College employees are also afforded a grievance procedure, articulated in their respective employee group manuals. Adjunct faculty have access to the same grievance provisions, though their policy manual lacks the language of their residential counterparts. The formal process requires written documentation and is tracked by the vice presidents of Academic Affairs and Student Affairs, appropriate deans, and department chairs.

Incidents of employee discrimination are handled separately by the District Office of Equity, Opportunity, and Engagement for employees who feel they have been discriminated against in the workplace. Complaints may be brought forward based on race; color; religion; national origin (including document abuse); citizenship status; gender (including pregnancy discrimination, sexual harassment); sexual orientation; gender identity; physical or mental disability; age (40 or older); veteran status; genetic information; or retaliation for expressing concerns about prohibited discrimination, participating in a discrimination investigation, or the filing a discrimination complaint. Employees experiencing discrimination may use either an informal or formal discrimination complaint process.

Though employees and community members are always welcome to voice their concerns to District and College leadership, some prefer to remain anonymous. To that end, a 24/7 hotline and web submission form are available to facilitate the process. The Office of Public Stewardship at the District provides these ombuds services to citizens, students, and employees, and manages all processes related to public accountability.

Whistleblower protection is provided all employees per legislative directive and Arizona Revised Statute 38-532.

CHALLENGES TO INTEGRITY

GCC employees carry out their daily work responsibly and reliably. Everyday operations can present challenges by degree; however, dedication and professionalism prevail. Although GCC has not been targeted with direct or dramatic assaults on its institutional integrity, immigration laws passed in Arizona have challenged employees' senses of purpose and the integrity of their work. While these laws do not place limitations on whom the College serves, they do dictate a higher cost of education – and ineligibility for state aid – for students not lawfully present. These externally imposed barriers to education seemingly run counter to the *raison d'être* of the community college: affordable education for all.

Perceptions and misperceptions of the restrictions of Arizona's immigration laws, coupled with the additional financial burden placed on immigrants seeking further education, have challenged GCC employees and colleagues throughout the District to continue serving all potential students within legal restrictions. Nevertheless, GCC employees continue to serve in compliance with state law.

What's in a Number?

\$39,000+

worth of publicity GCC generates every 6 months

3,900

photos taken by College Advancement Services in 2011

195 graphically supported projects in 2011

8,500+

social media followers

80+

questions answered per month via social media

6,406 people read GCC's posts every day

89% of Facebook

viewers are community members!

2,039 blog readers per month



"All of my questions and/or concerns for this semester have been answered, quickly and in a friendly way, from Glendale Gaucho on Facebook or Twitter. It's pretty awesome."

~ Monica

Criterion One Summary: Strengths, Weaknesses, Opportunities for Improvement and Threats

Since the last accreditation visit by the Higher Learning Commission, Glendale Community College has done much to address challenges identified by the 2002 accreditation team. The following SWOT analysis summarizes what was discovered during the self-study process and articulated in this chapter.

Strengths

- Focused mission, modern vision.
- College efforts in the area of diversity have facilitated GCC's eligibility as a Hispanic-Serving Institution (HSI), positioning the College to seek federal grant funding at the next application opportunity.
- Strong ACE Plus, International Education, Veteran Services, Multicultural Affairs, and Honors Programs.
- Unique Adapted Fitness Program for those with physical limitations.

Weaknesses

- Obstacles to attracting job candidates of diverse backgrounds: limited advertising funds, inability of the College to offer travel funds, Arizona's political climate, and public stance on illegal immigration.

Opportunities for Improvement

- Though the College has done much to disseminate the vision and mission of the institution, indications by frontline supervisors are that not all employees understand their roles in supporting these statements of purpose.
- Further discussions may be merited on the question of how much may be implied reasonably in the College mission documents and which commitments need to be stated overtly.
- Faculty will need to address age diversity, different generational learning, and communication styles.

Threats

- Reduced external funding of operational budgets will significantly impact the College's strategic and operational capabilities.
- Arizona's immigration laws will continue to challenge employees as they balance institutional purpose with legal restrictions.

As the College strives to improve and become more efficient in challenging economic times, it upholds and continues to support its vision and mission. The evidence presented in this criterion clearly identifies both significant successes and numerous opportunities for improvement.

REFERENCES

- Maricopa Center for Learning and Instruction. (2008). Faculty In Progress Program (FIPP)/Maricopa Faculty Internship (MFI) program summary. Tempe, AZ: Maricopa County Community College District.
- Meister, J.C., & Willyerd, K. (2010). *The 2020 workplace: How innovative companies attract, develop and keep tomorrow's employees today*. New York: Harper Collins Publishers.

Criterion Two

Preparing for the Future



GCC boasts more than 850,000 alumni as it approaches its 50 year anniversary of providing quality education.

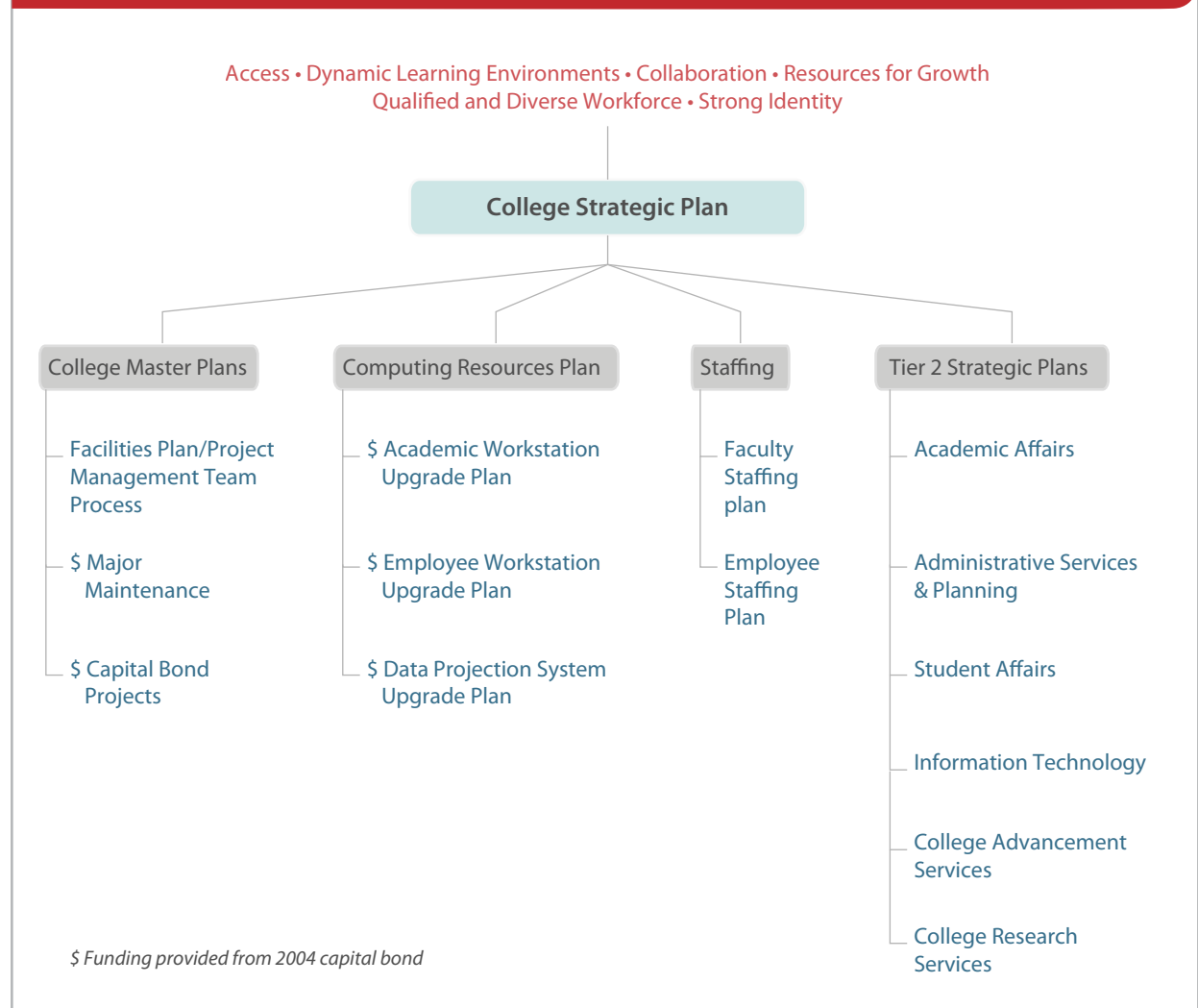


Glendale Community College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Glendale Community College prepares for the future through comprehensive planning processes. GCC's planning processes include three major levels: strategic planning, master planning for facilities, and department planning. This latter level includes departmental strategic plans (also called tier 2 plans), staffing plans, and the computing resources plan (Figure 2.1). GCC continues working toward aligning all levels and conducting annual reviews of all plans. As the College continues to improve program review processes, review outcomes will also inform planning efforts. College and departmental plans support the vision and mission of the College and are informed by accreditation agency findings, environmental scanning, assessment plans and, as of the writing of this report, Governing Board goals, and District strategic directions. All levels of planning will shift toward the revised outcomes adopted by the Governing Board and will subsequently follow a new planning framework (currently under development).

Essential to all planning processes is a clear understanding of the societal, political, technological, and economic trends that shape the operational and strategic landscape. Much of this analysis is conducted by the District Institutional Effectiveness Office in collaboration with the District Institutional Research Council to produce a comprehensive environmental scan of Maricopa County and the service areas and an annual report for the 10 colleges and two skill centers that compose the Maricopa County Community College District (MCCCD). Expanding on this base document, the College conducts its own analysis through the Strategic Planning Review Committee (SPRC). This committee (formerly called the Glendale Strategic Planning Advisory Committee G-SPAC, and previously known as the Futures Committee) is made up of faculty, staff, and students from multiple disciplines and departments. The SPRC identifies trends and challenges in six major areas: society and growth; economics and politics; technology; education; institutional effectiveness core indicators; and internal review. At an earlier point in the College's history, trend identification and analysis were accomplished through reading and literature reviews, with the results summarized in an annual report used with the Strategic Plan. This technique, while inclusive, often produced input that was more national than regional or local in nature, and of limited value to the College. The identification of trends will now be conducted with focus groups each semester. Focus groups will be facilitated by the SPRC and will include employees, students, and community members.

Figure 2.1 Strategic Planning



Core Component 2a: Glendale Community College realistically prepares for a future shaped by multiple societal and economic trends.

FACILITIES MASTER PLANS

Two separate master plans guide the construction of new facilities and much of the remodeling of old. The Master Plan for the main campus was developed by DWL Architects + Planners in concert with the College and published in 2003. The plan was designed to guide the College in three phases through 2023. Phase I of this plan aligns with the 2004 capital bond and guided the development of a list of projects. Eight projects have been completed, with a ninth to

*“The best way to predict
the future is to create it.”*
- Peter Drucker

be completed by the time of the bond’s expiration in 2014. The Master Plan for the GCC North campus, published in 2006, was developed by RNL Architects as part of the expansion of that educational site. This plan guides development in four phases through 2044. Phase I for GCC North was also aligned with the 2004 bond and is complete.

Two new developments will require updating of both of the College’s master plans. First, expansion and partnerships: the partnership with Rio Salado College for the Commiversity initiative, the purchase of 90 acres for a future educational site in the West Valley near Wittmann, and interest in an educational site by the Town of Wickenburg, Ariz. will dictate a new set of plans, or possibly a single consolidated master plan, for addressing all campuses and sites. Second, environmental sustainability goals: as a signatory to the American College and University President’s Climate Commitment, the College needs to integrate into master planning the environmental sustainability actions resulting from the College’s Greenhouse Gas Inventory (completed May 2011) and Climate Action Plan (to be completed May 2012).

POSITIONING GLENDALE COMMUNITY COLLEGE FOR STRATEGIC PLANNING

In 2008, the G-SPAC (now SPRC) identified several challenges affecting College planning; these challenges were reconfirmed for 2009 through SPRC-led focus groups:

A Weakening Economy

Higher unemployment and diminished availability of credit coupled with shrinking property tax revenues and reduced state aid to the community colleges continue to affect the College. These conditions have led to increases in tuition and an increased effort to enhance alternative revenue streams (e.g., alumni giving, scholarships, grants, state and federal programs such as Proposition 301, Carl Perkins funding, and the American Recovery and Reinvestment Act).

College Affordability

Costs to students continues to be a challenge. Though community colleges continue to provide a cost-effective alternative to university tuition, higher costs for textbooks, living expenses, and transportation require many students to take longer to complete programs of study or take out loans. To combat

Figure 2.2 Resources for Growth

Year	State Aid as a Percentage of Maricopa Total Revenue	Maricopa Resident Tuition (\$/credit hour)	GCC Scholarship Dollars to Award
2001-02	15.05%	\$41	\$46,570
2002-03	12.95%	\$46	\$776,000
2003-04	12.02%	\$51	\$857,190
2004-05	11.23%	\$55	\$870,000
2005-06	11.56%	\$60	\$1,157,421
2006-07	11.00%	\$65	\$1,507,036
2007-08	10.72%	\$65	\$1,900,000
2008-09	9.91%	\$71	\$2,108,034
2009-10	8.05%	\$71	\$2,500,000
2010-11	6.92%	\$76	\$2,792,900
2011-12	1.00%	\$76	Not available

Hands-On Learning

GCC Received Fire Trucks from cities of Glendale & Peoria

A long-term, productive partnership between Glendale Community College and the City of Glendale yielded a big reward on Jan. 13, 2006, when the Glendale Fire Department dedicated a retiring fire truck to GCC for a nominal \$1 year lease. The truck, a 1986 pumper, is used to train GCC Fire Academy and fire science students—many of whom will eventually serve as firefighters for West Valley municipalities and beyond.

Glendale Mayor Elaine Scruggs presented a large symbolic truck key to GCC Interim President Jean Ann Abel. Building a working fire station on the GCC campus is an example of the city-college partnership's mutual benefit.

This truck has been used in fire simulations and other training by hundreds of GCC Fire Academy and fire science students. Public Safety Sciences Chair Doug DeSanti remarks, "This generous donation is yet another example of the great working partnership that GCC has enjoyed with the city of Glendale and that benefits students."



Students in the fire program learn about engine capabilities and functions using retired engines.

this trend, the College aggressively pursued a giving campaign that has increased available scholarship dollars by 5,400% since the last accreditation visit (Figure 2.2); instituted a book rental program through the College Bookstore; posted book titles and comparative costs through multiple vendors on the College's website; scrutinized course fees to minimize impact to students; and many faculty have adjusted course material requirements as much as possible. Finally, in compliance with recent legislation, total costs for attaining specific degrees and certificates and expected earnings are posted to better advise students on the cost of programs and expected earnings before they take on a large debt load.

Shifting Demographics

The future student body composition will change. The share of new high school graduates entering college is anticipated to grow, but at a slower rate. The percentage of Hispanic students continues to rise, currently at 27.1% of the student population. Now that the 25% threshold has been achieved, the College is eligible for Hispanic-Serving Institution status. This designation allows GCC to apply for federal funding from the Department of Education. Age, addressed in Criterion One, will become the new diversity and present challenges to faculty as they try to address the learning styles of four to five generations. And, as veterans of the wars in Iraq and Afghanistan return to civilian life, the College continues its efforts to address their special needs. In 2010, an existing building was remodeled to serve active duty personnel and veterans. Already nearing service capacity, the College plans to increase staffing to handle increasing numbers.

Preparedness

Many students arrive unprepared or under-prepared for college level work. In response to this trend, MCCC has revised course placement and testing policies in recent years. The College's iStart Smart initiative now requires that students enroll in the courses indicated by their placement scores and that students participate in orientation. New students at GCC are assessed in reading, writing, and mathematics in order to determine whether to enroll in collegiate or developmental-level courses. This assessment effort increases the optimal student success in their first semester. One unique effort is the recent adoption by biology faculty of a critical reading prerequisite (RDG 091) for four high enrollment courses (BIO156 Introductory Biology for Allied Health, BIO181 General Biology, BIO201 Human Anatomy and Physiology I, and BIO205 Microbiology) to ensure that all students in these classes are reasonably prepared for the rigor of the courses. Additionally, the College has enhanced tutoring efforts in astronomy, biology, chemistry, communication, computer information systems, English, geology, math, and physics, and has requested increased funding for Supplemental Instruction.

Around the Clock Services

Today's students are connected 24/7 and want options to exploit this connectivity. The implementation of my.Maricopa.edu now allows online registration opportunities. Alternative delivery options (e.g., online, hybrid, 8-week schedules) complement traditional classroom scheduling. Online reference chat service was implemented by the library in 2006, and a similar program is now being considered by program advisors to reduce registration times. The need for around-the-clock services has also moved the College to investigate alternative work schedules for handling peak times and to employ technology more aggressively for reducing infrastructure costs.

These trends sketch the landscape in which the College revises and sets into action its Strategic Plan.

FIGURE 2.3 Tier 2 Strategic Plans

	Key Strategic Plan Documents	Latest Version	Mission / Vision / Values	Six Strategic Directions (aligned to District)	Link to GCC Goals	Link to Budget	Link to NEW Four Governing Board Outcomes	SWOT Analysis	Outcomes / KSIIs	Target Dates	Resources Required	Responsibility	Results / Status
GCC College Strategic Plan	2010-2013	x	x	x	x		x	x	x	x	x	x	x
Academic Affairs	2011-in progress					x			x				
Student Affairs	2008-2014	x	x	own			x (for each direction)	own	x	x	x	x	x
Administrative Services & Planning: Business Services	2008-2014	x	x	own			x	own	x	x	x		
Administrative Services & Planning: Human Resources (HR)	2008-2014		x	own			x	own	x	x	x		
Information Technology (IT)	2007-2012	x	x	own					x	x	x		
Administrative Services & Planning: College Safety	2008-2014	x	x	own			x	x	x	x	x		
Administrative Services & Planning: Maintenance & Operations (M&O)	2007	x	x	own			x	own	x	x	x		
College Advancement Services	2008-2015	x	x	own			x (for each direction)	own	x	x	x	x	x
College Research Services	2011	x	x	through data		through data	x	through data	ongoing	x	through data	through data	through data

Adaptability Access

Meeting the Needs of Adults with Disabilities

For most people, working out means a simple run or lifting weights. But for those living with disabilities, staying fit takes a bit more doing. Glendale Community College has a gym that is specially designed to make fitness easier for those living with physical challenges.

The Adapted Fitness Center is an accessible and user-friendly fitness facility specifically designed for adults with physical limitations and special needs.

Equipment Includes:

- Upright and Semi-recumbent Stationary Bicycles
- Upper Body Ergometers
- NuStep - Seated Stepper
- Lite Gait - Assisted Walking Devices
- Treadmills
- Free Weights
- Standing Frame
- Wheelchair Accessible Weight Machines

The Adapted Fitness Center is located in the Fitness and Wellness Building.



IMPLEMENTING THE STRATEGIC PLAN – TIER 2 STRATEGIC PLANNING

The Strategic Plan is actuated through tier 2 plans (Figure 2.3). In this context, the term “tier 2” represents a major unit of the College, usually supervised and championed by a member of the Executive Leadership Team. Department strategic plans include: Student Affairs, Administrative Services, Information Technology, College Research Services, and College Advancement Services. Academic Affairs’ plan remains under development as of this writing. The self-study process has revealed existing tier 2 plans are not currently uniform in format nor in the number of years they cover; however, great progress has been made since 2002 as demonstrated by the number of tier 2 plans in place. Progress will continue, including annual reviews and updates.

COMPUTING RESOURCES PLANNING

For many years, the College relied on a five-year (later a four-year) distribution plan to equip and recycle computing resources to support students and employees. Called the Quad Plan as of 2001, the plan evolved into three separate distribution plans: the Academic Workstation Upgrade Plan (AWUP), Employee Workstation Upgrade Plan (EWUP) and, with the introduction of data projection systems, the Data Projection Upgrade Plan (DPUP). Collectively these plans equipped the College to support its mission, keep pace with innovation, renew computing assets every four years (unless a department/office/individual required more frequent upgrading), and establish a trickle-down plan to extend the useful life of computing resources. With the passage of the capital bond in 2004 by Maricopa County voters, the College allocated \$10 million for computing resources, anticipated to last through 2014. All upgrade plans were aligned with the College Strategic Plan.

In 2010, the College revised its computing resources planning process by instituting the Project Evaluation Committee (PEC). The PEC is designed to manage computing resources from a project perspective, to be more inclusive, and to improve awareness and linkages to other planning processes and the College’s annual budget process. The committee prioritizes and allocates funding for technology services and recommends implementation as resources allow. The PEC is chaired by the director of Information Technology and an appointed faculty member, with both of whom sit on the President’s Budget Advisory Committee in order to ensure coordination of complex requests. Other PEC members include Information Technology directors and faculty. The PEC meets throughout the academic year to monitor progress with all projects and to vet all computer capital requests.

FACULTY STAFFING

The faculty staffing plan is managed by the vice president of Academic Affairs and a committee composed of the instructional deans and department chairpersons. The plan is updated and prioritized annually and is based on available resources, retirements, enrollment growth, and need to support new programs demanded by the community. As such, the three year plan projects an increase in full-time faculty to 278 by 2013. Residential faculty numbers have varied slightly, from 242 in 2002 to 255 in 2011, though the College attempts to maintain a 90:10 ratio (90% of the prime time instruction - the day program (6 a.m.-3:55 p.m.) - conducted by residential faculty) as mandated by the *Residential Faculty Policies* manual. As a tactic to address immediate growth in programs and the uncertainty of the economy, residential faculty are often supplemented by one semester or one year only contracts in addition to the staffing of adjunct faculty. Adjunct faculty conduct most of the non-prime time instruction, and their numbers have grown from 809 in 2002 to 933 in 2011. Prior to 2009, the College could also employ retired employees in some reduced capacity, with a number of retired faculty serving essentially as adjuncts; however, this active retirement program (also called the 49% program) was discontinued in 2008.

NON-FACULTY STAFFING

Similar to the separate faculty staffing planning process, all non-faculty personnel requests are now routed through a budget subcommittee and no longer compete with general institutional requests for services or supplies. The sole exception which remains is department administrative staff positions in support of instructional departments (as levels of support staffing are stipulated in the *Residential Faculty Policies* manual). For a time, facilities staffing similarly followed an exception based on construction activities. Per the MCCC Governing Board, additional monies were made available per square foot of new and

remodeled space for custodial, grounds keeping, and maintenance staff. Unfortunately this funding was discontinued in 2009. Currently the District calls for maintenance workforce ratios of 40% full time and 60% part time.

Both faculty and line staff positions are continually evaluated as positions become vacant. All personnel requests must be justified, tied to a strategic direction and goal, and reviewed by the Executive Leadership Team. New plans for non-faculty include increased staffing in the areas of compliance, grant writing, foundation, and student judicial affairs.

FACILITIES PLANNING AND MAINTENANCE PLANS

The maintenance of facilities is jointly planned and resourced by the College Facilities Office and District Facilities Planning and Development Office. The College maintains a five-year maintenance plan to address painting, carpeting, and refreshment of building exteriors and interiors. This plan is reviewed and updated annually. Major maintenance activities such as roofing, pavement treatments, infrastructure upgrades, and repairs (central plant equipment, water lines, electrical switches, and transformers) are funded from capital bond dollars and coordinated with the District office. The District office also provides limited funds for asbestos abatement and accommodations required by the Americans with Disabilities Act.

Between major maintenance and emergency repairs, projects costing less than \$20,000 are evaluated by a multi-department committee known as the Project Management Team (PMT). This team consists of maintenance, furnishings, information technology, media, college public safety, and business services personnel who evaluate requests for remodeling and repurposing of existing facilities. The team monitors progress at bi-weekly meetings, ensuring that each project is coordinated among all units and is documented and later archived in College and District CAD schematics/specifications.

SUSTAINABILITY AND CLIMATE COMMITMENT

GCC's value for environmental stewardship and the principles of sustainability shape how the College prepares for the future. The College promotes sustainability and stewardship through its daily operations, the incorporation of green design and materials in all new construction, and the inclusion of environmental components into many academic programs and extracurricular activities.

An advocate of sustainability for many years, GCC began this journey over ten years ago with the installation of an energy management system (EMS) to help manage main campus electrical power consumption. The overarching project not only included installing the EMS but extended to installing occupancy sensors in classrooms and offices, upgrading inefficient lighting fixtures, and upgrading major components in the central plant. Since that initial project, GCC has continued the sustainability journey by incorporating Leadership in Energy and Environmental Design (LEED) Silver criteria into all new facilities construction as well as facilities receiving major renovations.

Over the years GCC has incorporated sustainability principles into most daily maintenance operations. The College converted most custodial cleaning supplies to green sealed products, switched to low or zero volatile organic compounds (VOC) paint, incorporated utility reduction practices (e.g., 1°F; season dependent, reduced irrigation in winter, increased xeriscaping), and now uses organic fertilizers on all landscaped areas. Most notable was the almost overnight success of GCC's recycling program. GCC leapt forward and quickly became the District's model for recycling programs. The College distributed over 260 recycle bins and 54 outdoor recycle stations to encourage the campus community to recycle. The strength of this program was underscored when GCC received a grant from Keep America Beautiful and Coca Cola, Inc., to purchase 75 of these recycling containers.

GCC has committed to reducing greenhouse gas emissions and to achieving a carbon neutral goal by 2025. Among the many signatories to the American College and University Presidents' Climate Commitment (ACUPCC), GCC has been selected as a finalist in the 2012 Second Nature Climate Leadership Awards.

This selection speaks volumes of GCC's college-wide commitment to incorporating environmental stewardship in both daily life at the College as well as in plans for the future.

EMERGENCY MANAGEMENT PLANNING

GCC's and all MCCCDC colleges' emergency plans are unified under the Maricopa Emergency Management System (MEMS). MCCCDC's emergency management planning uses an "all-hazards" approach that provides a framework for responding to a gamut of emergencies ranging in scale, duration and cause (Administrative Regulation 4.1). Designed to align with National Incident Management Systems (NIMS) guidelines, MEMS aims to "protect life, property and the environment while minimizing injury and restore mission critical business functions in the shortest and most cost effective manner" (Maricopa Emergency Management System Annual Report 2010-2011). MEMS goals to date have focused on NIMS compliance training while facilitating the creation of emergency operations plans for each college and formulating a District-based continuity of operations plan.

Core Component 2b: Glendale Community College's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

SOURCES OF FUNDING

Glendale Community College funds its general and auxiliary operations, restricted projects, and plant expenditures through a variety of sources. Figure 2.4 depicts the revenue sources for FY 2010-2011.

The tax levy rate has fluctuated over the years from 0.011% in 2001-2002 to 0.0097% into 2010-2011. MCCCDC colleges rely heavily on property taxes to support general operations. This source of funding generally lags two years behind any tax adjustment voted by the Governing Board and, regardless of any increases, could present challenges as property values decline in a weakened economy. State aid, which represented 15.05% at the time of last accreditation, is now 1% (2011-2012). Tuition as a percent of general fund revenue has increased from 17% in 2001-2002 to 28.7% in 2010-2011.

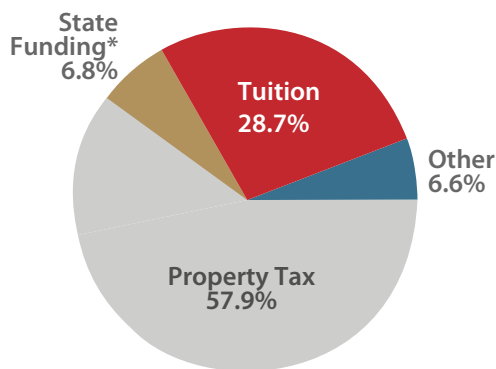
BUDGET PROCESS

GCC's budget process (see Figure 2.5) follows a shared governance model involving representatives from employee groups (Faculty, MAT, PSA, Safety, M&O, Crafts) and from each of three organizational units of the College (Academic Affairs, Administrative Services, and Student Affairs). Known as the President's Budget Advisory Committee (PBAC), this committee prioritizes requests from across the institution in order to recommend funding decisions to the president. Five subcommittees vet requests before PBAC integrates all requests for comprehensive prioritization: Facilities (Buildings & Grounds and Furniture), College-wide Instruction, Computing Resources, and Student Affairs. Faculty staffing is reviewed and prioritized by a faculty committee and the vice president of Academic Affairs. Non-faculty staffing is reviewed and prioritized by the Executive Leadership Team. GCC continues to refine the budget process in order to balance annual planning with off-cycle requests. Anticipating and permitting off-cycle budget requests will allow the College to be more responsive to ad hoc needs.

OPERATING COSTS - DISTRIBUTIONS

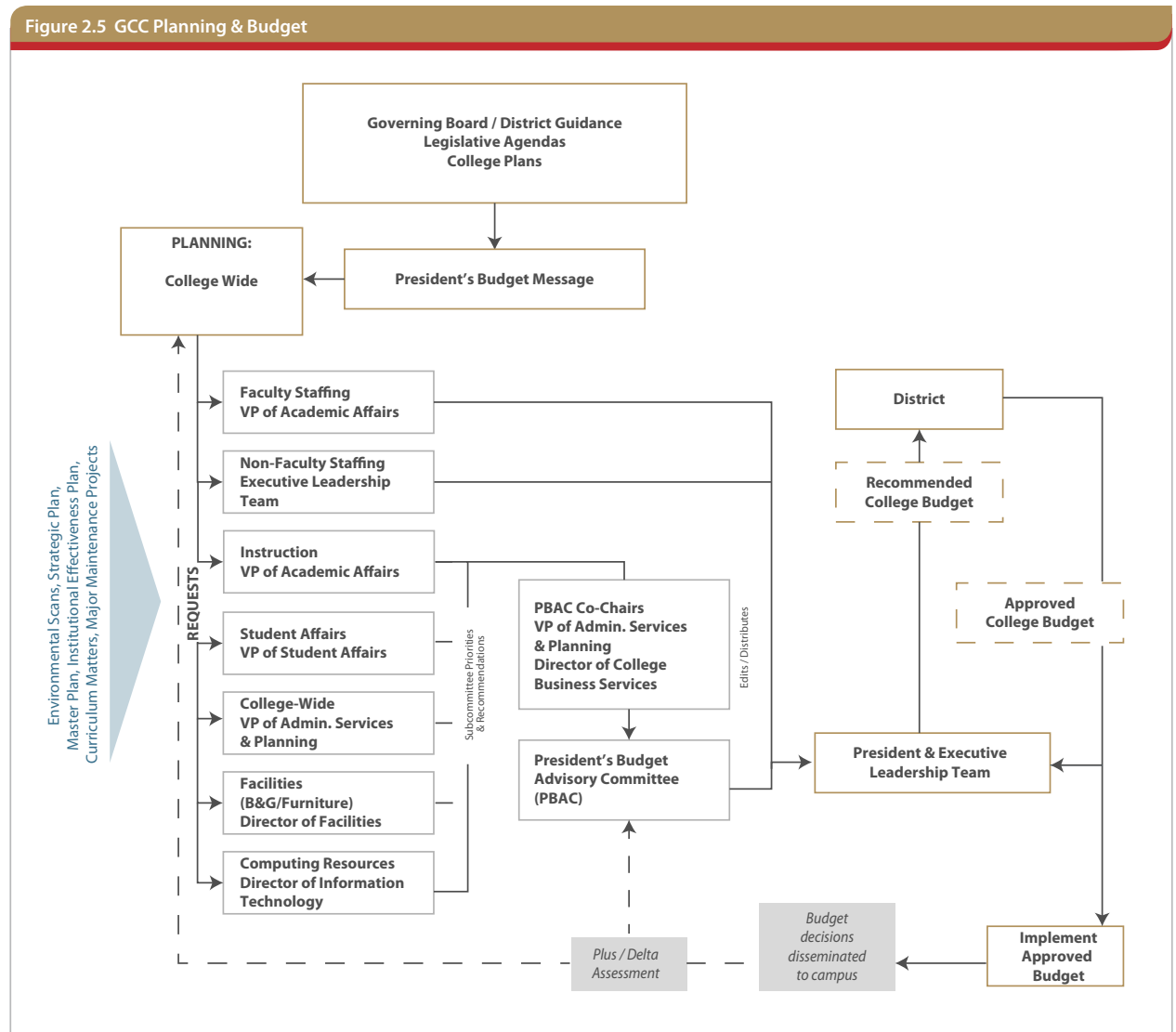
In FY 2010-2011 the College expended nearly 70% of its budget in support of instruction and academic support. Another 10.73% was allocated to student services. A review of the College's operational costs from 2002-2011 reveals that even though the budget has increased each year (a result of increasing enrollment and District-formulated FTSE incentive monies), the distribution of resources has remained relatively unchanged (Figure 2.6). Equally impressive is the College's ability to maintain the lowest administrative cost profile in the District and one of the lower FTSE cost profiles as well (Figure 2.7).

FIGURE 2.4: Revenue Sources 2010-2011



*As of 2011-2012, state funding reduced to 1%

Figure 2.5 GCC Planning & Budget



GCC's capital accounts tend to be better-funded than the operational account. Per District practices since 2008, only a total of 3.5% of Fund 1 (operational) can be carried forward from year to year. Fortunately, in the absence of District restrictions on the transfer of operational funds to college capital accounts, GCC has been able to retain funds beyond the 3.5% by reallocating them as capital dollars. For FY2011, this practice resulted in \$5.2 million reserved for capital expenditures.

Figure 2.6 Fixed Operating Costs (actual) FY 2010-11

	Allocated	Percent of Budget
Instruction	\$48,099,355	60.1%
Academic support (e.g. Library, Tech Ctr.)	\$7,727,949	9.7%
Student Services	\$8,524,401	10.7%
General Institutional (e.g. Catalogs, Schedules, Postage)	\$3,479,203	4.3%
Administration	\$2,235,075	2.8%
Physical Plant	\$6,702,583	8.4%
Scholarships / Miscellaneous Transfers	\$3,218,757	4.0%
Total	\$79,987,323	100%

Figure 2.7 Administrative Costs and Cost per FTSE FY 2010-11

	GCC	Maricopa (Range)
Administrative Cost	\$180.71	\$180.71 to \$599.97
Cost per FTSE	\$6,275	\$4,386 to \$10,658

CAPITAL BOND FUNDS

Bond funds have been an extremely important resource for the College. In November 2004, Maricopa County voters passed a capital bond for \$951 million. Of this sum, \$105 million was provided to GCC to construct new and remodel/repurpose older facilities (\$65 million), support technology needs (\$10 million), support occupational equipment for career technical education (CTE) programs (\$11.2 million) and \$20 million was provided to maintain and upgrade infrastructure (major maintenance) over a 10-year period. Careful use of these funds has allowed the College to execute all of its Phase I Master Plan projects for both campuses. Figure 2.8 lists bond projects since 2004.

Every bond project was designed with the future in mind, following Leadership in Energy and Environmental Design (LEED) Silver standards (though actual LEED certification was not sought due to expense). By designing to LEED standards, utilities costs are reduced, negative environmental impacts are avoided and sustainability is promoted and modeled for students. Furthermore, these projects were designed to be improved upon or repurposed at a future date. Examples of this level of planning include wiring all classrooms for two projection systems (while installing only one) and preparing lecture classrooms at the GCC North campus with infrastructure for future conversion to science labs. For the latter, each room was stubbed out for natural gas, deionized water, emergency eye wash showers, and fume hood ducts. Actions such as these maximize available resources now and for the future.

Inspiring Surroundings

Life Sciences building wins Awards

In designing the GCC Life Sciences building, Gould Evans Associates, Phoenix, clad the third story in copper, which earned it recognition in the “Walls” category of this year’s *MetalMag Architectural Awards*.

In Laurie Grant’s *MetalMag*’s September 2010 article, “A Life of Its Own: Copper Panels Communicate Life Sciences Building,” she wrote: “Science is the backbone of our world, so it’s natural that when Glendale Community College in Glendale, Ariz., was looking to build a new Life Sciences building, it wanted a stand-out piece that reflected the importance of the subject it teaches. Trudi Hummel of Gould Evans said, “Using copper as a building material is a great way to honor the long history of copper mining in Arizona. It is extremely malleable, dynamic and durable, and we love that its high recyclability makes it very sustainable as well.”

The building has also been recognized with an **Award of Merit** in the Valley Forward Environmental Excellence Awards (EEA) program for achieving a balance between the built and natural environments in the region’s physical, technical, social and aesthetic development. The facility provides much-needed state-of-the-art laboratories and classrooms for science and nursing instruction. It features copper-alloy siding and roofing, is energy efficient, green friendly, and promotes sustainability.



The Life Science Building was built in 2008 with bond money.

Figure 2.8 Capital Bond Projects

Project	Year Completed	Square Footage	Cost (\$)	Strategic Direction
Fire Lanes for GCC Main Campus	2003-04	NA	\$888,000	Access, Resources For Growth
Additional Parking - Main Campus (602 spaces)	2006	NA	\$1,115,000	Access
Entrance Adjustments	2006	NA	\$598,000	Access
Student Union (remodel)	2007	29,188	\$5,079,498	Dynamic Learning Environment (DLE)
Fitness and Wellness Bldg. (remodel)	2007	13,500	\$269,000	DLE
GCC North Campus Expansion Project (new)	2008	83,438	\$25,161,465	DLE
Acquisition of Deer Valley Modular Bldgs. at GCC North	2008	10,000	\$330,000	DLE, Collaboration
Life Science Bldg. (new)	2009	61,887	\$26,073,000	DLE
Business Bldg. (remodel)	2009	17,000	\$3,206,000	DLE
Public Safety Sciences Bldg. (new)	2010	22,200	\$11,925,000	DLE
College Safety (remodel O-6 Bldg.)	2010	3,190	\$79,698	Qualified & Diverse Workforce
Veteran Services (remodel old College Safety)	2010	1,381	\$57,054	Access
Honors Program Offices (remodel O-7 Bldg.)	2010	3,181	\$499,505	DLE
Marquees, Monuments, Directional Kiosks and Exterior-Interior Bldg. Signage	2004-11	NA	\$247,000	Access, Strong Identity
T-1, T-2 and T-3 Bldgs. (remodel)	TBD	62,000	\$8,473,313	DLE

HUMAN CAPITAL / CO-PERFORMANCE

Equally helpful to the effective use of bond funds is the College’s reliance on its employees to perform design, installation, and quality assurance functions normally assigned to project subcontractors. GCC calls this co-performance. Perhaps the finest example of this concept was demonstrated with the Life Sciences building. As the building was being designed in 2008, the College’s coordinator of Media Services was unavailable. The project architect subcontracted media design to a private contractor. The final design was estimated to cost \$1.2 million. Returning to work, the coordinator of Media Services reviewed the plans and budget and knew that much of what was proposed would not be used by the faculty. Media Services staff redesigned the media portion of the construction plans, reducing costs to under \$500,000. GCC then saved additional costs by using reliable vendors and media employees to assist with pulling wire and installing projection systems and nursing simulators.

GCC's human resources are critical to its success as a comprehensive community college. In recent years as employees retired or left for other positions, vacancies were left unfilled in an effort to save money and prepare for future times of lean fiscal resources. While this practice wards off layoffs and can provide savings, the result is a stretched workforce feeling the effects of increased workloads.

For example, the nationally recommended student to advisor maximum is 500 to 1; GCC is currently staffed at 1,500 students per advisor. The newly created Center for Teaching, Learning, and Engagement is currently staffed with three and a half positions (one of which is unfilled as of this writing). This level of staffing equates to that of the smallest Maricopa colleges (South Mountain and Scottsdale) and does not adequately cover the level needed for the second largest college in the District. Staffing requests submitted for the current budget cycle resulted in one approved position for addressing these needs.

The personnel request process was modified in October 2011, removing non-faculty staffing requests from the budget cycle in favor of direct evaluation by the Executive Leadership Team. This change will facilitate more responsive staffing actions to take place throughout the year instead of solely during the annual budget cycle and should expedite staffing in areas of acute need.

Core Component 2c: Glendale Community College's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

OUTCOMES AND ASSESSMENT REQUIRED - CONTINUOUSLY

GCC has grown physically, in the number of students served, and geographically. In 2009 as the College crossed the midpoint of the capital bond, it had added nearly 167,525 square feet of new classrooms, labs, and offices; remodeled another 157,688 square feet; purchased 10,000 square feet from its high school partner with the Northwest Education Center (NEC); added 947 parking spaces at GCC main and North; negotiated the purchase of 90 acres in the West Valley for a future campus; and joined with Rio Salado College and five other institutions of higher education as part of a new concept called Communiversities. With the exception of the latter partnership, each of these were identified, planned for, and included in the College's Master Plan, Strategic Plan, and partnership agreements.

Though the Master Plans are designed to lay a framework for 20-40 years, they do require evaluation from time to time, and repurposing of old facilities must be considered before execution of any Master Plan begins. Anticipating this, the College chose not to identify by department any new buildings in its Master Plan for the main campus, opting instead to employ designations based on cardinal directions (e.g., North Bldg.). As preparations for the 2004 capital bond proceeded, the College reviewed results from the 1994 capital bond (those projects left on the table), results of program reviews, enrollment trends, and condition of facilities, then prioritized projects and adjusted construction plans and schedules.

For example, the North Building, identified in 2001-2002 as a potential facility for business, computer information systems and humanities instruction, became the new home for Life Sciences, a collaboration among the biology, nursing, and psychology departments.

The remodel of the Student Union (largely untouched since 1966) transformed the building into a modern, attractive "sticky space," a destination for students to eat, meet, govern, interact with other students and faculty, and study while waiting for their next class. It has also become a preferred space for District meetings and conferences.

Older facilities have been and continue to be repurposed to meet changing needs. For example, the old Life Sciences and Nursing buildings became temporary facilities for departments during construction. Subsequently these buildings were converted to present-day uses more in keeping with current

needs: an expanded Public Safety facility with Emergency Operations Center, offices for the Honors Program, and lab facilities for nutrition courses. The former College Safety building became the Veteran Services Center. Review of the Master Plan continues with modifications to the Reuse of Old Space List to keep pace with construction and remodeling efforts.

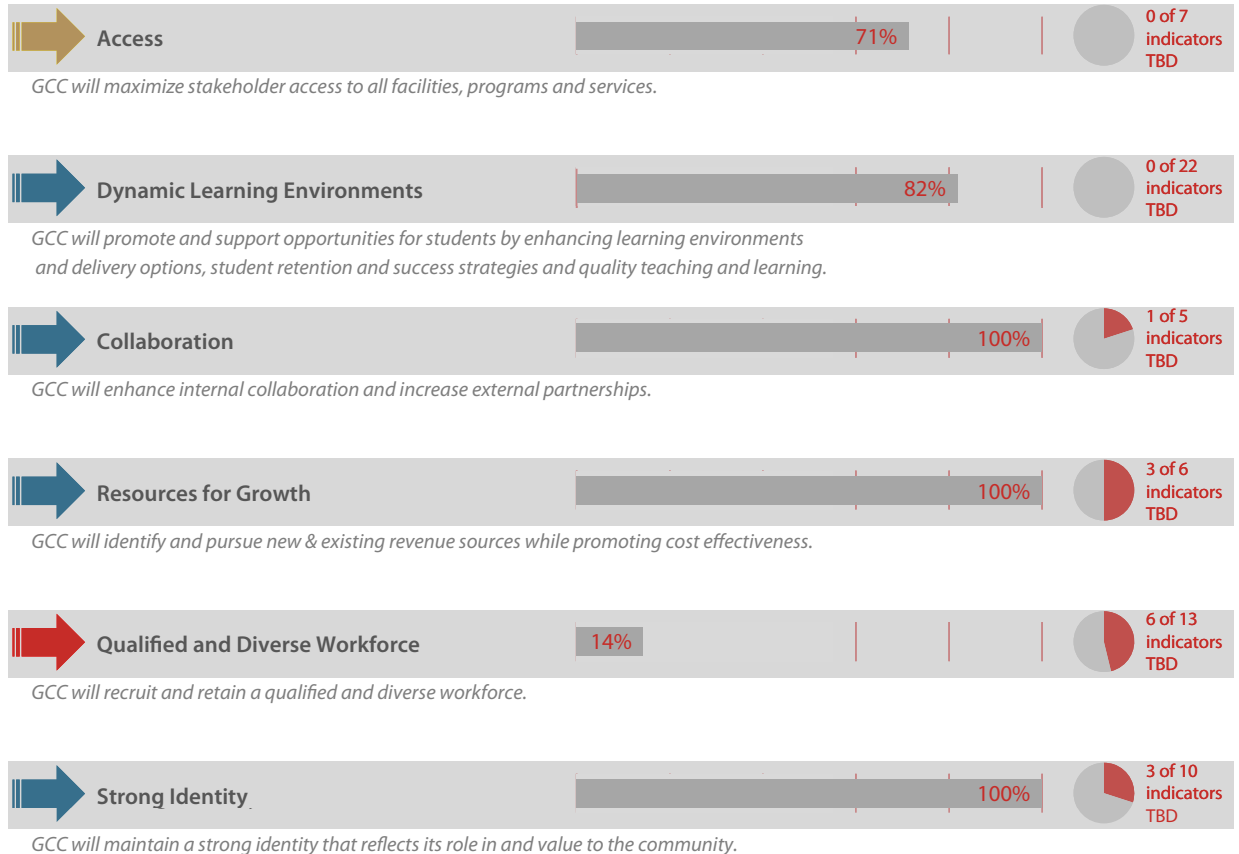
Continuous improvement to the physical campuses strengthens and maintains a dynamic learning environment responsive to College needs.

KEY SUCCESS INDICATORS AND THE COLLEGE DASHBOARD

In 2005, GCC began the process of developing Key Success Indicators (KSIs) with a dashboard (Figure 2.9) to increase awareness and aid the College in monitoring progress in the strategic directions articulated in the College’s Strategic Plan. The dashboard is meant to be a living, breathing document that the College community can use to focus resources and attention where needed. Monitoring KSIs has become a standing agenda item for the Strategic Planning Review Committee (SPRC) twice annually. At those meetings the SPRC considers petitions for adjustments to the indicators (or their targets) and then

Figure 2.9 GCC Dashboard (as of July 2011)

GCC Key Success Indicators





Honored to Serve

GCC Honored as Military Friendly School

Glendale Community College has been designated a Military Friendly School by *G.I. Jobs*, a magazine for military personnel transitioning into civilian life. The 2012 Military Friendly Schools list honors the top 20% of colleges, universities and trade schools that are doing the most to embrace America's military service members and veterans as students.

"We are pleased that our efforts to help our veterans achieve student success are being recognized," said GCC former Vice President of Student Affairs Alberto Sanchez. "The new Veteran Services Center that we opened last year continues to welcome veterans and their families from throughout the community. It has become a beacon for our students with military experience to find assistance designed specifically for their needs and to gather and relax in camaraderie."

According to *G.I. Jobs*, the 1,518 colleges, universities, and trade schools on this year's list prioritize the recruitment of students with military experience. These schools are making the grade by offering scholarships and discounts, veteran clubs, full-time staff, military credit, and other services to those who served.

recommends changes to the Executive Leadership Team. Reviewing the dashboard, the College has experienced success in four of the strategic directions (access, dynamic learning environments, collaboration, and resources for growth) but has work to do in qualified and diverse workforce, and strong identity (due to the fact that metrics are not yet defined).

PROGRAM REVIEW

Program review of career and technical education (CTE) programs has been ongoing since 2003. These reviews assess many program statistics (every third year) including: enrollment, program costs, and input from program Advisory Committees.

Program review is seen as an important tool for improving the College and is being revamped to provide more accurate input. College Research Services recently leveraged various data sources to link CTE programs to federal occupational codes, job opportunities by state and region, and nationally expected earnings. Additionally, program review will now be conducted after instructional program assessment in order to provide a more complete picture of the program and how well students are learning. More specific information about CTE program review is addressed in Criterion Four. A standardized framework for program review will be developed to include all academic departments and programs including liberal arts/general education curriculum and, eventually, areas outside the academic arena (e.g., student services). In the meantime, GCC Student Affairs plans to initiate program review likely based on the process established by the Council for the Advancement of Standards (CAS) in Higher Education (Dean, 2009). Advising has been tentatively selected as the first area to follow the CAS Functional Area Self-Assessment Guide (SAG), starting in Spring 2012 with the organization of the self-assessment team. Results of existing surveys (i.e., Noel-Levitz, CCSSEE, SENSE, and GCC's Graduate Exit Survey) lend themselves as initial evidence, though the SAG will likely guide the team toward other methodologies for identifying evidence for meaningful analysis. This self-assessment process will help ensure conformity with nationally and regionally accepted standards for student services and will provide an opportunity to inform all college employees about professional guidelines and intended outcomes in student affairs.

Core Component 2d: All levels of planning align with Glendale Community College's mission, thereby enhancing its capacity to fulfill that mission.

The mission statement of GCC is well documented and readily available to all stakeholders of the institution and communities served. It is published in most official documents and in multiple formats: print media, digital media, and websites. Alignment of planning documents, though, requires a dedicated effort not only to show linkages but also to reinforce those linkages meaningfully.

LINKAGES

The most obvious motivation for demonstrating planning and budget linkages resulted from observations made by the consultant-evaluator team in 2002. As a result of that visit, the College made a concerted effort to link all of its activities to six strategic directions and a larger series of strategic goals, then to track those linkages to College Master Plans, the Strategic Plan, and annual budgets. Beginning with the 2004-2007 Strategic Plan, every version of that plan has included appendices identifying those linkages: one for linking the Master Plans for GCC main and North to capital bond projects and the other to budget requests. As the College updates the Strategic Plan each year, the dollars allocated to strategic and other initiatives (other than fixed expenditures) are tallied and placed in a simple matrix. The allocation of resources from 2007-2011 is shown in Figure 2.10. Unfortunately, even though funds are allocated to important positions or initiatives, the results show a scattershot approach to resourcing. Figure 2.11 similarly depicts the number of requests submitted for the 2012-2013 budget; here again, a focus is lacking. On a positive note, as with the College's fixed operating budget's emphasis on instruction and academic support, the College does allocate the majority of its uncommitted resources each year to the strategic direction for Dynamic Learning Environments.

Figure 2.10: Linkage of Funds Allocated (2007-2011) to Strategic Directions

	Access	Dynamic Learning Environment (incl. new faculty hires)	Collaboration	Resources for Growth	Qualified and Diverse Workforce	Strong Identity
2007-08	\$517,980	\$2,781,575	-	\$51,736	\$40,520	-
2008-09	\$484,100	\$1,831,230	-	\$18,326	\$18,374	-
2009-10	\$1,658,245	\$1,769,540	\$21,912	-	-	-
2010-11	\$788,264	\$3,935,929	-	-	\$614,428	\$26,960

Figure 2.11: Linkage of 2012-13 Budget Requests to Strategic Directions

Strategic Direction	PBAC Subcommittee							TOTAL
	B&G	Furniture	College Wide	Instruction	Computing Resources	Student Affairs	GCC North	
Access	5	5	2	2	6	29	4	53
Dynamic Learning Environment	10	10	7	71	18	23	4	143
Collaboration	-	-	2	1	2	2	-	7
Resources for Growth	-	1	9	3	6	3	2	24
Qualified and Diverse Workforce	-	2	12	5	-	5	-	24
Strong Identity	7	7	21	1	1	1	2	40

Recently, members of the President's Budget Advisory Committee realized that many requests submitted by departments cannot be easily assigned to a strategic direction because they are essentially operational requests. Examples include almost all requests for temporary wages and for positions assigned funding for one year or one semester only. Future budget requests may include an operational category, perhaps allowing a strategic focus to emerge. If not, more specific guidance to requestors will be necessary at the beginning of each budget year.

Additionally, requests must be evaluated each year to determine the value added. Beginning with the 2012-2013 budget process, outcomes and metrics are required as part of every request submitted, and plans are underway to review the outcomes of approved requests periodically.

COMMUNICATING/MARKETING PLANNING AND ACCOMPLISHMENTS

GCC has made a concerted effort to improve the communication of planning initiatives to college employees and the community. Communication also serves a marketing purpose, particularly when the District/College asks voters for support during capital bond campaigns. The following are several examples of communication and marketing products.

"President's Notes," delivered by mass email to all employees, regularly announces initiatives and planning updates. In these monthly messages, the president not only markets new ideas and developments to college employees but also keeps employees apprised of planning accomplishments and her interactions with community partners.

Even before the 2004 bond, GCC established a website to communicate construction activities to employees and community members. The website provided regular project updates, included a photo archive and links to documents and videos to educate stakeholders on construction funding, delivery methods (e.g., Construction Manager at Risk vs. Design-Bid-Build), project scheduling, and construction techniques. The website was so well received that it is now a concept used by other MCCCDC colleges, and the entire site has been archived by the District's Facilities Planning and Development office in preparation for a possible capital bond in 2016. As of this writing, 26 updates have been published and more are expected once the remodeling of the T-1, T-2, and T-3 Buildings begins.

Now in its fifth edition, the "Planning for the Future" brochure exists in print and electronic formats. The brochure provides a description of every college project supported by the 2004 capital bond and includes square footages, costs, and completion dates. Shared routinely with government officials, businesses, educational institutions, partners, and President's Circle members, the brochure can be accessed from the Master Planning website.

Accomplishments that support the Strategic Plan are reported in several ways. GCC posts these on the College Research Services site and keeps a running list of Strategic Accomplishments 2003-2010 (most recent version at this writing) that describes major strategic initiatives, cataloged by year and strategic direction. Also, each February the College reports accomplishments to the Governing Board. The reports of all 10 MCCCDC colleges are then compiled as outcome summaries in the District's Strategic Plan and Operational Plans posted on the District Strategic Planning site. Additionally, each year the College submits a report to the Governor's Office providing performance data and describing major initiatives and accomplishments. Copies of this report are archived in the College Advancement Services office.

Success Defined

April Hammonds changed her life and transformed herself at GCC while earning an Associate in Arts and Associate in General Studies. Asked to leave high school when she became pregnant years ago, later she came to GCC for her GED. She continued on. It was a struggle going to college while being a single parent and taking care of her mother who is battling a rare form of cancer. GCC's fitness and wellness staff worked with April to help change her lifestyle with an exercise and eating program. She lost more than 200 pounds along the way. Volunteering in the adaptive gym, she found her calling and is transferring to Northern Arizona University's Physical Therapy program.

Anthony Christie was misunderstood in elementary school because of his dyslexia. Told to leave high school due to chronic respiratory infection, he found himself working minimum wage jobs. Accompanying a nephew, he took a night class at GCC. He did so well that the instructor took him to meet engineering professor Paula Cheslik. With help from admissions and financial aid, he became a full-time student and his academic talent emerged. He is an honors student with a 4.0 earning an AAS in Engineering Technology. He is on his way to the ASU College of Engineering. Anthony says his only regret is that he can't stay at GCC to earn his engineering bachelor's degree.

Ruben Ba'ak Rivas left the Tohono O'odham Reservation for a chance at changing his life. When he took an entrepreneurs' workshop, the instructor encouraged him to go to GCC and pursue a business degree. Although he was nervous when he came to campus because it had been years since he had earned his GED, he found dedicated people and academic assistance that kept him on the success track. President of the Native American Club for several years, he serves as a role model for his sons and other high school students who are in Hoops of Learning at GCC. He has been accepted into the ASU WP Carey School of Business.

PARTNERSHIPS

The partnerships in which GCC is engaged include not only 2+2 and other articulation agreements with the state universities but agreements that extend the College's reach beyond the main campus. Two such partnerships deserve discussion.

In 1984, MCCCDC purchased a 75-acre parcel of land at West Happy Valley Road and 57th Avenue. Ten years later that portion of the county was developed, and citizens clamored for educational services. With the passage of a 1994 capital bond, development of that site was envisioned and construction began in 1999. Insufficient funding necessitated a partnership. Thus began a 10-year association with Deer Valley Unified School District (DVUSD or "Deer Valley"). Each partner provided 10,000 square feet of modular classroom and office space; parking; and technology resources for a joint venture called the Northwest Education Center (NEC). This successful partnership provided Deer Valley with space for a cohort of high school junior and senior students in selected areas of study, and space for GCC to extend educational programs and services to the Northwest Valley. The NEC partnership lasted until 2008 when GCC's enrollment increased enough to fill all rooms, and Deer Valley's enrollments decreased to the point they no longer needed the additional space. DVUSD offered the buildings for sale. GCC purchased these modular structures, improved their condition, and integrated what is today known as the Agua Sal complex as part of the expanded GCC North campus.

A subsequent partnership that has extended GCC's reach is the Community @ Surprise. Improving services to the West Valley, Rio Salado College, GCC, and four other educational institutions partnered to introduce this new educational concept to Maricopa County. Community has been designed to provide college instruction, delivered in classrooms and online, for students to earn progressive degrees in one convenient location. GCC serves as the primary provider of 100- and 200-level instruction delivered in Community classrooms. Rio Salado serves as the host institution to this pioneering concept in Arizona. Partnerships with four-year public and private institutions enable students to continue their education from associate through master's degrees.

These partnerships are but two examples of many. In challenging economic times, partnerships make sense for supporting the educational aspirations of Maricopa citizens and enhancing the capacity of the College.

CELEBRATIONS AND COMMUNITY FORUMS

Throughout the 2004 capital bond period, the College was mindful of the need to include celebration as a part of every project. In *The Leadership Challenge* (1997), James Kouzes and Barry Posner provide a most compelling reason for celebrating accomplishments. They introduce the subject with a quote from David Campbell, senior fellow with the Center for Creative Leadership, whose poetic summary of the importance of celebration and ceremonies follows:

They act as a cohesive glue, giving expression to common beliefs; they provide a source of stability by marking calendar events; and they provide mileposts in our lives by setting aside noteworthy occasions and enlightening special accomplishments. Those who ignore or impede organizational ceremonies, or consider them as "frivolous" or "not-cost effective" are ignoring the rhythms of history and our collective conditioning. Ceremonies are the punctuation marks that make sense of the passage of time; without them there are no beginnings and endings. Life becomes an endless series of Wednesdays.

Celebrations and ceremonies are another way of informing stakeholders and connecting them to the mission of the College. Whether a ground breaking, topping out, or grand opening, each ceremony celebrates and supports the mission and informs stakeholders. Aided by programs and brochures, ceremonies educate, bringing a common understanding and, in so doing, enhance the College's capacity. In addition to these ceremonies, the College has submitted

each of its capital bond projects for awards of excellence in the annual Valley Forward and Best of the West competitions, competitions that recognize excellence in facilities design; sustainability and the environment; educational programs; and leadership and services improving each citizen’s way of life in the Phoenix Metropolitan Area (Figure 2.12).

Figure 2.12 Valley Forward and Best of the West Awards

Year	Description	Award Category	Award Association
2001	Remodel of GCC Library	Buildings and Structures Institutional Crescordia	Valley Forward
2001	New Physical Sciences Bldg.	Buildings and Structures Institutional Award of Merit	Valley Forward
2001	ACE Plus Program	Higher Education	Westmarc Best of the West
2003	GCC Tech Camp	Higher Education	Westmarc Best of the West
2004	President Phillip Randolph	John F. Long Lifetime Achievement Award	Westmarc Best of the West
2005	GCC Forensics Program	Higher Education	Westmarc Best of the West
2006	GCC Gaucho Football Program	Arts, Entertainment and Sports	Westmarc Best of the West
2007	“The Sky’s the Limit” Career Technical Education Expo	Higher Education w/Western Maricopa Tech Prep Consortium	Westmarc Best of the West
2009	New Life Sciences Bldg.	Buildings and Structures Institutional Award of Merit	Valley Forward
2009	New Life Sciences Bldg.	Architectural Innovation Honorable Mention	Westmarc Best of the West
2010	New Public Safety Sciences Bldg.	Architectural Innovation Honorable Mention	Westmarc Best of the West

Eye-Catching Access

Remodeled Student Union Recognized in Premier Competition

The remodeled Student Union at GCC was selected to appear as an “Outstanding Project” in the category of Student Centers in the magazine *American School & University: Educational Interiors Showcase*. This is a premier competition honoring interior design excellence in educational buildings. GCC was one of 109 nationwide projects selected for awards.

The 30,000-square-foot Student Union remodel included the addition of windows and glass doors on the north and east faces of the building which opened it to the main campus corridor and provided an inviting entry for students.

Since its remodel, the GCC Student Union, always a gathering place for students, has enjoyed a huge increase in usage by students, faculty, staff, and the community. It is a beautiful and versatile venue for campus and community events of all sizes.



Students gather in the Student Union's new, inviting atrium.

Criterion Two Summary: Strengths, Weaknesses, Opportunities for Improvement and Threats

Since the last accreditation visit by the Higher Learning Commission, Glendale Community College has done much to prepare the College for the future, to support a dynamic mission, to maintain and enhance facilities and to develop additional capacity; all to foster student success. The following SWOT analysis summarizes information discovered during the self-study process and articulated in this chapter.

Strengths

- Well-developed Master Plans for both campuses.
- Well-developed Strategic Plan with linkages to other plans and budget process.
- Regular reporting of outcomes and communication tools to inform stakeholders.

Weaknesses

- Lack of understanding of what is operational and what is strategic in the budget process.
- Lack of unified tier 2 plans strategic plans.
- Need to include assessment mechanism in budget process.
- Adoption of a better, more focused process to identify linkages between the Strategic Plan and annual budget.

Opportunities for Improvement

- Plans, reports, and awards will be key in the promotion of a future capital bond, possibly as early as 2016.
- Updating Master Plans will allow for better integration of both campuses and additional sites and partnerships in the West Valley as well as the inclusion of sustainability and climate neutral actions.

Threats

- Loss of State Aid.
- Soft housing market inhibiting growth and property tax revenues.

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Criterion Three

Student Learning and Effective Teaching





Glendale Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Glendale Community College prides itself on excellence in teaching and learning and on the variety of programs offered to students and community. To maintain these points of pride, GCC strives to cultivate an assessment community focused on specific outcomes that truly prepare students for further higher education, employment, and advancement.

Core Component 3a: Glendale Community College's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Student learning outcomes at the college level are clearly articulated by GCC; however, District-based course and program documentation rely mainly on statements of competency rather than outcomes. Regardless of nuanced distinctions between these differently stated learning goals, GCC continues to make concerted efforts to improve existing assessment processes and to facilitate effective assessment at all three levels. The ongoing goal is to continually monitor and improve teaching and student learning outcomes based on data derived from sound methodology.

MCCCD serves as a community of colleges that allows students seamless transfer from one District institution to the next. A common course bank provides descriptions and outlines as well as competency statements for coursework delivered at all 10 colleges in the District. A limited number of disciplines have revised course documents to articulate outcomes rather than competencies, but District curriculum leaders have eschewed directing District faculty to completely revise the course bank to reflect learning outcomes. Although the goals for student learning at course and program levels are created at the District level, assessment is conducted at the college only.

COLLEGE LEARNING OUTCOMES

GCC expresses college student learning outcomes at primary and secondary levels. Combined, these outcomes map to the Governing Board's outcome for University Transfer Education and General Education, 1.1.B.i, "Students will demonstrate post-secondary competencies in communication (writing, speaking, listening, reading), the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics." GCC specifies writing, critical reading, and critical reasoning (mathematics) as primary outcomes. Secondary outcomes include oral communication, information literacy, and technology literacy. The secondary college outcomes focus on skill sets rather than content.

Figure 3.1 Alignment of Primary Learning Outcomes to ETS Proficiency Profile

Proficiency Profile	GCC Primary Learning Outcomes
Writing	Writing: communicates thoughts, ideas, information, and messages
Reading/Critical Thinking	Critical Reading: interprets and synthesizes a variety of written information
Mathematics	Critical Reasoning: thinks creatively and critically; acquires and applies new knowledge and skills; applies mathematical techniques to problem solving, analyses, and exposition.

COLLEGE ASSESSMENT

Since 1997, GCC has conducted college assessment of primary learning outcomes using an Educational Testing Service (ETS) instrument for assessing general academic knowledge and skills at the college/university level. The Proficiency Profile (previously known as the Measure of Academic Proficiency and Progress [MAPP] and before then as the Academic Profile) assesses learning outcomes at the sophomore level. Questions are from three academic areas (humanities, social sciences, and natural sciences) for measuring proficiency in the three skills sets of reading/critical thinking, writing, and mathematics (Figure 3.1).

The College-wide Academic Achievement Committee (CWAAC) serves as GCC's representative body for general education assessment initiatives, coordinating and conducting the College's annual assessment of a representative group of students. CWAAC is composed of faculty and administrators and has conducted an annual assessment of graduates every year since 1998.

Annual testing of the graduate cohort is conducted each spring semester by assessing the academic performance of a randomly selected cohort of students who have applied for graduation (Figure 3.2). The list of potential invitees is pulled from the graduation database maintained by Admissions and Records and includes students who graduated with an associate degree or certificate in the fall semester. In response to the 2002 HLC team recommendation to expand the size of the assessment sample, the process was modified in 2004 to include a general education cohort in addition to the annual cohort of graduates/pending graduates. The second cohort (general education) was assessed for three consecutive years (2004-2006) then switched to a cycle of assessing every third year. The general education cohort, assessed every three years, includes students who have satisfactorily (C or higher) completed 30 hours of Arizona General Education Curriculum (AGEC) requirements including ENG102 and MAT 142 or higher, 3 hours of literacy and critical inquiry, 3 hours of computer/statistics/quantitative credits, 6 hours of social behavioral credits, 3 hours of humanities credits, and 4 hours of SQ/SG laboratory science credits; they are selected randomly (as distinct from the annual cohort of graduates).

Score reports from ETS are provided to the College in two ways: norm-referenced and criterion-referenced (proficiency levels). GCC uses the proficiency level scores from the three skill set areas in order to align with primary learning outcomes as shown in Figure 3.1. Level 1 is the primary focus for two-year colleges; proficiency at this level indicates college preparedness to successfully perform as juniors and seniors. Students who demonstrate proficiency at Levels 2 and 3 have also performed successfully at Level 1 (broader and deeper mastery of skills are observed in proficiency at Level 2 and at the most

Figure 3.2 Cohort Sample Sizes and Margin of Error

Graduate Cohort Spring Semester				
Year	Applied for Graduation	Assessed	Sample Size	Margin of Error
2002	225	91	40%	8%
2003	261	108	41%	8%
2004	251	127	51%	7%
2005	360	112	31%	8%
2006	371	114	31%	8%
2007	336	120	36%	7%
2008	325	104	36%	8%
2009	293	137	47%	6%
2010	289	133	46%	6%
2011	430	145	34%	7%

Gen Ed Cohort (next assessment 2012) Performance Level Scores				
Year	Eligible	Assessed	Sample Size	Margin of Error
2004	516	82	16%	10%
2005	496	64	13%	11%
2006	263	65	25%	11%
2009	466	72	15%	10%

advanced, Level 3). Since 2008-2009, CWAAC has set as criteria for success that GCC students will attain or exceed the average Level 1 proficiency scores of sophomores for all institutions (including universities) administering the test in a given year (Figure 3.3).

Reading levels have remained relatively consistent over the years; however, writing, and math proficiency levels have fluctuated.

Figure 3.3 ETS Proficiency Profile, GCC Graduates Performing at Level 1 or above

Level 1 Proficiency			
Year	Reading Critical Thinking	Writing	Math
2002	74% ↑	70% ↑	52% ↑
2003	72% ↑	64% ↑	54% ↑
2004	72% ↑	70% ↑	55% ↑
2005	74% ↑	64% ↑	57% ↑
2006	68% ↑	64% ↑	55% ↑
2007	70% ↑	55%	58% ↑
2008	74% ↑	56%	54% ↑
2009	73% ↑	62%	57% ↑
2010	69% ↑	56%	46%
2011	70% ↑	63%	57% ↑

↑Indicates GCC's score meet or exceeds benchmark standards.

SECONDARY OUTCOMES

College-wide secondary outcome assessments are conducted in three year rotations at GCC. These outcomes address additional skill sets identified in the Governing Board outcome for University Transfer and General Education: communication, computer, and information literacy. GCC's secondary learning outcomes are defined as skills in these areas:

- Oral Communication – organizes and communicates ideas and information
- Information Literacy – uses a variety of resources to locate, evaluate, and use information to solve a problem or make a decision
- Technology Literacy – demonstrates proficiency with technological tools

Unlike the broader, college-wide samples for assessing the primary learning outcomes, secondary outcome assessments are conducted via course enrollment. Two of the areas (oral communication and technology literacy) employ GCC faculty-created assessment instruments.

Oral Communication Skills

The learning outcome for speaking has been assessed since 2003 using a GCC-created rubric based on criteria established by Morreale and Backlund on behalf of the National Communication Association (1998). Students enrolled in communication courses required for general education are videotaped on an assignment that reflects their abilities to communicate with an audience. A proportional random sample is pulled from these videotapes, and students are evaluated on four learning objectives at the sophomore level defined within three levels of proficiency.



*“Tell me and I forget, show
me and I remember, involve
me and I understand.”*
-Chinese proverb

Information Literacy Skills

During the period 2002-2005, the College participated in Project SAILS (Standard Assessment of Information Literacy Skills) to pilot assessment of information literacy. At project inauguration in 2002-2003, Glendale Community College was the only community college selected to participate with Kent State University as it developed the instrument. Now a validated and nationally standardized web-based instrument, SAILS measures student performance at two levels of specificity for four standards and eight skill sets based on the Information Literacy Competency Standards for Higher Education established by the Association of College and Research Libraries. SAILS analyzes scores of students from all institutions participating in the assessment to determine benchmark score comparisons. GCC test cohorts consist of students enrolled in first year composition classes, with course sections randomly selected for invitation to participate.

Technology Literacy Skills

Similar to the assessment of oral communication, GCC has developed its own assessment mechanism. Using simulation software called Skills Assessment Manager (SAM), faculty assess learning objectives based on students' use of Microsoft Office. Just like the ETS and communication instruments, the technology literacy assessment tool indicates levels of performance, with students performing at the higher levels having performed successfully at the previous level or levels. The first technology literacy assessment, taking place in 2008, encountered software challenges resulting in the omission of student scores from half of the cohort. Changes planned for improving the next assessment, scheduled for the 2011-2012 academic year, include working closely with the vendor to avoid technical issues and providing additional faculty training sessions for using the assessment software. At the writing of this report, the 2011-2012 technology literacy assessment was still in process; the assessment report will be available at the College Research Services website and through the Resource Room.

By engaging course instructors in the testing process, secondary outcome assessment prompts faculty to create course-based direct interventions to improve student performance. For example, when comparing 2003 and 2007 oral communication results with 2010, student performance increased significantly. Not only was there a 14% reduction in students unable to reach level 1, but more notably students performing at level 2 rose from 28% in 2003 to 60% in 2007, and then up to 95% in 2010. The overall improvement in student performance reflects communication faculty efforts to cultivate specific oral communication skills. A similar improvement among information literacy skills came about through the direct collaboration of English and Library faculty and through communication faculty initiative. In 2005, students scored lowest in the skill set for documenting sources; improvement in 2009 is attributed to faculty creating a detailed citation guide for MLA style (a product from English faculty), increasing the number of library instruction sessions for composition classes to explicitly address citation formatting (library and English faculty jointly), and requiring formatted citations for sources in speech assignments (communication faculty).

CLOSING THE GENERAL EDUCATION ASSESSMENT LOOP

Results of college-wide assessments are shared with faculty to illustrate student proficiencies and to point to skill sets requiring further cultivation in all disciplines. Via the “Closing the Loop Survey,” faculty identify the ways in which they apply data from the CWAAC reports to improve teaching and learning in the classroom. Survey results reveal that the use and application of CWAAC data remain unsystematic. Some departments, such as Communication and World Languages, very intentionally incorporate instructional methods and course assignments to address CWAAC findings. Similarly, individual faculty institute changes in their courses, such as requiring more and/or deeper reading or assigning additional writing. Student learning improvements can be evidenced in both cases; however, these efforts are not necessarily reinforced across the curriculum. While CWAAC committee members commit time and effort to disseminating assessment results to faculty, the committee’s charge falls short of facilitating action-oriented response to results. In its own words,

the committee states that its intent “is not to tell any group what, or how to teach, rather to generate discussion about intended student performance in the core outcome areas and to initiate and share ideas to improve student learning across the College.” Such impartiality leaves open, rather than ensures, the closing of the assessment loop.

CWAAC maintains links to an archive of both full assessment reports and executive summaries dating back to 2000 on the College Research Services website.

STUDENT AFFAIRS STUDENT LEARNING OUTCOMES

In addition to college-wide academic learning outcomes, GCC Student Affairs units have articulated learning outcomes for student development and have documented these in the Student Affairs Strategic Plan. Since 2008, staff have been working on the assessment of selected outcomes by unit. Some units, such as Career Services and Student Leadership, are further along than others. In some cases, the strength or weakness of the assessment effort may be related to the strength or weakness of the particular unit’s District council. All District councils under Student Affairs (Admissions/Records, Academic Advising, Career Services, Financial Aid, Student Leadership, Deans of Students, Disability Resources/Services, and International Education) have been working on the development of student learning outcomes and assessment strategies since 2005; however, only in 2008 were outcomes and strategies refined and approved, accompanied by the publication of a District guide for clarification and best practices. Outcomes for Career Services, New Student Orientation, and Student Leadership now benefit from two years of assessment data to suggest improvements. Conversely, areas like Financial Aid have already stretched staff time to meet student needs and have not been able to devote attention necessary to assessing their stated outcomes.

Whereas assessment efforts examining learning outcomes across the student population focus on general education and on student development, program level assessment at GCC has focused almost exclusively on career and technical education (CTE) programs.

PROGRAM LEVEL ASSESSMENT

GCC has used program level assessment annually to gauge the success of student learning in all occupational programs and to provide a means by which faculty receive feedback for improving CTE student learning. The program level assessment website is a dynamic site where occupational program directors (OPDs) complete assessments annually and are able to review archived program assessments dating back to 2004-2005.

Examples of outstanding program assessments can be found in nursing and in fire science/emergency medical technology (EMT). The nursing program uses the national exam required for state licensure, the NCLEX (National Council Licensure Examination), as students exit the program. GCC nursing graduates consistently score above 90% on the RN version of the exam, as evidenced by 94% as the 2010 average score for GCC graduates. So, too, the law enforcement and fire science degree and certificate programs use state examinations for academic assessment. For 2009 through 2011 (to date), all GCC students taking the Arizona Peace Officer Certification exam scored 100%. Details for these (and other) licensure exams are included in Appendix B, Institutional Snapshot.

Up until GCC’s participation in the HLC Assessment Academy, program review and program assessment processes remained entirely separate. Reviews rarely, if ever, drew information from the annual assessments. Encouraged by its Academy participation, GCC now plans to integrate these processes. Furthermore, to avoid oversaturation of data and to promote more meaningful analysis, program assessments will no longer take place annually. Occupational programs will be assessed every three years, timed so that accurate and complete assessment information may be compiled the year prior to each program’s scheduled review. This change in procedure will increase the value of the data collected in both processes, allowing OPDs ample time to implement and evaluate changes made to the programs based on prior assessment and review findings. More information about GCC’s program review practices prior to this change can be found in Criterion Four.

A few of GCC's international students pause for a photo.



World Views

GCC Named Top Fulbright School

President Kovala recently received a letter from Dr. Allan E. Goodman, president and CEO of the Institute of International Education congratulating GCC on being notable among this year's Fulbright Scholarship colleges. Top-producing institutions in all Carnegie Classifications were highlighted in the Oct. 24, 2011 issue of *The Chronicle of Higher Education*.

"I would also like to acknowledge the excellent work of your Fulbright Scholar Program Campus Representative, Kenneth Bus, for his strong contributions to the program's success at Glendale Community College," wrote Dr. Goodman.

GCC recognizes the Spain and Latin American Cultural Experience Series

Professors James Abraham, Guiomar Borrás, Hilda Cabrera De Coronado, and Bel Winemiller received the 2011 Diversity Advisory Council Award of Excellence. The Spain and Latin American cultural experience series introduced students to 20 different countries where Spanish is spoken through lecture, cuisine, and customs. Undoubtedly, this effort has helped students to become more aware of the similarities and differences of these countries, and consequently has contributed to expand students' views of Latin America and Spain. As a result of the series, there has been a 14% enrollment increase in Spanish classes.

Program assessments continue to serve as tools to determine not only the relevance of program curriculum but, most importantly, the preparedness of students for careers in the respective areas of study upon graduation. Not all degree and certificate of completion programs provide a state or licensure examination as with nursing and fire science. In the areas where such measurements are not available, OPDs have researched and developed alternative measures such as portfolios, capstone classes, common industry-based exams, and projects incorporating necessary knowledge and skills for assessing whether students are indeed prepared for their future professional endeavors.

Examples include:

- Automotive faculty using National Automotive Technicians Education Foundation (NATEF) standards to measure graduating students' readiness and to encourage graduates to pursue industry certification.
- Adolescent development students produce an artifact demonstrating content knowledge and application based on the core courses taken at the start and at the end of the program.

Each occupational certificate and degree outlines program competencies and links those competency statements to required courses for the program; therefore, program competencies directly reflect core skills achieved in specific courses and provide strong linkages between program-level and course-level assessment.

COURSE LEVEL ASSESSMENT

Course level assessment at GCC evaluates course components using varying tools for evaluation (e.g., final exams, post-test, portfolios, etc.). Each department is represented by a course assessment liaison faculty member, known as the department assessment coordinator. A department coordinator's primary role is to track departmental reporting progress, while conferring with fellow coordinators, the (college-wide) course assessment coordinator and deans of instruction each semester. Department coordinators also prepare annual assessment reports at the conclusion of each academic year detailing a summary of assessment for their respective departments. As of 2010-2011, these reports are stored on the course-level Assessment website along with the course assessments.

Faculty retain a great degree of autonomy for determining assessment methods and for selecting what specific course competency or component will be assessed. Additionally, faculty choose the format for reporting assessment (either Nichols and Nichols or Best Practices). Some faculty in departments with multiple sections of a given course collaborate by designing common assessment instruments and conducting item-level analysis (chemistry, communication) or by focusing efforts on two or three course competencies at a time (mathematics). Other faculty use course assessment reporting as an opportunity to examine the effect of changes in types of assignments and instructional formats. For example:

- PHI103 Introduction to Logic— having realized students' confusion with shading in Venn diagrams (logicians use shading in Venn diagrams to indicate a region is empty while mathematicians do the exact opposite), the instructor chose to use a simplified version of monadic predicate logic instead of relying on the diagrams to help students understand categorical logic.
- ACC230 Uses of Accounting Information I – by extending the analysis and comparisons of two companies throughout the semester, the instructor recorded noticeable improvement in students' projects.
- CHM130 Fundamental Chemistry – section instructors collectively examined the topics of nuclear chemistry and stoichiometry (specifically limiting reagent problems), then approached nursing faculty to determine these topics' relevance. When nursing colleagues characterized them as unnecessary, chemistry faculty began allotting more instructional time to solutions and electrolytes (topics of greater importance to nursing) while shifting coverage of nuclear chemistry and limiting reagent problems exclusively to the subsequent courses, CHM151 and 152 General Chemistry I and II.

*“Teaching is the
achievement of
shared meaning.”*
*-D.B. Gowin,
1981 Educating*

The course-level assessment forms at GCC were revised in 2010 to relate to program and college learning outcomes and to revisit changes made previously. By making these revisions, assessment results are becoming more relevant.

Precipitated by the monitoring report recommended by the 2002 HLC evaluating team, GCC continues to recognize that course level assessment and student learning outcomes are areas of both challenge and opportunity. Taking steps to improve this area, a team representing GCC attended the HLC Assessment Academy and made the four-year commitment to improve course assessment beginning in June 2009. The Assessment Academy Project identified by GCC is threefold: addressing faculty participation, closing-the-loop reporting, and implementing a mechanism for the systematic integration of assessment at course, program, and college levels. Accomplishments toward these goals include beta-testing and subsequent full implementation of the automated electronic system for course level assessment and a 14% increase in faculty participation (based on participation the semester prior to system implementation). The new system uses SharePoint for reporting and maintaining assessment data. It is GCC's intention to house program assessment and program review in SharePoint as well, so faculty will have a true single point of entry for all three processes. The Academy team plans to have these in place at the end of Spring 2012.

ASSESSMENT TRAINING

Training formats to improve assessment practices vary from poster presentation sessions (Coffee with Faculty) to week-long brown bag lunch series. Department assessment coordinators meet and receive training each semester so they can inform and train their departmental colleagues. Notably, an overview of course level assessment has now been added to the Adjunct Faculty Orientation.

Beginning in Fall 2011, course level assessment training sessions through the Center for Teaching, Learning, and Engagement (CTLE) are being scheduled the week prior to finals. Intended as either an introduction or refresher training to completing the forms, these sessions are open for all faculty (residential and adjunct) to improve student learning outcomes and communicating “Closing the Loop” information. Registration is required for these sessions, so participation can be benchmarked and tracked for success measures.

Core Component 3b: Glendale Community College values and supports effective teaching.

GCC prides itself on making all efforts to hire the best faculty and to provide them with the tools necessary for fulfilling its educational mission.

HIRING PRACTICES

Residential Faculty

Standardization of the hiring process through District hiring guidelines ensures all applicants receive an equal opportunity for consideration and only the most qualified applicants are hired (Figure 3.4).

MCCCD has established minimum requirements for faculty positions. Academic teaching fields require the following from an accredited college or university:

- Master's degree in the teaching field, or
- Master's in any teaching field with 24 upper division and/or graduate semester hours in the field, or
- Master's in any teaching field with 18 graduate semester hours in the teaching field.
- EDU 250 Teaching and Learning in the Community College, or equivalent, must be completed within two years of date of hire.

Figure 3.4: Highest Degrees of GCC Faculty

Degree	Full Time Faculty	Part Time Faculty
Associate or lower	7	77
Bachelor's	22	75
Master's	171	385
Doctorate	83	48
Unknown	0	91

Occupational teaching fields require the following from an accredited college or university:

- The same qualifications as those listed for academic teaching fields, or
- A bachelor's degree plus three years of work experience in field to be taught, or
- An associate degree or 64 semester hours and five years of work experience in the field to be taught.
- EDU 250 Teaching and Learning in the Community College, or equivalent, must be completed within two years of date of hire.

Many disciplines mandate qualifications beyond those listed above. For example, the math and nursing departments require distinct qualifications before a candidate can be considered. Special qualifications, listed by discipline, are posted at the District Human Resources website.

GCC faculty contribute not only to students' learning but to their disciplines. Two nursing faculty have distinguished themselves serving the National Council of State Boards of Nursing by writing items for the National Council Licensure Examination (NCLEX). The director of GCC's Honors Program received the distinction of being among the inaugural class of National Collegiate Honors Council Fellows for her significant and sustained commitment to honors education. The American Academy of Microbiology selected a GCC biology faculty member to be the first (and only, to date) community college instructor to receive the Carski Foundation Distinguished Undergraduate Teaching Award. The Council for the Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching acknowledged the professional dedication and instructional merits of a GCC psychology faculty member with the 2006 Arizona Professor of the Year Award. These distinguished and well-qualified instructors serve as role models to students as well as to teaching colleagues.

Adjunct Faculty

Academic departments hire adjunct faculty to supplement full-time, residential faculty. Applicants are screened and hired by department chairs, assistant department chairs, program directors, and/or course coordinators. The process differs from full-time faculty hiring and is streamlined as follows:

- Applicants submit an online application through the District website, including a cover letter, a course completion form and references.
- The applicant's paperwork is reviewed by faculty in the relevant academic department.
- Interviews are conducted with the best applicants, and references are checked.
- The most qualified applicant is selected.

New adjunct faculty members receive a formal orientation to the College and a generally less formal orientation to their academic departments. Like their residential counterparts, all adjunct faculty are required to complete the MCCCDC course EDU250 Teaching and Learning in the Community College within two years of date of hire.

FACULTY DEVELOPMENT AT GCC

Training and Employee Development (TED) has routinely provided training and training resources for all GCC employees, as well as for colleagues from nearby sister colleges. Training topics range from desktop computer programs to college management information systems, and from standard office communication technologies to a variety of Internet-based tools. TED staff have partnered with faculty development over the years for numerous instructional workshops. In addition, TED staff have provided invaluable support for GCC's eCourses Committee by launching the Quality Matters-based GCC Gold Standard training series for faculty teaching online courses. By happy circumstance, TED staff hold academic credentials in instructional design and educational technology; nevertheless, their assistance to faculty had been constrained by the department's narrower functional scope reporting to Information Technology. GCC has recently restructured the TED to become part of the Center for Teaching, Learning and Engagement (CTLE). Now reporting

Diverse Minds

Acclaim for Innovative Learning at GCC

Dr. René Díaz-Lefebvre, psychology faculty at Glendale Community College, is fast becoming internationally known for his groundbreaking work applying the cognitive psychology theory of Multiple Intelligences (MI) to the development of innovative ways to help college students learn. This approach to learning focuses on students quite literally “learning how to learn” by expressing themselves and cooperating with others in creative ways that supplement traditional reading, writing, and speaking. The program, “Multiple Intelligences/Learning for Understanding” (MI/LfU), has received a great deal of national attention. Díaz-Lefebvre and other GCC faculty have presented numerous papers at conferences in the U.S., most recently in Honolulu, Chicago, and Phoenix. These presentations have also brought the program international attention. Díaz-Lefebvre’s upcoming presentations on the MI/LfU program will take him to Costa Rica, Africa, and China.

Studying different learning techniques and behaviors, students experiment with sugar during the Annual Psychology Fair.



to Academic Affairs, the Center will continue to provide comprehensive learning opportunities for all GCC employees and can expand offerings to more specifically address faculty needs. The vision of the CTLE, while still a work in progress, is to provide a motivating and engaging environment for employees and to serve as an educational showcase for the College.

The goal of the newly formed CTLE is to function as the single location in which the majority of the training needs of the College are met. These training and professional development opportunities will include curriculum development as well as support for service learning, best practices in developmental education, and eCourses development and training. The CTLE will continue to serve all training needs of the College for new office software including the student information system (SIS), college financial systems (CFS), learning management systems (LMS), and Microsoft products.

With plans to construct an experimental classroom, the CTLE will contain equipment for teaching faculty new technologies in audio and video software, and the staff work with faculty for applying some of these techniques in their own classrooms to improve student learning. GCC’s Faculty Developer continues to work with CTLE staff to schedule and promote faculty workshops and event-based learning opportunities like Coffee with Faculty and Teacher Talk Tuesdays, an informal weekly lunchtime opportunity for faculty to discuss teaching-related issues. The CTLE will become instrumental for assessment training as GCC continues its participation in the Assessment Academy and works to improve faculty engagement in assessment.

Another mainstay program for GCC faculty development is the First Year Residential Experience (FYRE), a year-long orientation program for new residential faculty. Begun in August 2004, 100 residential faculty members have completed this program since its inception. Each FYRE cohort meets once per month to learn about the College’s departmental functions, meet staff from non-instructional areas, and discuss various teaching-related issues. Each new faculty member is assigned a mentor for the year, with numerous members volunteering to mentor others the following year.

In addition to the learning opportunities available to both full-time and part-time faculty, the College has developed two online information resources for faculty. Elements is the monthly faculty development newsletter. It includes announcements for teaching workshops, seminars, and events. Linking the FYRE, the newsletter contains a biographical section featuring new residential faculty in each issue. Issues of the newsletter are available online on the faculty development website; links to each issue are emailed to faculty as they are published. Specifically for adjunct faculty, *In the Loop* includes important resources such as campus maps, emergency procedures, and information about instruction. Every semester since 2003, GCC holds an orientation for new and returning adjunct faculty to communicate an overview of College information and faculty responsibilities. To date, 966 adjunct faculty members have attended these orientations. In addition to the College orientation, individual departments hold meetings to inform adjunct faculty of department-level requirements.

DISTRICT-BASED FACULTY PROFESSIONAL GROWTH

GCC faculty benefit greatly from District-based faculty development policies and opportunities. So, too, the College benefits by leveraging District resources which provide structure and support for cultivating effective teaching. The linchpin for District-based professional development for faculty is the Maricopa Center for Learning and Instruction (MCLI), with its mission to support excellence in teaching and learning in all the MCCC colleges. MCLI staff have, since 1983, collaborated with faculty, administrators, and other District-wide groups to provide services, programs, and resources for instructors to improve their craft. Among the administrative services MCLI provides is tracking professional growth credits for the purpose of faculty salary advancement.

MCLI-supported Dialogue Days and Learnshops offer opportunities for faculty members to meet and exchange ideas about how to enhance teaching and learning. Faculty members propose topics relevant to current issues in teaching and learning; the MCLI provides administrative and event support. Faculty



members who participate in these workshops may apply for and receive professional growth credit. In addition to the many workshops sponsored by the MCLI during the academic year, the Arizona Master Teacher Seminar provides an annual opportunity in the summer for faculty to explore ways to improve teaching in a retreat setting in Prescott, Ariz. Joining teachers from all types of secondary and post-secondary learning institutions, 28 GCC faculty members have completed the Master Teacher Seminar since 2004.

MCCCD's faculty professional growth programs provide resources in three areas: salary advancement, sabbatical leaves, and travel funding. All three are part of the residential faculty policies negotiated annually. Sabbatical leaves are granted to qualified faculty to pursue other intellectual activities such as study abroad, research in their field or other suitable work experience, or creative activity. Due to budget constraints, funding for the sabbaticals and paid educational leaves was suspended for the 2009-2010 and 2010-2011 fiscal years. Sabbaticals were reinstated for the 2011-2012 year, allowing funding for 2009-2010 approved sabbaticals. From 2000 through 2009, 19 GCC faculty took the opportunity to broaden or deepen educational interests, to explore new areas, and to examine instructional methods to enhance the mission of the College.

FACULTY EVALUATION

For the first five years, residential faculty members maintain probationary status. The vice president of Academic Affairs (or a designee) and the department chair (or a designee) complete classroom evaluations, each semester during the first two probationary years, and each year during the third, fourth, and fifth probationary years. The department chair or the program director evaluates adjunct faculty the first three semesters, using a standard evaluation process and form. In addition to the classroom evaluations, the vice president of Academic Affairs (or designee) and the department chair meet faculty each semester of the first probationary year and once per year during the second, third, fourth, and fifth probationary years to discuss the probationary faculty member's progress and to address any areas of concern.

In the 2005-2006 academic year, a District Faculty Association Evaluation Committee studied and reported on faculty instructional roles, responsibilities, and delivery systems resulting in a revision of the Faculty Evaluation Plan (FEP) process that had been in place since 1986. The purpose of the FEP is to provide a structure in which residential faculty members can reflect on the challenges and opportunities of the teaching profession, contribute to a culture of continuing improvement, and progress intellectually and pedagogically. The FEP is naturally aligned with the vision and mission of MCCCD. Residential faculty members, upon appointive status, must complete an FEP every three years, while probationary faculty members submit an FEP annually during their probationary period. In the FEP, the faculty member reflects on three required areas and on at least two of the elective areas, noting progress, and setting personal goals.

In revising the documentation, the 2005-2006 FEP Subcommittee specified the required, elective, and related areas to be assessed.

The required areas encompass:

- Teaching, learning, and/or service
- Course assessment and/or program development/revision
- Governance and/or committee participation at the College and/or District levels

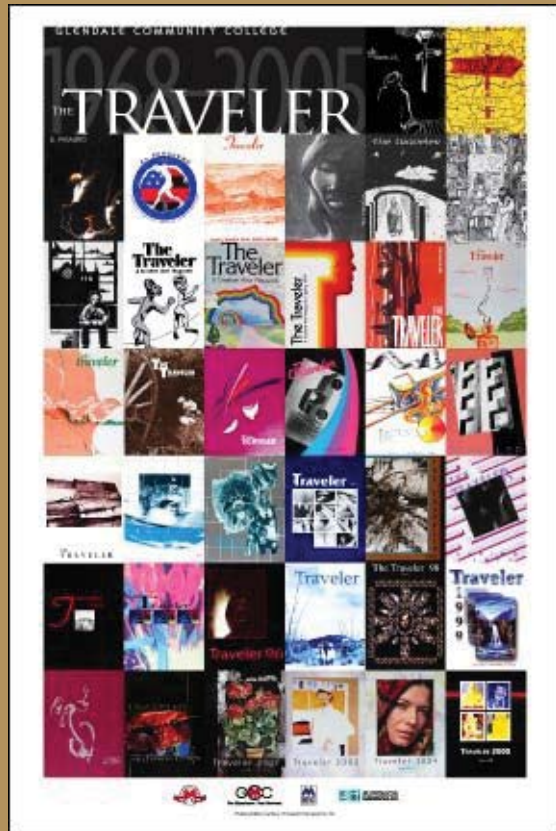
The elective areas consist of:

- Professional development
- Acquisition of new skills
- Enhancement of diversity

First Rate Honors

GCC's Student Arts Magazine Wins Gold Medal

English and art students at Glendale Community College produced a magazine which has received a Gold Medal from the Columbia Scholastic Press Association. *The Traveler* received 964 out of a possible 1,000 points in this annual competition for college arts magazines. This annual creative arts magazine contains short stories and poetry by students as well as reproductions of student oil and watercolor paintings. The 2003 magazine was scored in three areas: organization, content, and design. The content area received All-Columbian Honors, receiving 494 out of 500 points. The score is one of the highest ever received by *The Traveler* in its lengthy history.



Poster created from the covers of *The Traveler* from 1968 through 2005 in honor of GCC's 40th Anniversary.

- College-level assessment of learning outcomes
- Service to the community

Related areas are optional for faculty choosing to examine more fully their professional contributions to the College or the District:

- Program coordination
- Department/division chair responsibilities
- Advisement/mentoring or other student activity involvement
- Professional interaction
- Other roles (as identified)

FEPs are reviewed and read by fellow faculty/peers and by the respective dean for that faculty member. Student surveys are also a required component of the FEP process; however, the results are included in the report only to the extent that the faculty member incorporates them in the self-evaluation process. Progress in the areas defined on the FEP is self-monitored, noted on successive FEPs, and reviewed in subsequent years.

Core Component 3c: Glendale Community College creates effective learning environments.

GCC supports healthy student learning environments through wide and varied efforts ranging from attention to physical settings, to making available social and informal opportunities for students to connect.

Numerous initiatives, strategies, and programs designed to promote student success simultaneously cultivate supportive relationships between and among students, faculty, and staff.

EDUCATIONAL SUPPORT INITIATIVES

iStart Smart

In 2006, the District created a Student Success Pilot Project (SSPP). The purpose of the SSPP was to increase student success through higher rates of 1) retention (successful course completion), 2) persistence (semester to semester reenrollment), and 3) student academic goal attainment. The results were very positive at sister colleges implementing the pilot. For that reason, GCC piloted an iStart Smart (iSS) program in Spring 2009 and fully institutionalized the program in Fall 2009 (Figure 3.5). This program is offered at the main and North campuses.

The iSS program prescribes the following four experiences:

1. Participation in a comprehensive new student orientation program prior to the beginning of the student's first class.
2. Completion of placement testing in math, English, and reading.
3. Participation in academic advising before enrolling in any college course.
4. Enrollment in a college success course in the first semester at the College.

This project is a collaboration between the Student Affairs and Academic Affairs areas. The iSS steering committee consists of staff, faculty, department chairs, and administrators. The iSS implementation committee consists of staff, faculty, and administrators. Serving as tri-chairs for both committees are two counseling faculty and the dean of Student Life.

Figure 3.5 iSS Course Completion Rates and Persistence

iSS cohorts are compared to students in the same population (new, first time, degree or transfer) who chose not to participate in any of the three key iSS experiences: orientation, advising, and college success course enrollment.

1st semester successful course completion rates:

Year	Percentage
Fall 2009 cohort	72.8% compared with 63.9% similar students
Fall 2010 cohort	70.2% compared with 62.8% similar students

2nd semester persistence rates:

Fall 2009 cohort	85.6% compared with 81.2% similar students
Fall 2010 cohort	87.0% compared with 81.6% similar students

Based on District-determined characteristics, the composition of GCC cohorts has been as follows:

- Students new to college
- Students enrolled in twelve or more credits
- Students intending to earn an associate degree or transfer to a four-year university

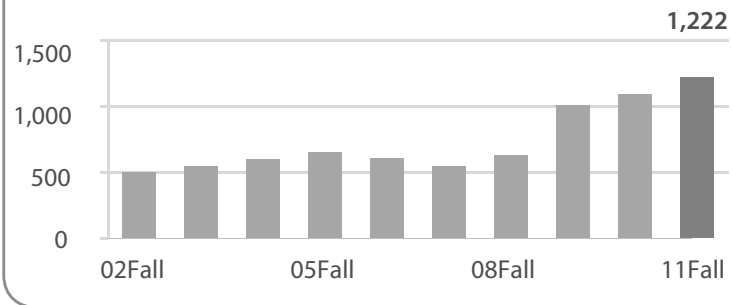
Against the backdrop of the Obama administration's American Graduation Initiative (the challenge to increase community college graduates by five million by 2020), GCC's emphasis on student intake begs the question of degree completion. As a book-end to iSS efforts, the College is launching iFinish Smart, an initiative to increase the number of students completing degrees or certificates, successfully transferring, and achieving gainful employment. Using learning communities as the primary strategy as of this writing, 2011-2012 is the pilot year of this endeavor.

First Year Experience

The First Year Experience Program (FYE) offers a structured academic program designed to increase the likelihood of entering student's success through learning communities. Targeting first-year students for learning community involvement is based on the research and best practices of John Gardner of the National Resource Center for The First-Year Experience, Students in Transition at the University of South Carolina, and the Learning Communities National Resource Center at The Evergreen State College. The GCC program, modeled on the FYE program at Paradise Valley Community College, has grown steadily through the years from a single, one-semester cohort of three integrated classes in 2003, to nine cohorts with multiple level English course placements and a two-semester plan option for students. The benefits intended for students include:

- Student-to-student camaraderie and support
- Goal-setting (academic, personal, professional)
- Connections between distinct academic courses
- Acculturation to college

Figure 3.6 Honors Student Totals 2002-2011



The FYE Program promotes learning in a supportive environment that helps students succeed in college. Gerkin's (2009) descriptive case study explored the perceptions of former GCC FYE participants on aspects of their FYE experience that affected their persistence in college. The quantitative data revealed higher rates of persistence for these students than for a comparison group, confirming that student involvement through FYE experiences confirm a predicted pattern leading to persistence (Gerkin, 2009, Abstract).

Honors Program

Following the National Collegiate Honors Council's "Basic Characteristics of a Fully Developed Honors Program," the GCC Honors Program provides a supportive, enriched learning environment to meet the educational needs of highly able and exceptionally motivated students. Student participation in the GCC Honors Program can be gained via three avenues: two are based on qualifying for Honors scholarships paid by funds provided through the District, and the third allows students to enroll by permission in individual honors courses. Scholarships are renewable based on continuous enrollment, completion of at least one honors course per semester, and maintaining a 3.25 cumulative GPA.

The program endeavors to promote a sense of scholarship and community among program participants. Beyond coursework, honors students volunteer regularly in event-based community service projects as well as in extended relationships through service learning.

This community of scholars has grown tremendously since the last accreditation visit and now benefits from a remodeled building housing honors faculty, staff, and student learning spaces (Figure 3.6). Program demographics generally mirror those of the overall student population (Figure 3.7), although honors students tend to be younger (Figure 3.8).

GCC's Honors Program, as part of the MCCCDC Honors Program, helped to pioneer the ASU/Maricopa Alliance. Established to reinforce a "culture of transfer" at the community college and to assist students with seamless transfer to the university, the Alliance has since proven to benefit not only honors students but also students throughout the MCCCDC system interested in continuing their education at ASU. Further information about this partnership is found in Criterion Five.

Student Clubs and Organizations

Extra-curricular success and the social aspects of a well-rounded college life lend further support to student learning. Clubs and club advisors serve as crucial extensions of the classroom as they are in many cases more effective in providing outreach and support to the general student population.

The Student Life and Leadership Center provides students the opportunity to participate in student government and a variety of clubs and organizations. Involvement in these activities allows students to engage with peers sharing mutual interests and to make further connections with the College. Furthermore, involvement can teach students how to set measurable goals and objectives; manage time; make decisions; solve problems; and motivate and manage people.

Athletics

GCC offers numerous inter-collegiate sports programs and recruits prospective student athletes to enroll in GCC's excellent athletic and academic programs. Programs include baseball, football, golf, softball, volleyball, men's and women's basketball, cross

Figure 3.7: Honors Student Ethnicity - Fall 2011 (unduplicated headcount)

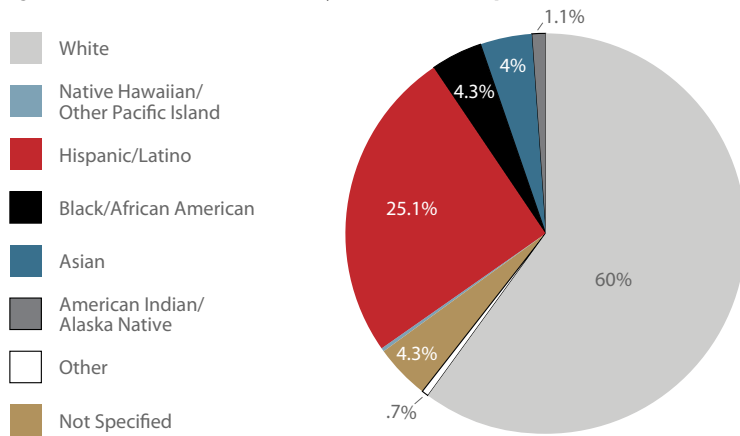
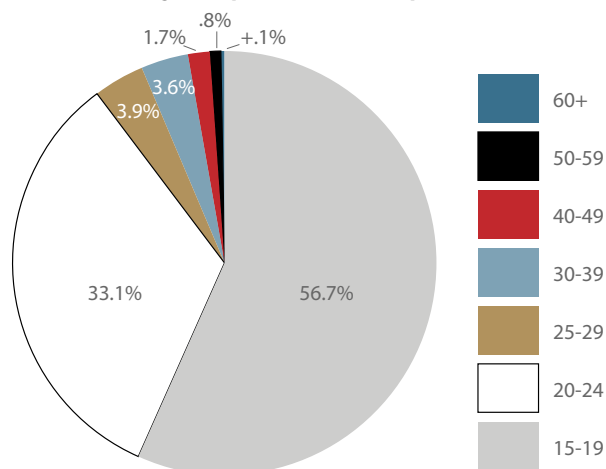


Figure 3.8: Honors Age Groups - Fall 2011 (unduplicated headcount)

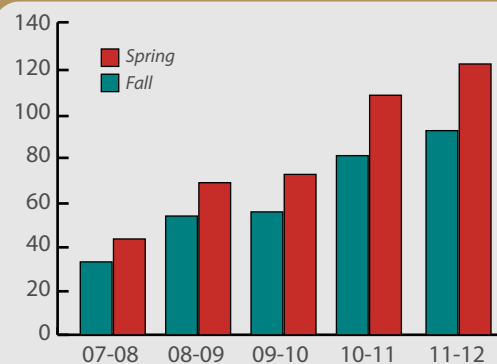


Cyber Convenience

Hybrid Classes at GCC Make College Convenient for Students

Online and classroom instruction combine at Glendale Community College in popular hybrid classes, designed for busy people. Students and faculty work online and meet part of the time—usually one day a week—for face-to-face support in the classroom. Students get the best of both worlds—the Internet and the classroom—plus flexibility. These classes are perfect for employed, commuting students; students who wish to reduce their trips to campus while retaining the value of instructor contact; and those interested in participatory learning. To take hybrid classes, students must attend the on-campus portion and have a computer with Internet access. Computers are available to GCC students in the GCC High Tech Center. While some hybrid classes do have prerequisites, there are many that have none, such as Introduction to Computers I, Marriage and Family Life; Basic Arithmetic; and more. Certain math and English hybrid courses require a placement test to guide students to courses appropriate for them. Hybrid courses carry regular college credits that apply toward degrees, certificates, and university transfer programs.

Online Course Growth



country, soccer, tennis, and track and field. The Athletics Department also sponsors a cheer squad. Students who participate in GCC's athletics and sports programs have the potential to gain leadership and life skills and to work as a member of a team. They also benefit from coaches who are committed to their success not only on the field or court but in their classes. Coaches serve as academic advisors, helping athletes select appropriate courses and monitor progress toward academic goals. Grade checks sent to faculty at multiple points in a semester identify potential problems so coaches can refer students for necessary assistance. The Athletics Department also staffs a study hall, participation in which is required two times a week for first semester student-athletes and for continuing athletes with an overall grade point average below 2.75. During study hall sessions, coaches assist student-athletes with tutoring in various subjects, provide access to and assistance with personal computers located in the study hall room, and refer student-athletes to the appropriate academic support resources on campus. Recently renovated through the support of college administrators and the GCC Alumni Association, a classroom located at the football stadium serves as the study hall facility.

Additionally, the Athletics Department has a training program designed to give students exposure to allied health professionals carrying out normal, daily activities in a college athletic training room. The goal of the program is to familiarize students with the work of athletic trainers and to gain experience toward entrance in undergraduate athletic training programs accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Global Focus at GCC

As GCC serves a community within a larger international economic and cultural framework, the College needs to be committed to educating students as members of this global community. This means creating an environment for students that exposes them to thinking with an enlarged, more globally inclusive perspective; introducing students to cultural diversity; and creating campuses that are open to, and encouraging of, international diversity in its student body. GCC students have several venues in which to increase their global and intercultural exposure.

International Education Program

Within and beyond the curriculum, GCC's International Education (IE) Program best demonstrates the College's commitment to cultivating global learning for students and the broader community. This program enhances the College's learning environment in several ways, including enrolling international students; offering study abroad opportunities for domestic students; and supporting college events and curricula with a global focus. Currently, more than 172 international students at GCC represent 51 nations. This number includes only students who are at GCC on F-1 student visas and not the numerous students at GCC who are foreign-born immigrants and also contribute to intercultural exchanges at the College.

Examples of extra-curricular opportunities sponsored by the IE Program include the International Student Association, a student club with the goal of promoting leadership and intercultural relations and friendships; the District-wide Global Leadership Retreat, where selected international and American students come together to increase cross-cultural awareness and discuss cultural, economic, and environmental issues pertaining to today's global challenges; and GCC's International Festival, an annual two-day event with a variety of students and faculty representing their native heritages and cultures through food and performance. More details regarding the International Festival can be found in Criterion Five.

Several GCC faculty also lead study abroad opportunities, mainly in the form of summer classes. For instance, in the summer of 2011 students had opportunities to participate in programs in China, Spain, and the Czech Republic. Other GCC faculty-led programs offered in the past include biology field courses in Tahiti and Mexico. All international education programs offered through GCC are published in a common catalog along with international programming offered by sister colleges in MCCC. IE Program staff are available to help students explore and apply to MCCC international education programs as well as to find and apply to programs outside of the District.

Despite the many opportunities for students and faculty to participate in programs and activities with a global focus, there is room for strengthening and improving the commitment. International education programs bear high costs: often several thousand dollars more than it would cost to take the same course on campus. The few scholarship opportunities the College makes available for study abroad have not attracted many applicants, but neither have any GCC students found success in pursuing national scholarship programs like the Boren Scholarship.

Even though MCCCDCD supports an active international education program that benefits all MCCCDCD colleges through coordinated opportunities for study abroad and faculty development, the District's international travel policy has proven to be an obstacle to some of GCC's efforts to internationalize. When the IE director was invited to join a U.S. State Department delegation to Indonesia in 2009, the District policy would not allow him to accept the invitation because the all-expense paid trip did not meet the District's "mission critical" standard. Subsequently, another invitation to join a State Department delegation to China in November 2011 was forgone. Furthermore, GCC's IE director was informed that even Fulbright grants would have to be approved as case-by-case exceptions to the "mission critical" test. Clearly, while GCC and its students benefit from District connections (e.g., the 10 college common catalog for study abroad), the College is challenged by inflexible MCCCDCD policies that run counter to its own goals and intentions.

Technology

In partnership with the District, GCC provides a variety of technology resources for students, faculty, staff, and administrators as part of supporting an effective learning environment. Currently, all users have two accounts: a District account (known as the Maricopa Enterprise Identification or MEID) for the student information, human resources, and learning management systems; and an eGCC account for college-specific network access and applications.

Classrooms across the College campuses are equipped with technologies enabling faculty members to instruct efficiently and effectively. Computer classroom labs are configured with the latest operating systems and software to keep up-to-date with industry demands. Multi-media systems allow instructors to operate projection cameras, document cameras, VCR/DVD players, and access to the Internet. Jacks for laptops, as well as Wi-Fi throughout the main campus, provide convenience for instructors preferring to use their own computers. The eGCC network facilitates remote access to instructor files as needed.

The Office of Information Technology maintains a technology resources website that supports all eGCC needs from online tutorials to live chats for receiving help online. An explanation of how GCC monitors levels of technology use is provided in Appendix B, Institutional Snapshot.

GCC has over 350 computers including both Windows and Macintosh platforms in the High Tech Center "Pit" areas equipped with software, Internet and email access. These are open to all for-credit students with the goal of delivering an outstanding level of customer service assistance that reflects the mission and vision of the College.

GCC offers students, faculty, and staff a secure and functional wireless network for accessing the Internet on personal wireless-equipped laptops, PDAs or other devices while on either campus. The GCC Wi-Fi website provides general specifications along with getting started tips, configuration guides, and troubleshooting tips for connecting to the wireless network.

National Treasures



GCC Alum Appointed by President Obama

In September 2011, President Barack Obama announced his intent to appoint GCC alum Kimberly Owens to the Board of Trustees of the Christopher Columbus Fellowship Foundation. Owens is a Realtor with Realty Executives in Phoenix, a Governing Council member for Salt River Project, a board member of the Maricopa County Industrial Development Authority, and has been a member of the Tolleson Union High School District Governing Board for 18 years. In 2011, she was named the executive director for the Dodie Londen Excellence in Public Service Series and was named Educational Advocate of the Year by the Arizona School Boards Association in 2005. She is a retired Registered Nurse and past chair of the Christopher Columbus Fellowship Foundation. Owens holds an Associate of Arts from GCC.

Charlotte Trujillo Selected For Foreign Students Group

Charlotte Trujillo, M.S., was selected in July 2011, to serve for two years on the National Association of Foreign Student Advisers (NAFSA) Leadership Cultivation Subcommittee (LCS). Trujillo is a student services specialist in Glendale Community College's International Education Program.



Founded in 1948, NAFSA is an international educators association of 10,000 members from 3,500 institutions that serve the more than 400,000 international students studying in America. It is the largest association of its kind in the world. NAFSA works to establish mutual understanding between nations, advance public policies that promote international education and build the competencies of its members through professional publications, training and opportunities.

The LCS works under the NAFSA Leadership Development Committee. The group is tasked with the cultivation and promotion of NAFSA leaders on regional and national levels.

PHYSICAL AND VIRTUAL LEARNING SPACES

Learning Spaces

Learning spaces support teaching and learning in the following ways:

- The majority of classrooms are equipped with technology and Internet services, which allows for the presentation of materials in multiple modalities such as computer-based presentations, videos, etc.
- A majority of classrooms have movable furniture, which allows for various learning activities, student work groups, small group tutoring, and discussion.
- Laboratory spaces are available for students to learn and apply their learning with hands-on activities.
- Computer labs provide student areas to conduct research, work on projects, and work on online courses and collaboration.
- All classrooms are equipped with appropriate seating to accommodate sign language interpreters assisting students with hearing disabilities as well as disabled students themselves.
- GCC provides students with ADA compliant technology, as identified by Disability Services and Resources staff, to support students on their path to success according to their needs.

GCC provides extensive and comprehensive specialized laboratory spaces that support student learning. Almost every instructional discipline has in place technology that supports student learning. Of particular note are the state-of-the-art resources available to students in science and allied health: plastinated cadaver parts used in anatomy and physiology courses allow the study of human specimens without the drawbacks of traditional formaldehyde preservation. "Simulation labs" located in the Life Science building provide nursing students with near-authentic artificial experiences for situation awareness and training.

Virtual Learning Spaces

eCourses

Not only does GCC host a diverse array of course offerings, but it also offers courses in a variety of formats to meet the needs of its students through face-to-face, online, and hybrid courses in 5-week, 8-week, 12-week, and other compressed schedule formats, in addition to its standard 16-week schedule. Each semester these eCourses serve the educational needs of full-time and part-time GCC students.

There are three different formats in which eCourses are offered:

- Online - An online course does not meet in a physical classroom. Students learn online from home, work, or on campus any time of the day. Registration is required by the first day of class as indicated in the class schedule. At a minimum, an initial assignment must be completed within the first week of class. Students may be required to come to campus or make arrangements to take examinations in a proctored environment.
- Hybrid - A hybrid course format combines the advantages of face-to-face class with the flexibility of online learning. On-campus classroom seat time is reduced compared to traditional on-campus classes.
- Open Entry/Exit - OEE courses begin throughout the semester with students receiving individualized start dates. Courses are often implemented in an online environment, and students have 16 weeks from their start date to complete the course. Similar to standard scheduled online courses, OEE students are required to complete a minimum initial assignment within the first five days of the class start date.

In order to assist students in determining whether a virtual learning environment is a good match for their learning preferences, an online readiness survey is available to students. The survey covers time management, technology, and class preferences.

Since the time of last accreditation, GCC has increased its online course offerings from 60 (2002) to 313 (Fall 2011 only). No hybrid courses were offered in 2002; however, 60 ran in Fall 2011, with 85 scheduled for Spring 2012.

The College encourages high-quality standards, assuring equal if not greater progress toward student learning outcomes in the eCourses program by providing instructors with a training program based on the internationally recognized Quality Matters (QM) Standards. This three-session sequence takes faculty through instructional design, best practices for teaching online, and other considerations for managing online instruction. This training is known at the College as GCC's Gold Star Standard Program. All adjunct and probationary faculty must complete this training, along with course management system workshops, in order to teach online and/or hybrid courses. After an instructor has completed the training and developed an online or hybrid course, he/she can opt to have the course reviewed by a team of peer reviewers following a standardized rubric based on the Quality Matters criteria. Once the course is determined to meet standards, it becomes GCC Gold Star certified. Instructors then have the option of further submitting their course for the recognized QM certification.

eCourses meet the same academic standards as traditional, face-to-face courses. GCC faculty employ materials created by themselves and textbook publishers. Most eCourses are delivered using a course management system, though many faculty use a variety of web-based communication technologies to meet learning objectives.

Social Environments

Social environments can have a positive impact on student learning through interpersonal connections with peers and the reinforcement of positive behavior. By providing safe and comfortable settings where students can interact outside of class, GCC hopes to enhance the ability to learn and to help student foster connections to each other and to the institution.

Student Union

The Student Union was remodeled in 2007 to create a more conducive space for students. It includes computers for student use; comfortable chairs and couches for small, informal social gatherings; Grounds for Thought, a popular coffee bar; and a game room with pool tables and video games. The general atmosphere of the Student Union is one that promotes greater social interaction and a place for students to unwind.

Sticky (Social) Spaces

As buildings have been built or remodeled, GCC has proactively created "sticky spaces" for students. The term sticky space is used by architects to describe any indoor or outdoor space designed to attract and retain students on the campus. As community colleges are commuter institutions, sticky spaces become essential to attracting students to remain on campus to study with peers outside class, visit faculty during office hours, or take an additional class. Within a number of buildings and throughout the campuses, GCC has incorporated sticky attributes such as identifiable color, unique seating, views, connectivity, vegetation and, occasionally, water. Examples of stickiness can be found in the Student Union; on all three floors in the Life Science building as well as the area just outside the building; in the Library and High Tech centers; and the horseshoe seating on the east side of the Business building (the underside provides jacks for laptops).

GCC is committed to continue creating, providing, and improving its learning environments, both formal and informal, academic and social, course-based, and extra-curricular. GCC prides itself on the quality and strength of the comprehensive courses and programs it offers as well as its support for student achievement and success. It is because of this pride that GCC offers a wide variety of resources to support the learner in his or her educational endeavors.



Students gather at Grounds for Thought, a popular coffee bar located in the Student Union.

Dynamic Support

"First-Year Experience" Program For New College Students

A highly personalized and nurturing program for first-time college students was launched at GCC in the Fall 2003. Designed to remove the fear, confusion, or uncertainty from a student's first semester, the "First-Year Experience" (FYE) program creates a structured environment in which first-year college students receive many benefits designed to promote success in meeting their degree-seeking goals. Research from the Community College Survey of Student Engagement and the Student Success Initiatives shows that first-time college students who participate in Learning Communities complete the semester successfully at a higher rate than students who simply attend college and take classes at random. FYE is a Learning Community composed of small groups of students who are nurtured through their first semester or first year of college with pre-set blocks of classes, comprehensive orientations, personal meetings with instructors, and personal or group mentoring.

Students benefit from early intervention in the First Year Experience program.



Core Component 3d: Glendale Community College's learning resources support student learning and effective teaching.

GCC's learning resources support student learning and effective teaching in a multitude of ways. The school has a long history of providing resources to help students achieve success academically and in extra-curricular and social activities.

LEARNING RESOURCES FOR STUDENTS

Center for Learning (CFL)

The CFL provides academic support services to all GCC students. Students enrolled in credit classes (at the main or North campuses) can request free tutoring in most academic subjects. Tutoring sessions are held on a weekly basis at the CFL, located on the main campus. Beyond one-on-one tutoring, the CFL facilitates a Supplemental Instruction (SI) program, providing peer-led group study to students in courses faculty identify as historically difficult.

Asynchronous tools like computer-aided instruction deliver a number of educational programs designed to improve skills in English, reading, math, alpha/numeric keyboarding, and grammar as well as study strategies. The CFL also offers non-credit English classes for students wishing to improve their English skills. Classes are available weekdays and Saturdays. Classes range from basic for students new to the language to advanced for students who want to strengthen their knowledge and skills.

Disability Services and Resources

The GCC office of Disability Services and Resources (DSR) supports the College community and local service providers by offering individuals with disabilities access to campus facilities, academic programs, and student support services.

DSR staff aim to promote establishment of campus policies, procedures, and technology that are more inclusive and understanding of individual functional limitations. Through advocacy, academic advisement, and the use of effective, reasonable, and efficient academic accommodations designed to enhance equal access to education, DSR concurrently promotes self-advocacy and independence among this uniquely diverse and historically disadvantaged student population.

The DSR office provides support services which include academic and career advising, registration, financial aid application assistance, and educational plans for vocational rehabilitation and veterans administration. It also provides accommodations to qualified students such as readers, note takers, testing accommodations (including proctors, scribes), sign language interpreters, and assistance with adapted computer programs.

Technology Resources

GCC offers computer environments throughout the College with open access available in the Library and the High Tech centers at the main campus and the Library/Computer Center on the North campus. These labs are used for drop-in access as well as for scheduled classes, staff, and student training. Students can use these labs to complete class assignments, conduct research, complete tutorials, access the course management system, and access email. Faculty members use the computer labs for course activities; business and industry training, student testing, and research. Technology Helpdesk staff members assist students in person, by telephone, and by online chat service. Additionally, the Helpdesk website supports student use of eGCC resources with user aids, including general information and basic guides to self-paced tutorials.

Libraries

The GCC Libraries are a blend of traditional and virtual resources and services brought together in a learner-centered environment. Information literacy is central to academic success and lifelong learning, especially as information sources become more diverse and expansive. The College libraries are freestanding facilities on the main and North campuses. They house media, periodicals, and general book collections for use in a safe and secure environment. Alternative learning spaces, such as quiet study, collaborative work zones, group study rooms, media viewing, lounge areas and open computer commons are available. Students may borrow laptop computers for four hours at a time. A collaborative computer classroom provides space for instructional sessions; when not scheduled for instruction, this classroom becomes open lab space. Electronic resources are accessible both on and off campus including the online catalog, eBook collections, encyclopedias, streaming video, and over 55 databases providing full-text articles from newspapers, magazines, and journals representing a range of disciplines. An online research and general reference chat service known as “Ask a Librarian” offers assistance to students on a 24-hour/7-day basis in conjunction with the other MCCC libraries through the member-based QuestionPoint Reference Cooperative.

Math Solution

The Math Solution facility offers free walk-in tutoring for all mathematics and computer science students. The Mathematics Department operates this program in dedicated space at the main campus and in shared space at the North campus. The program provides tutoring by math and computer science faculty as well as staff and student tutors with advanced math skills. Many students take advantage of this valuable resource every semester. In fact, there were more than 33,000 documented student contacts in the 2009-2010 academic year.

Writing Centers: Face-to-Face and Electronic

The Writing Center, with locations at the main campus and at North, offers students free 30-minute appointments with English faculty members to discuss their writing. Most students bring in course writing assignments, although they can also ask about prewriting, writing resumes, taking essay tests effectively, or general writing skills. Any writing for any need – from lab reports and research papers, to scholarship essays and business writing – is supported through this service. The Electronic Writing Center (EWC) is also available in lieu of face-to-face sessions with faculty members. The volume of student submissions to the EWC has increased five-fold since it opened in 2003 (P. Mateer, personal communication, August 10, 2011). In addition, dedicated pods of computers located directly outside the Writing Center at the main campus are designated for students with writing assignments. English faculty hold office hours in this area and are available for tutoring during those times.

Business Solutions

The Business and IT Solutions area of the High Tech Center was created to better support students who need academic computer assistance with their business and technology courses outside of class. The approach is based on the current Math Solution model and, with the help of GCC's Office of Information Technology, the Business and IT Department started this new support pilot during the Fall 2009 semester. It has evolved and expanded since that time, growing from two dedicated computer pods to five in Fall 2011. Assistance is now provided by four part-time student tutors rotating shifts with faculty four nights a week.

Chemistry Solutions

The Chemistry Department has initiated two programs designed to create effective environments for assisting undergraduate students with their acquisition of knowledge and skills in science. These programs are Chemistry Solutions and the Chemistry Scholars, offered at both the main and North campuses. Chemistry Solutions provides students a comfortable place to pursue their studies with the tutoring help of chemistry faculty, whereas the Chemistry Scholars program is composed of GCC students hired to host study sessions and tutor for courses in which they performed well during a previous semester.

Evidence of Excellence

Dr. Carlos Nuñez-Noriega Honored by Victoria Foundation with the Dr. Alfredo G. de los Santos, Jr. Outstanding Latino Faculty in Higher Education Award. Chair of the Technology and Consumer Sciences Department at GCC, Dr. Nunez-Noriega was presented the award on Sept. 15, 2011 at the Ritz Carlton Hotel in Phoenix.

From his early days recruiting and tutoring adults, many from areas of extreme poverty, Carlos Nuñez- Noriega has been a strong teacher, advocate and role model for Latinos to achieve in higher education and technical fields. Today, as a professor and chair of the Technology and Consumer Sciences Department at Glendale Community College, he actively recruits Hispanic students for technical careers and for scholarships, including more than 50 Latino students who have received \$35,000 in support from the Sun City Engineers Club and Hispanic-Serving Institution scholarships.

Dr. Pam Joraanstad was named Educator of the Year by the Arizona Communication Association at the organization's annual conference held April 2011 at GCC. The ACA is a professional organization of COM professors and students from community colleges and universities around the state. Joraanstad is an assistant chair in the Communication and World Languages Department and treasurer of the ACA.

Dr. Kimberly Smith speaks about "The basics of climate change" to the sold-out science and sci-fi crowd at the legendary ComiCon, in the Valley in May 2011. A record number of attendees, many dressed as their favorite comic and sci-fi heroes, waited in lines more than an hour to get into the Phoenix Convention Center for the three-day celebration of comics, science fiction, anime, and science.

Dr. Jennifer Lane was named an NCHC Fellow by the National Collegiate Honors Council Board of Directors, acting on the recommendation of the Assessment and Evaluation Committee. The NCHC committee stated that Lane's selection was based on her regional and state honors organization leadership; scholarly activities relating to honors education; recognition for outstanding honors teaching; assistance provided to other honors programs/colleges; and demonstrated record of sustained commitment to honors education.

Physical Sciences

The astronomy, geology, physics, and physical sciences programs all have technology supported "Assist Programs" online for students to access and support their learning. Astronomy Assist, Geo-Assist, and Physics Assist are each staffed by faculty and follow posted schedules for students seeking tutoring. Based on student requests and faculty availability, face-to-face Geo-Assist is also available at the North campus.

Student Services

In 2002, GCC opened a new Enrollment Center which is a one-stop convenient location where students can meet with advisors to discuss academic goals and monitor academic progress, enroll in classes, order transcripts, apply for financial aid, and pay for classes and services. With the implementation of Oracle PeopleSoft in 2008, students are now empowered to self-serve and complete many enrollment tasks online. The Enrollment Services staff help guide and educate students about how to fulfill the steps required to successfully enroll in classes using the online student system.

Career Express

GCC counseling faculty staff a satellite office located in the Enrollment Center. They are available to students on a walk-in basis at posted times to administer standardized career assessment instruments and to help students conduct career research. Using books and web-based resources, the counselors help students learn how to read career descriptions, research salaries, understand job duties, and explore labor trends. Career counselors help students translate career interests, personalities, values, and strengths into majors and/or degree programs.

Academic Advisement

GCC's academic advisors help students explore options to achieve their educational goals. They provide students with information on policies and procedures to help them successfully navigate their journey through college. Academic advisors share information on programs and certificates offered by GCC and guide students to enroll in courses to fulfill degree requirements. They also advise students about course equivalencies and transfer programs to Arizona and out-of-state universities.

Assessment and Testing Center

Located next to the Enrollment Center, Testing Services provides course placement testing to students. Students are required to complete placement assessments if they are planning to take their first college credit English, reading, and/or math course, or if they do not have a high school diploma or GED and are applying for federal financial aid. Students for whom English is not the primary language are required to take a test of English proficiency. The Testing Center offers traditional pencil and paper exams as well as computerized tests.

Counseling

The mission of the Counseling Department is to foster student retention, learning, and success. Counselors offer a variety of programs and services to GCC students including classes (face-to-face and online); workshops and one-on-one sessions about academic skills, career exploration, and personal issues, and emergency or crisis intervention responses. The Counseling Department faculty and staff collaborate with other college programs and departments to help enhance student success. Collaborations include the iStartSmart student success program; First Year Experience (FYE) learning communities; nursing mentoring program, counseling in the Veteran Services Center, courses for ACE Plus students, Behavioral Intervention Team, workshops and internship courses with Career and Placement Services, math learning communities and classroom presentations and Career Express counseling with Enrollment Services. Additionally, student success courses target specific student populations including veterans, athletes, re-entry students, nursing students, and students referred by the Disability Services and Resources office.

Campus Bookstores

The College bookstore and the District office contract with Follett Higher Education Group to provide bookstore services to GCC students. Follett provides a wide variety of goods and services to aid students in achieving their academic goals. General and specialty books are sold on campus and online at eFollett. The bookstore also offers art and office supplies, software, apparel, gifts, and accessories on campus.

In an effort to help students cut costs and leverage their dollars, the bookstore offers textbook rentals, a book buyback program, and eBooks. It offers access to Café Scribe, a website where students browse books, subscribe to notes from other readers, or join a book club-type environment to collaborate with peers. Students access this by downloading MyScribe, a free application for PC and Mac, which helps view eBooks and PDFs. The bookstore uses electronic book adoptions in order to be more responsive and provide accurate records in tracking and ordering textbooks for classes. Bookstore personnel work with the Financial Aid department in providing book vouchers for qualified students.

Copying/Printing Services

The Copy Center is managed by IKON Office Solutions, an outside vendor contracted by the District to provide facilities management services including photocopy and fax services for faculty and staff as well as students.

Food and Café Services

Food services at the College were contracted by Aramark Corporation for many years. In July 2010, a new contracted food vendor, Chartwells, began providing food services at all of the MCCC colleges. The Palms Café located in the Student Union sells grab-and-go items and also provides hot food service. The Green Bean, Chartwells' satellite food service counter in the Life Sciences building, and the Arroyo Café at the North campus both provide food and gathering places for students to eat and relax between classes for much needed refreshment and down time.

Additionally in the Student Union, the independently owned and operated Grounds for Thought serves specialty coffee drinks much appreciated by students and employees.

GCC's learning resources support student learning and effective teaching in a multitude of ways. The College has a long history of providing resources to help students achieve success academically and in extra-curricular and social activities.

Revvng Up for Success

DaimlerChrysler Donates \$10,000 to Automotive Program

GCC received a \$10,000 grant in April 2004 from the DaimlerChrysler Corporation in support of its College Apprentice Program (CAP) to train factory-certified technicians. This follows DaimlerChrysler's donation the year before of a Dodge Viper – a car that currently retails for approximately \$85,000. GCC also offers Ford's Automotive Student Service Educational Training Program (ASSET) and GM's Automotive Service Educational Program (ASEP) which also provide factory certification. Students in these programs are sponsored by a dealership and alternate paid internship weeks with classroom academic weeks spent at GCC. The College can assist interested students in finding a dealer sponsor if necessary.

Local service managers have high praise for GCC automotive students. Richard Lopez, service director at Lou Grubb Chevrolet Arrowhead, says, "We have enjoyed 13 years of participation in GCC's ASEP program and have many top-knotch technicians to show for it. In fact, one of our service directors at another location is a former GCC ASEP student."



GCC Automotive students gain hands-on training.

Criterion Three Summary: Strengths, Weaknesses, Opportunities for Improvement and Threats

Strengths

- Assessment processes have improved continuously; an online portal eases the documentation burden for faculty and improves access to reporting.
- A long-established mentoring program for new residential faculty provides extended orientation to the College.
- Numerous learning resources are increasingly available to students at both the main and North campuses.

Weaknesses

- Fulfilling the mission of the new Center for Teaching, Learning, and Engagement will require additional staff positions.
- Based on the AGECE selection criterion, the General Education cohort is not necessarily representative of the entire student population because AAS degrees and certificates of completion require far fewer general education credit hours.
- Study abroad programs bear high costs which could be off-set with scholarships (such as the Boren Scholarship), but students are not taking advantage of available scholarship funding.
- Closing the loop efforts would benefit from more direct facilitation or dialogue for suggested uses of CWAAC data.
- Assessment of student learning outcomes in non-instructional areas has progressed unevenly.
- The lack of a mandatory placement measure inhibits the College's ability to ensure student success.

Opportunities for Improvement

- HLC Assessment Academy project provides GCC an opportunity to expand upon the college assessment plan at all levels (course, program and college-wide).
- Occupational programs need to seek industry-based exam or certification partnerships to strengthen GCC's knowledge of students' preparedness for entering specific segments of the workforce.

Threats

- Federal compliance requirements.
- District international travel policy hampers further development of international opportunities.

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Criterion Four
Acquisition, Discovery, and Application of Knowledge



GCC hosts more than 140 international students each year, representing more than 50 different countries.



Glendale Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

GCC's commitment to lifelong learning is evidenced through professional development and training for staff and faculty, diversity of the curriculum, and partnerships with community. This chapter describes and presents evidence of how GCC fulfills Criterion Four by:

- Supporting professional development and scholarship, which ultimately serve students and the larger community,
- Providing diverse, useful, and current curricula that prepare students to participate fully in society as leaders and contributors, and
- Ensuring responsible use of knowledge and technology.

Component 4a: Glendale Community College demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Glendale Community College (GCC) and the Maricopa County Community College District (MCCCD) consistently promote, support, and encourage lifelong learning. While Criterion Three addressed professional development specifically for faculty, this component outlines development opportunities and support for all employees. GCC's value for learning is demonstrated by the many workshops, seminars, conferences, and leadership programs offered through GCC and MCCCD, as well as by GCC's recognition of employees' and students' successes.

MCCCD EMPLOYEE AND ORGANIZATIONAL DEVELOPMENT

The MCCCD Employee and Organizational Learning Team (EOLT) offers workshops to employees at the colleges as well as at the District office. GCC frequently hosts EOLT workshops on the main campus for convenience and easy access to its own employees, as well as to employees from neighboring MCCCD colleges. EOLT is a unit of the District's Employee and Organizational Development and supports development of employees' personal and professional potential throughout MCCCD. Lifelong learning in this context encompasses not only intellectual and career development but also health and well-being. In addition to offering workshops ranging from time management to diversity and inclusiveness, EOLT partners with Wellness Maricopa to promote mind-body, wellness-related workshops.

A Helping Hand

GCC Welcomes Wildfire Threatened Frogs

The Arizona Game and Fish Department salvaged threatened Chiricahua leopard frogs by bringing them to Glendale Community College's new riparian habitat in 2011. More than 50 of the rare frogs and 62 tadpoles were rescued from a pond at Beatty's Guest Ranch in Miller Canyon near Sierra Vista.

Designed as a hands-on learning opportunity for students as well as a repopulation source for the leopard frogs, GCC created the frog and fish habitat at the southwest corner of the Life Sciences Building. Initially scheduled to receive frogs from eastern Arizona in late summer 2011, the College was asked by Game and Fish to help with its Southern Arizona wildfire rescue immediately.

"We're so pleased we were ready to take in the frogs," said Dr. Philip Fernandez, chair of the Biology Department and lead on the GCC riparian habitat project. "Knowing that we are helping some of the wildlife survive the fires is gratifying."

The frogs, now at GCC, will repopulate the Beatty's pond, if needed, or may be used as a source for existing sites or new ones selected for introducing the leopard frog.



The endangered Chiricahua leopard frog finds a rescue haven at GCC.

Among the development programs available through the District are:

- **Navigate Maricopa Supervisory Development:** a series of workshops established in 2002 intended for supervisors and those wanting to become supervisors (though the workshops are open to any employee). This program is encouraged by GCC leadership; 47 GCC employees have completed this supervisory series through Fall 2010.
- **Creative Pathways Employee Internship Program:** an employee-driven internship program designed to provide MCCCDC employees with opportunities to experience professional growth, increase expertise, acquire new knowledge, and apply new technical or non-technical skills through learning about other MCCCDC careers. Overall, GCC has had consistent participation since 2002.
- **Leadership Advancement Program (LAP):** a component of Maricopa's Talent Management Initiative to continue to develop internal candidates for current and future leadership needs. This program was piloted in 2009-2010. Five of GCC's leadership and faculty have participated in this program during its first two years.
- **Renewal Initiative Program:** funding through a proposal process to support employee-generated professional development and growth opportunities. The Renewal Initiative provides funding on a more immediate basis (through an application process) than college budget planning processes allow. Individual GCC departments have received funding for specialized training, retreats, and projects, and the College overall benefitted from renewal funding for its 2008 Day of Learning.
- **Women's Leadership Group (WLG) Mentor Program:** designed to provide opportunities for women to focus on individual professional goals and enable them to take advantage of various professional opportunities within the District. GCC has had 18 WLG mentor program graduates since 2001, with the majority of graduates coming from the student services area.

ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Use of tuition waivers by board-approved employees and their families clearly demonstrates commitment to lifelong learning. GCC employees often use this opportunity to complete a two-year degree; to transfer credits to a university for furthering their education; to augment knowledge and skills for their current positions; or to simply enjoy learning for personal fulfillment. In addition to the MCCCDC tuition waiver, GCC employees are financially supported for pursuing further education outside of District colleges and/or for attending workshops, training sessions, and conferences. Figure 4.1 shows the total non-faculty professional growth awards (tuition reimbursement and activities combined) for the previous four years ending June 2011. For FY2010-2011, these numbers generally reflect double the number of unique (unduplicated) recipients; in other words, those using professional growth funding generally receive two awards. The exceptions are Crafts and Safety employees: 78% and 83% of those professional growth awards were unique.

MCCCDC also offers sabbaticals for faculty and paid educational leave (PEL) for employees of the Management, Administration, and Technology (MAT) group; Professional Staff Association (PSA); and the Maintenance and Operations (M&O) group. All PEL requests have been suspended; however, the budget line for educational leave remains.

WELLNESS MARICOPA

In 2004, Wellness Maricopa was conceived at the District level to increase employee wellness and to serve as a form of preventive healthcare for MCCCDC employees. That initial year GCC hosted 17 events for its employees, including a walking group that logged more than 3,200 miles. Among the other events were wellness fairs, education events, health risk assessments, disease management and more, with a total of 1,006 employees participating. In subsequent years the offerings of the program at GCC have evolved and now include a free massage each semester for employees, access to personal training, cholesterol and blood sugar screenings, flu-vaccine programs, weight loss groups, and other health services. Examples of success of the program include employees reporting substantial weight loss up to 60 pounds, improved postpartum recovery time, and decreased stress levels. Use of Wellness Maricopa peaked in 2007 with over 2,000 staff participating in 99 events. An endemic challenge is the nature of the program: recruiting reluctant employees for physical

Figure 4.1: Non-faculty Professional Growth Award Totals

Employee Group	2007-08	2008-09	2009-10	2010-11
Safety	4	3	2	6
Crafts	11	5	5	9
M & O	17	17	12	48
PSA	33	39	50	86
MAT	54	80	43	79

*Number of Professional Growth "awards" (tuition + activities)
Source: MCCCCD Employee & Organizational Learning.*

activity events that benefit them but tend to fall outside their comfort zones. Add to that, limited funding from the chancellor's office and programming limitations, and drops in participation become inevitable. By 2008 and 2009, the number of events offered had dropped to 41 and 33 respectively, and participation dropped to fewer than 500 employees. Nevertheless, GCC's Wellness coordinator continues to schedule and create a variety of events along all seven dimensions of wellness: social, emotional, spiritual, environmental, intellectual, occupational, and physical.

ENHANCING HUMAN RESOURCES - EMPLOYEE EVALUATIONS

GCC is very serious about the role of evaluation in developing human capital. The *Residential Faculty Policies* manual describes the evaluation of faculty, both during the probationary period and the appointed period thereafter. Faculty evaluations are addressed as part of the Response Chapter (Observations and Suggestions for Improvement number 15) and in Criterion Three. Evaluations of all other employees are conducted annually in accordance with employee group policy manuals. Historically, MCCCCD colleges have achieved mixed results regarding annual evaluations (GCC, for example, recorded only a 47% completion rate in 2010), attributed to the fact that forms are long, with duplicate elements and that results cannot be used for any personnel action. Improvements, however, are underway. Beginning with the MAT employee group evaluations, forms and processes have been streamlined, eliminating duplicate questions and redundant categories in order to focus appraisals on core competencies. Changes are expected to increase participation and initiate greater dialogue between managers and their employees throughout the appraisal period. Additionally, appraisals will move away from paper forms and become part of the District's human resources software package (PeopleSoft 9.1). Following implementation for MAT employees, the appraisal processes for PSA, M&O, Crafts, and Safety employee groups will be addressed. The goal for the District is an improved appraisal program for all employees by 2014 (see Response Chapter, Observations and Suggestions for Improvement number 14).

Regardless of the appraisal process, evaluation plan, or employee group, all processes have the same goal: to develop the capacity of each employee and promote continuous improvement.

MARICOPA CENTER FOR LEARNING AND INSTRUCTION

Since its establishment in 1983, the Maricopa Center for Learning and Instruction (MCLI) has worked collaboratively with faculty, administrators, and District-wide groups to promote student success, effective teaching and learning pedagogy, technology innovation, and the study of educational methodology.

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”
-Peter Drucker

While Criterion Three provides further details of MCLI, participation levels in its programs and services further demonstrate how much GCC’s faculty value a life of learning. Each year, between 246 and 353 faculty members take advantage of MCLI services (based on 2006 to 2011 data provided by the MCLI).

GCC’S TRAINING AND EMPLOYEE DEVELOPMENT CENTER

As the second largest college in the District, GCC is one of the few MCCCC colleges with an in-house Training and Employee Development (TED) department. As Criterion Three has noted, staff in TED have provided comprehensive in-service training and training resources for GCC employees, as well as training for neighboring sister colleges. TED staff continue to provide these services under the newly organized Center for Teaching, Learning, and Engagement (CTLE). The CTLE, in conjunction with GCC Faculty Development, publishes a monthly calendar of events which includes: professional development workshops, faculty development workshops, computer training, diversity training, and other technology-related skills training.

Funding for TED has remained stable for the last 10 years. The only large change in the operational budget for TED occurred in 2006 when the GCC Technology Helpdesk was assigned to another department within the Office of Information Technology. The CTLE reports to Academic Affairs.

MCCCCD EMPLOYEE PROFESSIONAL DEVELOPMENT FUNDING

GCC employees make use of many of the professional development opportunities provided and/or funded by the District. The many options offered by MCCCCD are available to every employee seeking employee professional growth (with the exception of specially funded employees). MCCCCD has been able to maintain its offerings and financial support even with the declining economy. GCC and MCCCCD as a whole truly demonstrate to their employees that professional growth is highly valued.

MCCCCD faculty are allocated a set amount of dollars each academic year for professional growth, including funds for travel to conferences, as appropriate, and for conference fees and other learning opportunities. Over the last four to five years the ability of the MCCCCD and the College to provide these funds has been uncertain but, as yet, funds have not been withheld. The budget numbers for faculty professional growth show the faculty generally use all of the professional growth and travel funds available to them, as is the case with other employee groups.

GCC, just as many other colleges across the country, faces the current challenge of increasing enrollment growth with less funding availability and oftentimes fewer employees to handle the volume of students. This challenge impacts the release time available to allow employees to attend workshops, training sessions, and conferences. While most GCC supervisors are supportive of employees participating in professional development activities, they are oftentimes involuntarily constrained by departmental coverage needs when employees take time away from the office for learning activities. Some employees report their supervisors are not supportive of professional development.

RECOGNITION OF STUDENT AND EMPLOYEE ACCOMPLISHMENTS

GCC fosters the acquisition, discovery, and application of knowledge through the recognition of both student and employee accomplishments. These accomplishments are acknowledged in a variety of ways, including personal recognition and awards bestowed at College events as well as web-based and newspaper announcements.

Since 1967, faculty have acknowledged outstanding students through Recognition Day ceremonies. Co-sponsored by the GCC Faculty Association and the Student Life and Leadership Center, faculty have been invited to nominate students for outstanding academic achievement, creative accomplishments, or exceptional contributions to class. The event routinely hosts 125 nominated students, their guests, nominating faculty, administrators, the Student Recognition Day Committee and, when their schedules permit, GCC’s Governing Board representative and the chancellor.

Several other events and activities celebrate students and employees. Each year GCC holds a luncheon to honor those students who have received scholarships from various benefactors. The Honors Program annually hosts a dinner to recognize graduates with cumulative grade-point averages of 3.5 or higher who have completed 15 or more honors credits (distributed among at least four different course prefixes). An annual awards reception for employees recognizes years of service with the Maricopa Community Colleges. GCC bestows Faculty Excellence in Teaching Awards to peer-nominated individuals each year. Web-based employee news in the *Gaucho Gazette* contains regular posts of kudos and recognition of employees by other employees (based on open submissions via the web). Students also have the opportunity to recognize their instructors through activities such as the Honors Ambassadors writing thank-you notes to honors faculty and the creation of an Outstanding Honors Faculty award.

Furthermore, employees and students often receive awards outside of the College as they serve on various boards, hold national offices, and provide service in the community. When GCC is aware of such accolades, the employee or student will be acknowledged at a College event or in print. As a goal for improvement, the College could work toward a more effective manner of collecting this information to increase attention to and recognition for employee and student accomplishments.

Of course, events like the annual Commencement ceremony held each May and bi-annual nurse pinning are the most prominent ways GCC acknowledges and celebrates students' accomplishments.

Core Component 4b: Glendale Community College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Regardless of a student's goal, GCC provides learning opportunities and experiences based on a breadth of knowledge and skills that foster intellectual inquiry and promote responsible citizenship. The College strives to prepare students for such endeavors through its general education requirements, diverse course offerings, and co-curricular activities.

GENERAL EDUCATION

As part of MCCC, GCC expects general education requirements to "help students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience . . . prepares [students] to contribute to society through personal, social, and professional interactions with others. The experience fosters personal development by opening students to new directions, perspectives, and processes" (Administrative Regulation 2.3.9, MCCC General Education Statement). General education is further intended to model and teach varying modes of inquiry and analysis to facilitate development of creative problem solving skills.

Through the Arizona General Education Curriculum (AGEC), GCC demonstrates acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to degree programs. The AGEC serves as a common structure for transferable general-education curriculum agreed upon by Arizona community colleges and state universities and forms the core of GCC's nine transferable degrees. This curriculum consists of the following areas: Freshman Composition, Mathematics, Arts & Humanities, Social & Behavioral Sciences, Physical and Biological Sciences, Ethnic/Race/Gender Awareness, and Global/International or Historical Awareness. The three AGEC blocks, each fulfilling the lower division general education requirements for specific majors, are distinguished by the level of math and science requirements:

- AGEC-A: for students intending liberal arts areas as majors (e.g., social science, fine arts, humanities)
- AGEC-B: for students planning to major in business
- AGEC-S: for students preparing for majors with more rigorous mathematics and mathematics-based science requirements

General education course requirements also provide a foundation of academic breadth for the Associate in General Studies (AGS) and the Associate in Applied Science (AAS) degrees, though these do not require AGECE blocks (Figure 4.2).

Figure 4.2 General Education Credit Requirements per Degree

Degree Name	AGECE	General Education Credits	Total Degree Credits
Associate in Arts	AGECE- A	35	60-64 credits
Associate in Arts, Fine Arts - Arts	AGECE- A	35	63 credits
Associate in Arts, Fine Arts - Dance	AGECE- A	35	64 credits
Associate in Arts, Fine Arts - Theatre	AGECE- A	35	60-64 credits
Associate in Arts Elementary Education	AGECE- A	35	60-63 credits
Associate in Business, General Requirements	AGECE- B	35	62-63 credits
Associate in Business, Special Requirements	AGECE- B	35	62-63 credits
Associate in Science	AGECE- S	36	60-64 credits
Associate in General Studies	n.a.	Core: 16 Distribution Areas: 28-29	60 credits
Associate in Applied Science	n.a.	Core: 15 Distribution Areas: 9-10	60 credits

CORE INDICATORS OF STUDENT SUCCESS

GCC, in collaboration with the state’s three public universities, also tracks the performance of its students after leaving the College. Data on university transfers come from the Arizona State System for Information on Student Transfer (ASSIST). Over the past three years, more than 2,600 students have transferred to one of Arizona’s three state universities with 12 or more GCC credit hours. Cumulative first-year university GPA of GCC transfer students held relatively steady at 3.0 (on a 4.0 scale) from 2004-2005 through 2008-2009 (most recent data available). In the National Community College Benchmark Project (NCCBP), this puts GCC in the top 20% for first-year GPAs. Furthermore, with 87% of GCC alumni persisting to a second year of university, GCC ranks in the top 10% of NCCBP participating colleges for this benchmark. Both of these indicators suggest students are well prepared for university curricula and academic life after attending GCC.

CO-CURRICULAR AND LEARNING ENRICHMENT OPPORTUNITIES

GCC sponsors and promotes co-curricular activities that provide learning opportunities beyond classroom and online instruction. These activities can enhance student self-confidence and self-esteem by encouraging students to apply their learning to non-classroom activities. Some clubs and course-

Great Expectations

Honor student awarded prestigious national scholarship

Angie Warren says she was preparing to withdraw from her Fall 2011 Arizona State University classes because the funds just were not available for her to pursue her bachelor's degree. Then, the Glendale Community College honors student received word that she was one of just 60 students in the entire nation to be awarded a Jack Kent Cooke Scholarship, which gave her \$30,000 annually to complete her degree.

The Waddell resident wants to work with homeless teens so she can "pay forward" the one-on-one encouragement and confidence she received at GCC. The 44-year-old mother of two says she got a wake up call about her life when her husband Bob, a United Parcel Service employee for 32 years, was hurt in a motorcycle accident and then sustained another injury just as he returned to work.



Angela Warren (below, third from left) received Jack Kent Cooke Scholarship.

"I realized that I had no degree and had never had a job outside the home so I decided to start by taking one class to see if I could really do it," says Warren.

Warren had developed an interest in reaching out to help others so she chose Psychology 101 as her first class; with nine more successfully completed credits, she qualified to join the prestigious honors group.

Warren worked with homeless teens on one of her honors service learning projects and says that experience focused her education and career goals.

related co-curricular activities can also facilitate student development of camaraderie, loyalty, and responsibility to peers or to a common cause. In this way, co-curricular activities at GCC often address the whole student by challenging the individual beyond course-based academics to apply knowledge in creative and socially responsible ways.

In order to enrich the student learning environment further, some departments use both short-term field trips and extended field experiences to enhance learning. The Biology Department, for example, offers Field Biology: Ecological and Environmental Field Experience BIO149AK-AO (varying suffixes indicate differences in credits) in locations such as Hawaii and Tahiti/Moorea. The Counseling Department's behavioral health science program provides students with field experiences in behavioral health settings throughout the community. Students participate in internships in behavioral health agencies to apply concepts and skills learned in the classroom.

Furthermore, the majority of World Religions (REL243) classes require visits to local sacred sites as part of student exploration of religious traditions. GCC's Honors Program distributes free tickets to the Phoenix Symphony on a monthly basis during the academic year. The Honors Program also helps coordinate a visit each spring by the Phoenix Symphony's strings musicians to GCC's main campus (an event open to the public and discussed further in Criterion Five).

GCC offers a wide array of opportunities for student participation in clubs and student leadership groups. Club members are afforded opportunities to attend regional and national student, professional, and academic conferences such as the Western Regional Honors Conference and the regional and national meetings of the American Psychological Association and Amnesty International. The College hosts and participates in community-involved programs and presentations including, on average, 45 public lectures and learning events each year. These events include the Chemistry Day Open House, Native American Heritage month events, Earth Day celebrations, and a Public Transportation Forum. Moreover, the Speakers Forum Committee, department of psychology, and Honors Program provide public education opportunities by organizing speakers' series for students and the local community. Student organizations are often the driving force behind these public learning events; for instance, the Amnesty International student organization at GCC initiated an annual human rights film series in Spring 2011, and the Native American Student Association regularly hosts cultural events and speakers on indigenous people's issues.

SERVICE LEARNING

GCC integrates general education into its undergraduate degree programs through curricular offerings in order to facilitate development of the attitudes and skills required for a life of learning in a diverse society. However, more could be done to foster the same attitudes and skills through experiential offerings such as increased service learning opportunities that support inquiry, practice, creativity, and social responsibility. Currently, only GCC's Honors Program and the Communication and World Languages Department offer sustained opportunities to engage students through service learning. At the time of the last accreditation visit, there was no set funding for service learning at GCC and that remains the case. Staffing appears to pose the greatest obstacle to developing a comprehensive service learning program at GCC. Remedying this will take some time and effort. In the meantime, faculty already engaged with service learning hope that GCC will leverage connections with sister colleges through more active participation in the District-wide Service Learning Committee. An initial challenge, though, may be getting buy-in from faculty colleagues. Many faculty members acknowledge the deeper academic and personal engagement that result from students participating in service learning and see service learning as ideally suited within the frame of the College mission as well as the new Governing Board Outcomes; nevertheless, some have expressed concern about investing the extra effort necessary to embed service learning in curriculum without institutional infrastructure to support such endeavors and provide safeguards for students, the College, and the community. Additionally, some have questioned the sustainability of such efforts without financial support for staffing and program development. Recent discussions have resulted in a campus dialogue to address the feasibility of service learning. Further discussion should certainly provide abundant possibilities for the College in this area.

BREADTH OF CURRICULAR OFFERINGS AND FREEDOM OF INQUIRY

In addition to formal degree and certificate programs, GCC offers a breadth of courses in special interest, recreation, and continuing education classes. Faculty recommend curriculum and decide relevant subject matter for courses, and the wide range of courses reflects the varied expertise of GCC faculty. For example, GCC's academic course offerings include classes such as American Indian Religions (REL203); Coral Reef Ecology (BIO148); Lesbian, Gay, Bisexual and Transgendered Studies (PSY143); and Glass Fusing and Slumping (ART155, ART156). Fitness and wellness options include Kung Fu, a variety of yoga, dance, adaptive PE classes, hiking, camping, and rock climbing. Moreover, the College offers special interest classes such as Aromatherapy, S.C.U.B.A. Diving, and Organic Gardening in Arizona.

The MCCCDC *Residential Faculty Policies* (RFP) 3.1 asserts that faculty are entitled to freedom in the classroom in discussing their subject and determining appropriate pedagogy. GCC stands by this policy and holds that academic freedom is necessary to maintain high standards and academic integrity. GCC does this by allowing the faculty to decide the course content (based on the descriptions and competencies reflected in the MCCCDC course bank) and to select appropriate textbooks and resources for courses.

Academic freedom paves the way for faculty to enhance course content to promote institutional values such as inclusiveness and diversity. Above and beyond courses bearing general education designations for Global and Cultural Awareness, faculty across the College – from business to geology, and theatre to child and family studies – have augmented course content with an eye toward heightening student awareness of and appreciation for diverse populations. Though some faculty have done this solely through their own efforts, others have done so by participating in the District-wide Diversity Infusion program. Since 2001-2002, GCC has had 39 faculty participate in the Infusion program (B. Gray, personal communication, November 19, 2011). All course materials developed by participants are available for colleagues and the public at the program website.

Core Component 4c: Glendale Community College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

As reflected in the GCC and District mission statements and strategic and operational plans, the primary goal of student success drives many processes. The success of students and graduates depends on keeping curricula relevant and up-to-date in both local and global contexts. Maintaining this relevance depends on regular interaction with occupational advisory committees and coordination with transfer partners in higher education. When these interactions identify changes in or new ideas for curricula, GCC faculty initiate proposals for MCCCDC peer evaluation and approval, then submit such proposals for District-based administrative processing.

CURRICULUM PROCESS

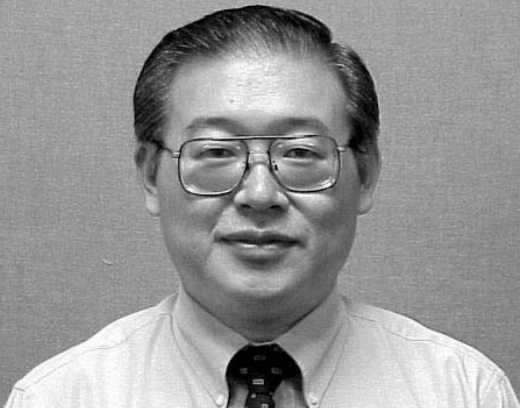
MCCCDC curriculum processes allow the flexibility to offer courses of interest to specific college communities, to participate in articulation across sister colleges, and to articulate as a single educational entity with other Arizona colleges and universities. Within this framework GCC uses its flexibility to work with transfer partners, businesses, and organizations in the community for developing courses, degrees, and certificates that serve the needs of its community and the interests of students.

GCC faculty initiate new and modified course and program proposals, assisted primarily by a faculty colleague serving as Curriculum Development Facilitator (CDF) and receiving release time for curriculum duties. The CDF and a curriculum technician prepare proposals according to District guidelines; the imitating faculty member serves as the content expert. Once proposals are drafted, peer faculty serving on discipline-specific Instructional Councils (ICs) examine the proposed curriculum to grant approval or suggest improvements. Composed of faculty representatives from each MCCCDC college offering course work

Patented Progress

US Patent Awarded to GCC Professor's Invention

Major universities are not the only places where cutting-edge research and inventions are born. Glendale Community College Professor of Technology and Electronics Ui Luu (pronounced "Wee Loo") is the inventor of a medical instrument which will improve millions of people's lives and received a U.S. government patent on July 1, 2003. Diabetics and others with blood-sugar disorders no longer need to painfully prick their fingers to get blood for a sugar-level test. Ui Luu's invention is an instrument that can be placed on the arm, which, through an infra-red spectral analysis of the blood flowing beneath the skin, combined with a complex algorithm run by a computer chip, can compute blood sugar levels non-invasively. Luu was hired as a research and design consultant by a medical company that owns the patent. His name, however, is on it as the inventor. He worked more than three years on the development of this product.



Professor of Technology and Electronics Ui Luu

in a specific area of study, ICs determine whether the proposed content avoids replication of existing courses and appropriately aligns with other courses, degrees and programs offered in that instructional area.

After receiving IC approval, representative faculty members at the initiating college again review curriculum through a lens that determines if the content and quality is consistent with existing college course offerings. Faculty members serving on the college Curriculum Committee determine whether proposals move forward or need to be refined further; academic and enrollment administrators serve on the committee in an advisory capacity as non-voting members.

Once curriculum is approved at the college level, a District lens examines the proposal to make sure the semantics and any technical details involving articulation or other operational impacts are considered. Staff at the District Center for Curriculum and Transfer Articulation (CCTA) work with the CDF and college curriculum technician to ensure proposals proceed without unintended implications for other areas of curriculum.

Curriculum proposals from all the colleges are reviewed monthly by the 20-person District Curriculum Committee (DCC), composed of one faculty member (CDF) and one administrator from each of the MCCCDColleges. The DCC examines proposals with the final lens to assure quality, operational feasibility, and consistency. Curriculum approved by this committee is then sanctioned by the executive vice chancellor and provost and sent to the Governing Board for final approval. Once adopted, curriculum is added to the MCCCDCourse and program bank.

Review of course content remains the purview of faculty. The process for determining the ongoing usefulness of areas of the curriculum differs by discipline as does the discussion of student preparedness for courses. In the company of community colleges across the nation, GCC and MCCCDColleges are challenged by the underpreparedness of significant numbers of students. Shifting from the open door/no-barriers-to-enrollment approach to one of ensuring student success with necessary prerequisites poses further challenges. Some disciplines, such as biology, have researched perpetually low course success rates and drawn correlations to reading ability. By instituting a reading level prerequisite as of Fall 2011, biology faculty hope to improve students' course completion rates. Other disciplines do not appear ready to examine the potential need for imposing basic academic skill prerequisites because such action may adversely affect course enrollments. Nevertheless, results from biology course completions as well as the national attention to issues of student preparedness may serve to prompt similar pre-requisites across curricula.

ARTICULATION

Articulation, like curriculum, is a shared MCCCDColleges process. This process is maintained through the CCTA with inputs from faculty and administrators at each of the District colleges. Select IC members designated to serve on state Articulation Task Forces (ATF) work with CCTA staff to facilitate state-wide communication about new courses and requirements from Arizona universities. ATF faculty participate in semi-annual articulation meetings with faculty from other colleges and universities throughout Arizona to ensure the transferability and degree applicability of coursework.

As noted previously in this chapter, all of Arizona's public institutions of higher education have agreed upon a common core of general education coursework that transfers as a block to satisfy lower division general education requirements: the AGECE. General education designations for MCCCDColleges courses are determined by the General Studies Council of Arizona State University (ASU) through a long-established alignment created to benefit MCCCDColleges students transferring to ASU. Faculty initiators and ICs work with the MCCCDColleges General Studies Faculty Representative to submit proposals to ASU for new courses and for review of existing courses. Approval of a designation is a gain for students; a denial or loss of a designation may be due to course changes at ASU (removing the general education designation from a course) or loss of course equivalency. Proposals may be resubmitted bearing changes recommended by ASU's Council. All general education designations are reflected on the state-wide Course Equivalency Guide (CEG) as well as in GCC's course catalog.

*“Learning without
thought is labor lost.”*
-Confucius

GLOBAL AND CULTURAL AWARENESS IN CURRICULUM

A wide variety of GCC courses promote participation in a global and diverse world. The global and cultural awareness areas of the general education curriculum acknowledge the need for an understanding of the values, systems, influences, and social processes of cultures from around the globe. In order to complete coursework for any of GCC’s university transfer associate degrees, students must satisfy two awareness areas: cultural diversity in the United States [C] and either global awareness [G] or historical awareness [H].

Cultural awareness courses focus on cultural diversity within the contemporary United States whereas global awareness courses look outward, examining the experiences, values, elements, contributions, and social processes of cultural groups around the world. Each awareness area provides opportunities to understand and appreciate the contributions of distinct cultures in disciplines across the academic spectrum. Courses in these awareness areas are listed in the *College Catalog* as well as through the widely linked Arizona Transfer web pages for the Arizona General Education Curriculum (AGEC) categories. While these courses meet specific criteria for general education designations, many other courses reinforce global and cultural awareness through faculty-initiated enhancements based on individuals’ areas of expertise and on professional opportunities like the Diversity Infusion Program noted in Component 4b.

OCCUPATIONAL CURRICULUM

Among the points of pride at Glendale Community College are the number of occupational degrees and certificates (CCL) offered exclusively at the College. Many certificates are aligned with a related AAS degree so that CCL completers who had not originally envisioned themselves as degree-seeking college students may continue their education. This program alignment allows students to build on certificate coursework toward associate degree completion with few to no excess credits.

Like many community colleges, GCC tends to rely on anecdotal evidence of its graduates’ job readiness for most occupations. A limited number of professions (nursing, EMT, fire, and law enforcement) provide access to certification testing results, whereas student performance data for other industry, state, and national certifications remain well-guarded. Understandably, restricted access to test results by these certification bodies functions similarly to the College’s protection of academic records; nevertheless, occupational program directors and college administrators continue to seek solutions for documenting students’ externally certified performance results.

Through the use of advisory committees, GCC faculty work with local stakeholders to develop and maintain curriculum to meet the workforce needs of the surrounding community. Occupational departments schedule meetings annually or biannually to meet with representatives from West Valley businesses and from high schools. These advisory committees provide information and feedback on curriculum, recommending updates and/or suggesting new courses or programs for development. Additionally, members of the President’s Circle, a group of local civic and business leaders, meet regularly to advise the College president of community issues and needs.

GCC’s 24 advisory committees represent the voices of a variety of stakeholders supporting the College’s 97 career and technical programs. Depending on the occupational area, some of these advisory committees are made up of advisors specifically from the West Valley. In other areas such as nursing, advisory committees represent a much larger geographic region and are drawn from businesses and organizations across Maricopa County. The emphasis in all of these meetings is to gather relevant and accurate information to assess the usefulness of curriculum in order to ensure student success in the local workforce. Advisory committee meetings are facilitated by a faculty member, generally the occupational program director, with a pre-established agenda. Minutes are recorded, with meeting documentation filed and maintained by the office of the dean of Instruction for Occupational Education.

As the College has grown over the last 40 plus years, the amount of energy and analysis spent on occupational program planning has increased dramatically. Whereas meeting the demand of an increasing West Valley population was once the emphasis, now tools and systems have been created to maintain programs and to evaluate them for effectiveness. GCC has gradually developed a more robust Program Review Process for occupational degree and certificate programs. The design of this process, distinct to the College, has been fine-tuned over the years, changing from what had been a primarily manual undertaking into an automated process that stresses timely communication and analysis of program metrics.

Records going back to 2000-2001 show a paper-based system with a checklist approach to determining the viability of occupational courses and programs. This reflects a time when GCC and the District were in a sustained period of exponential growth (in both students and facilities). The emphasis during that period was primarily on creation of curriculum and development of new programs to meet the demands of an expanding institution whereas current and future emphases will need to address new compliance requirements for completion, graduation, and gainful employment reporting.

GCC's program review has facilitated putting resources into programs that have enrollment potential. In several cases reviews have indicated needs for money dedicated to expanded advertising, help with advisory committees, curriculum updates, or equipment replacement. Conversely, program review has prompted the elimination of some, such as GCC's agricultural programs.

Though the Agriculture Department had been in place for a number of years, it was always a marginal program with small enrollments and only one full-time faculty member. The agriculture degrees and certificates of completion had been flagged in multiple program reviews to increase enrollment. In spite of strategies to improve program success such as working with related businesses in the community and revising curriculum, low enrollment led to program deletion in May of 2008. The elimination of the program necessitated the termination of the faculty member per the requirements specified in the MCCCC RFP, though students on track to finish their degrees and certificates were accommodated with courses taught by adjunct faculty.

Moratorium, rather than elimination, may result from program review. Moratorium status allows the College to maintain a program in a holding pattern; new students will not be recruited to the program but continuing students may finish coursework. An example of a program on moratorium is the Oracle Database Administration Certificate of Completion. This program's viability depended on students taking five Oracle classes in a specific sequence. Oracle, well-recognized as the leader in database software development, drew interest but could not generate enough enrollment for classes to make. Compared to Oracle's extensive but expensive corporate training, college-based Oracle courses provide lower cost training, albeit over a longer period of time (16 weeks compared to Oracle's 1-and 2-week sessions). In spite of GCC's academic agreement with the company, which provided discounted Oracle software and free access to some Oracle materials, several qualified faculty to teach in the program, and a supportive advisory committee, course enrollments remained low. The moratorium on the program was placed in 2008 and was not without precedent; the IBM AS/400 program suffered the same outcome for many of the same reasons. Student interest and business demand persist, however, not to the degree necessary for the College to continue offering the programs.

The most recent program review was conducted in 2009-2010. The process was again refined, removing paper-based data capture and strengthening the amount and type of data reported. Occupational outlook information was included and greater care was taken to train program reviewers. Due to administrative staffing changes and reorganization since the 2009-2010 reviews, the only action taken was to place the Truck Trailer Driving program on moratorium. Acknowledging that program review needs a stronger linkage to strategic planning and to ongoing HLC accreditation activities, GCC has shifted the process to evaluating one-third of the occupational programs on an annual basis.

Entering this new cycle of review, the College intends to reinforce standardization of the process, simplify some of the data collection requirements, and provide reporting that will support taking periodic snapshots of key program review data. Given that program review will now be conducted with the

results of program assessment, the resulting comprehensive analysis will allow program directors to assess their programs and better determine areas of challenge and opportunity. Future plans are to expand program review to academic areas enabling further linkages to strategic planning, assessment, and accreditation.

Core Component 4d: Glendale Community College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

GCC seeks to ensure that faculty, staff, and students are informed in order to conduct themselves with the highest levels of integrity and responsibility when acquiring and applying knowledge. The College promotes embracing the responsibility of being custodians of the public's trust while fostering an atmosphere that promotes lifelong learning and personal development. GCC administrators, in conjunction with the MCCCDC leadership and Governing Board, provide institutional oversight and monitoring of policy and regulatory compliance. GCC provides information and training to facilitate compliance with federal, state, District, and College policies.

FACULTY AND STAFF RESEARCH

There are a number of policies in place to ensure all members of the GCC community conduct research, and thereby acquire knowledge, in a responsible manner. Impressively, many GCC faculty conduct outside research projects in their chosen fields, in spite of the fact that the principle mission of the faculty is to instruct. So, too, many faculty conduct research with students. For example, a biology faculty member regularly takes students to the field to assist in his studies of coral reef ecology. Another example of faculty contributions may be seen in textbooks written by faculty, which provide a significant contribution to individual disciplines and the educational environment overall. GCC is successful at monitoring these outside research projects for responsible protocol by ensuring that any research involving human subjects must be reviewed by the MCCCDC Institutional Review Board (IRB). All applications must be approved and are overseen by the vice president of Academic Affairs or the appropriate department chair. The policies for research involving human subjects are summarized on the District website where applications for IRB approval are also found.

The MCCCDC IRB comprises representatives from all 10 colleges, the District office, and community. It provides oversight reviewing all proposed human-subject research to ensure that subjects are treated ethically and that their rights and welfare are adequately protected. At GCC this oversight effort is continued through the College Research Review Committee (CRRC), which is responsible for research involving GCC students, GCC faculty, or parties not affiliated with GCC that intend to use GCC students, faculty, or facilities. This committee consists of three members who also serve on the District IRB. To date, all GCC requests have been deemed exempt by the CRRC, precluding the need for District IRB to review.

The policies described above are designed to ensure that GCC faculty conduct outside research in a responsible fashion. The College also follows and supports the District-based *Residential Faculty Policies* (RFP) statement on academic freedom (3.1), which upholds freedom of inquiry and instructional rights necessary to maintain high standards and academic integrity. Faculty and their academic departments decide course content and methods of teaching, as well as select appropriate textbooks and resources for courses.

COPYRIGHT

Faculty, staff, and students at GCC are encouraged to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials and to the copying of computer software and video recordings. Notices are placed on or near all equipment capable of duplicating copyrighted materials. Service forms for duplication requests contain notice of copyright requirements and procedures to facilitate further compliance.

Bringing Music Home

Professor Hulihan featured in international magazine

GCC music faculty Chuck Hulihan was featured in the May 2011 issue of *Classical Guitar Magazine* from the United Kingdom and in Japan's *Gendai Guitar Magazine*. The articles chronicle his musical career transition from classical to gypsy jazz.

In the British article, Hulihan explains the transformation, "My life as a classical-only guitarist took a turn about five or six years ago when I was driving home. I was listening to a National Public Radio program featuring a group called the Hot Club of San Francisco and it gave me a flashback to my studies with Frank Vignola. It had been the right day, the right time, the right mindset all converging as inspiration."

He adds, "I try to bring this joy and fun of playing back to my classical guitar students. I tell them, we are human. We are not meant to sound like we are CDs, which have all been edited and carefully scrubbed."

Chuck Hulihan, GCC faculty, uses music to transform lives.



Though faculty and staff have access to resources to help address copyright issues, explicit training of faculty and staff to review and clarify the guidelines has not been conducted at the College for some time. Given the ease of incorporating digital material countered by sometimes nuanced issues of digital copyright, faculty teaching online courses would certainly benefit from including intellectual property issues in GCC Gold Standard training.

It is the intent of the Governing Board of the Maricopa County Community College District to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code, Section 101, et seq.). GCC's vice president of Academic Affairs serves as the college copyright authority by being responsible for the distribution of copyright guidelines, acting as a resource person regarding copyright matters and providing training programs on current copyright laws. In addition, librarians and other Library Media Center staff provide advice and assistance to ensure faculty, staff, and students have the information necessary to obtain and utilize materials according to fair use guidelines and the Digital Millennium Copyright Act. Faculty orientations include copyright resources and website links to the MCCCDC Administrative Regulations (specifically, regulation 3.2) and Copyright Guidelines .

ACADEMIC INTEGRITY

The current course management system includes a service called SafeAssign. Instructors can use the service for student submission of written materials. SafeAssign checks student writing for signs of plagiarism using the Internet as well as the SafeAssign database of coursework. Instructors are alerted when papers may be plagiarized, enabling them to ensure that students are doing original work and not using text directly from other sources without proper referencing. Another resource used by English faculty to avoid plagiarism and ensure academic integrity is the InSite website, powered by Turnitin. These tools assist faculty in providing students with the evaluation and feedback necessary to ensure responsible research.

EMPLOYEE CONDUCT

Employees of the Maricopa Community Colleges are expected to foster the highest standards of personal integrity and honesty in performing their public duties. In addition to performing their work with the highest of ethical standards, each employee is required to complete a set of public stewardship and public sector employment training programs, and a series of disclosures on a semester and annual basis.

As noted previously in Criterion One, the MCCCDC Office of Public Stewardship was established in order to consolidate resources and formalize administrative responsibility for services that are related to stakeholder accountability. The Office of Public Stewardship is responsible for the Maricopa Concernline, Citizens' Ombuds Services, Employee Ombuds Services, Public Records Disclosures, and Maricopa Governance. The Office is committed to preserving key policy values such as honesty, integrity, responsibility, and stewardship by assisting both internal and external constituents in identifying and utilizing the proper mechanisms to obtain information and resolve concerns. The Office of Public Stewardship website provides information and serves as an employee link to additional resources concerning employment standards.

In addition, MCCCDC's policies ensure compliance with all Family Education Rights to Privacy Act (FERPA) requirements as well as other pertinent laws regarding access to other forms of official records. At Glendale Community College FERPA compliance is stressed at all levels of the organization. Personnel who handle sensitive materials are provided regular training and information to ensure confidentiality and security of students' records and information.

STUDENTS

Glendale Community College aims to keep current on citation styles and documentation systems to ensure that students cite acquired knowledge in a responsible manner.

As noted in Criterion Three and previously in this chapter, among GCC's secondary learning outcomes the skill set known as information literacy encompasses the appropriate use of research resources. Any member of the GCC community has the opportunity to receive citation assistance at the John F. Prince Library Media Center on the main campus and the Library/Computer Center at GCC North. Librarians are available to speak to anyone ranging from a single individual to an entire class about myriad topics including, but not limited to, how to conduct research, how to use public resources, and how to correctly cite resources following a variety of documentation styles.

When GCC's 2004-2005 participation in Project SAILS for assessing student information literacy skills indicated that students' documentation skills were lacking, English and library faculty partnered to address this deficiency. This collaborative intervention for citation instruction may account for significant improvement in 2009-2010 SAILS results.

Furthermore, the GCC English Department publishes its own *Modern Language Association (MLA) Documentation Guidelines for Research*, providing numerous examples for students. These guidelines are available at the English Department website and are linked on the library website as well.

Integrating research into the classroom, a number of science courses teach students to carry out scientific research in a responsible manner. These include BIO149 Field Biology, BIO175 Research Methods in Biology, PSY290 Research Methods in Psychology, and LBS101 Library Resource Concepts and Skills. The results of these efforts can be appreciated at the PSY290 Poster Session held at the end of each semester. In recent years, student researchers have been able to collect much more data, leading to more reliable and valid results, through the support of faculty college-wide who allow the researchers 15 minutes of class time during which to conduct their experiments. For example, during the Spring and Fall 2011 semesters, 24 student research teams collected data from 2,278 GCC student participants in 109 classes (J. Morrison, personal communication, December 6, 2011).

STUDENT CONDUCT CODE

Implicit in the expectation that all faculty, staff, and students affiliated with GCC will conduct themselves in a responsible manner are consequences for failing to comply with the conduct code. The Student Conduct Code articulates the types of behavior expected of students as they acquire and apply knowledge. According to the laws of the state of Arizona, jurisdiction and control over the Maricopa Community Colleges are vested in the District Governing Board. The Governing Board and its agents – the chancellor, administration, and faculty – are granted broad legal authority to regulate student life subject to basic standards of reasonableness. The two areas of conduct – personal behavior and academic – are covered in the Code but are monitored at GCC by Student Life and Academic Affairs, respectively.

The dean of Student Life is the college official responsible for the administration of the Student Conduct Code. The dean determines the composition of the Student Conduct Board and determines which student conduct administrator, student conduct boardmembers, and appellate board members shall be authorized to hear each case.

The dean of Student Life also develops procedures for the administration of the judicial program and rules for the conduct of hearings that are consistent with provisions of the Student Conduct Code. Decisions made by the Student Conduct Board and/or dean of Student Life shall be final, pending the normal appeal process. Further details are provided in the Federal Compliance chapter.

In developing responsible student conduct, the Maricopa Community Colleges prefer mediation, guidance, admonition, and example. As an educational institution, the philosophy emphasizes learning from missteps rather than imposing punitive measures immediately. However, when these means fail to resolve problems of student conduct and responsibility, appropriate disciplinary procedures will be followed.

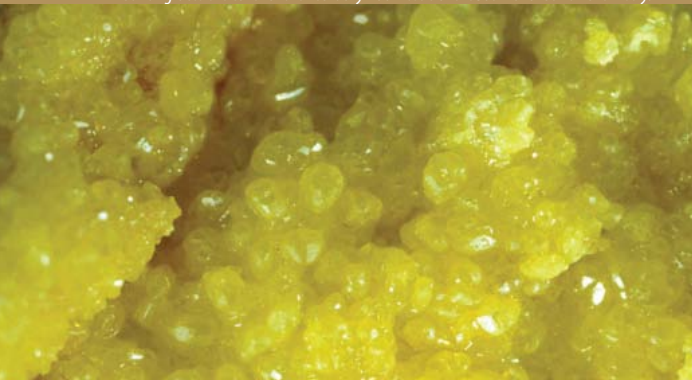
Picture Perfect

Science Journal Cover Features GCC Prof's Photo

The cover of the February 2004 issue of the *Journal of Sulfur Chemistry* featured a microphotograph of sulfur taken by Glendale Community College geology and astronomy professor Stan Celestian. Published in England for sulfur scientists worldwide, this international scholarly journal features scientific studies and research in the expanding realm of sulfur science. Celestian is a master photographer of both the very small (microphotography of minerals) and the very large and far away (astrophotography of stars and planets).

According to Celestian, it is "not surprising that an entire scholarly journal is devoted to sulfur, as it is an element of exceeding importance in both science and industry – where it has innumerable uses."

Sulfur graces the cover of the February 2004 issue of the Journal of Sulfur Chemistry.



Issues of academic misconduct including cheating and plagiarism are handled through Academic Affairs. College suspension or expulsion will be imposed only by the vice president of Academic Affairs or designee. Students can appeal imposed sanctions by following the instructional grievance process. These policies are referenced in the Federal Compliance chapter.

Criterion Four: Strengths, Weaknesses, Opportunities for Improvement, and Threats

Strengths

- GCC emphasizes lifelong learning of employees by providing training opportunities and recognition for faculty and staff. GCC faculty and staff also have available and use a wealth of opportunities that are managed at the District level.
- GCC has comprehensive general education curriculum and statewide articulation through the Arizona General Education Curriculum (AGEC) articulation program.
- GCC collaborates successfully with MCCCDC curriculum processes, ensuring articulation between the College and universities state-wide.

Weaknesses

- Lack of realistic course prerequisites confirming students' skills in reading, writing and critical reasoning must be addressed if students are to be educated with a challenging curriculum that prepares them for the rigors of the new global economy.
- Training for faculty, staff, and students regarding intellectual property rights and regulations lacks prominence.
- Inconsistent supervisory support for employees attending professional growth events that temporarily remove the employee from work duties.
- Service learning efforts need funding and college-wide mobilization.

Opportunities for improvement

- GCC has programs in place for recognizing student and employee accomplishments but lacks a consistent mechanism for obtaining information about some internal and most external accomplishments.
- Successful evaluation of outcomes of training and leadership programs for GCC employees.
- Discussion at the managerial level regarding strategies for encouraging staff participation in professional growth opportunities. (Arrangement and funding for temporary staff replacement and substitutions.)
- Further alignment of mission and vision statements with a commitment to lifelong learning.
- Development of a strong college-wide service learning initiative.

Threats

- Budgetary restraints at the District and College pose a continuous threat to faculty and staff funding for professional growth, sabbatical leave and travel.
- Underpreparedness of students entering GCC challenges course success rates in academic courses and creates increased need for developmental (below 100-level) courses.
- Statewide course articulation is largely dependent on state universities; this challenges GCC and MCCCDC's control over course articulation and facilitation of seamless transfer for students.
- Faculty must rely on Arizona State University colleagues to propose and maintain general education designations for courses that articulate as equivalents.

Criterion Five
Engagement and Service



GCC nursing students learn using state-of-the-art human simulation equipment.



As called for by its mission, Glendale Community College identifies its constituencies and serves them in ways both value.

GCC's mission statement makes the situation clear: the College provides "quality learning experiences for all members of the community." In that regard, the College looks beyond its existing student population to the entire community – public and private; academic and governmental; households and businesses – to educate and engage. Meeting the needs of the greater Glendale community is at the core of all GCC initiatives. Staying true to this core sometimes challenges the institution and stretches resources, but GCC continues to improve its performance over time, developing new resources, strategies, and linkages to better serve its community.

Core Component 5a: Glendale Community College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

GCC has a 45-year history of offering services to the people of Glendale and the West Valley. Through academic programs, business relationships, and public events, GCC strives to serve the community. GCC learns which services its diverse constituencies may lack or require and then determines how the College can meet those needs.

Among the constituents that GCC serves are many local companies and industries. One way the College learns from this constituency group is through advisory committees. As outlined in the previous chapters, information obtained from these advisory committees is used to help modify existing occupation programs, to create new courses and programs, and to maintain the overall relevance of the curriculum to local industry. Relationships formed with advisory committee members have often led to beneficial partnerships between the College and local employers.

A prime example of GCC's responsiveness to employers' changing needs is the College's support of the health care industry. Across the greater Phoenix area over the past decade, the demand for health care workers has greatly increased: between 2000 and 2008, employment in "healthcare support occupations" grew nearly 42%, from 31,450 to 44,640 (Bureau of Labor Statistics). The explosive growth of jobs in this field led GCC to increase the nursing program's full-time student equivalent (FTSE) enrollment by 33% between the 2000-2001 and the 2009-2010 academic years, providing the Phoenix area with many more qualified registered nurse (RN) graduates.

While GCC's nursing program grew in response to the demands for a qualified RN workforce, a clear preference began to emerge in the Phoenix metropolitan area for hiring Bachelor of Science in Nursing (BSN) graduates rather than Associate

Degree Nurse (ADN) graduates. This trend was due to the converging influences of a number of recent developments in health care, including publication of two influential documents promoting BSN education for nurses, magnet designation of a number of local hospitals, and the economic downturn in the area. Recognizing the potential threat to their excellent nursing program, GCC nursing faculty initiated discussions with university BSN program administrators and found Northern Arizona University (NAU) to be a willing partner. GCC nursing faculty proposed a novel concept in nursing education: pairing the GCC AAS curriculum with the RN to BSN curriculum of NAU. The Concurrent Enrollment Program (CEP), just launched in Fall 2011, resulted from this partnership. This six-semester program allows students to complete the AAS in nursing while concurrently taking courses toward the BSN. The university courses, in hybrid and online formats, are paced throughout the six semester course of study so that the remaining 10 credits for the baccalaureate degree can be completed in one semester post-AAS award. Modeled on a program in Florida, this well-conceived program hits all the right notes: ensuring affordability for students, facilitating degree completion, optimizing institutional strengths, satisfying workforce needs, and anticipating a standard of care for society in general.

Another occupational program highly responsive to community needs is GCC's Law Enforcement Training Academy (LETA). The Academy has served law enforcement agencies in western Maricopa County since 1978. To stay well-informed about the needs of the potential employers, LETA maintains an adjunct faculty representing many of the agencies that hire from the program. Having the likely employers participate so directly in the educational process allows the curriculum to change in response to the ever-evolving needs of the work environment. In addition, the LETA program has a strong advisory committee of partners that provide input and express their needs, positioning the program to respond accordingly. As evidence of this program's success, 95% of academy graduates are certified as peace officers in either a full-time compensated position or a reserve officer position within one year of graduation (G. Leggett, personal communication, 2011).

GCC has placed hundreds of fire science and police academy graduates in nearly all of the 14 West Valley municipalities and in other Arizona cities. Key to this success has been a partnership with the city of Glendale for more than 25 years. As the introduction to this self-study has indicated, the city has a fire station on College property. Furthermore, the city has been instrumental in providing fire trucks, safety, and fire and law enforcement equipment to the College to support the public safety programs. GCC's relationship with the city paved the way for creating the Glendale Regional Public Safety Training Center (GRPSTC), an education and multi-city shared use facility located in far west Glendale. Partially funded with over \$4 million from MCCCDC, the \$45 million GRPSTC serves as a comprehensive public safety training and operations center for the cities of Glendale, Surprise, Avondale, and Peoria. GCC and the District have classroom and lab space, as well as access to simulation settings with specialized props, and to firing and driving ranges to support the fire science and law enforcement classes.

In addition to public safety, the College has established strong municipal relationships in the area of economic development. GCC has worked in conjunction with the city of Glendale's economic development office, the Glendale Chamber of Commerce, and ASU-West to survey chief executive officers of Glendale businesses to determine future city services as well as training and development needs. This collaborative Business Retention and Attraction Survey revealed an opportunity for GCC to provide training to five companies with the potential for more training in the future.

GCC also learns from its constituents by having employees serve as members and board members of nearly 50 local groups and organizations such as the Glendale and Peoria Chambers of Commerce; the Rotary Club; the city of Phoenix Economic Council; Arizona Career and Technical Education; and the Maricopa County Youth Services Board. For over 11 years, a GCC representative has also served on the board of directors for the West Valley Foundation, which is the non-profit branch of the Glendale Chamber of Commerce. In each of these situations, working relationships and service double as opportunities for GCC to keep its finger on the pulse of the community. By interacting on a regular basis with a large and diverse group of business and economic development leaders, GCC gains a better understanding of the local economic environment.

*“A man’s true wealth
hereafter is the good
that he does in this world
to his fellows.”
-Molière*

For analyzing the needs of the local community, GCC often works with its sister colleges to employ large-scale, formal studies. In the Fall 2010, GCC partnered with sister college Estrella Mountain Community College for a local climate survey. Although drastic changes in implementation for this survey significantly improved its response rate (previous attempts at such surveys met with dismal response rates of roughly 2.5%), it remained a disappointing 14% – still too low to draw any meaningful conclusions about the entire community. In trying to collect this information GCC is moving in the right direction, but attempts thus far have failed to develop any comprehensive information for environmental assessment. Nonetheless, the results of the survey seem to corroborate other anecdotal evidence about GCC’s performance and image within the community, lending support to the perception that the community believes in GCC. The College recognizes this type of local, public survey needs to become a more consistent part of its needs analysis, and, therefore, GCC plans to implement similar surveys on an ongoing basis in the future.

As a more direct venue for gathering information, in 2003 GCC’s president formed the President’s Circle. This group of over a dozen involved, proactive business and educational leaders in the community meets four times per year and interacts directly with the president of the College and her Executive Leadership Team (ELT). The President’s Circle has fostered a dynamic, reciprocal relationship where information and ideas flow freely. In fact, the new Veteran Services Center (discussed further in Component 5b) originated from a discussion in a meeting of the President’s Circle. The group identified not only the needs of a constituency but also the resources to meet those needs.

Fellow educators – and their respective institutions and organizations – also constitute a GCC constituency. GCC has worked with the Western Maricopa Education Center (West MEC) for over five years to provide training to high school students in fire science and emergency medical technology. West MEC is a joint technical education district which currently serves over 26,000 career and technical education (CTE) students from 14 high school districts and focuses on coordinating career and technical training to high school students. Over 300 students have taken classes at GCC, with West MEC paying for tuition and books. GCC looks to expand its relationship with West MEC by providing classes in welding, machining, auto body, and health care. In addition to providing CTE classes for high school students, GCC welcomes high school CTE students through articulation. Nearly all of GCC’s occupational programs have received students from the high schools in the Western Maricopa Tech Prep Consortium (WMTPC), an organization representing 14 West Valley high school districts and facilitating CTE articulation from the high schools to seven of the Maricopa Community Colleges. GCC administrators have served on the board of WMTPC for over 10 years.

While high school educators are an obvious point of connection, elementary teachers prove invaluable partners in examining the longer arc of education and students’ progress toward college readiness. GCC Mathematics faculty have engaged in impactful and productive committee work with K-6 educators through the West Valley Think Tank, a coalition of P20 education leaders in western Maricopa County. Arizona’s adoption of the Common Core State Standards has provided a platform for the Think Tank’s math committee’s most recent collaborations. Train-the-trainers workshops for shifting to the Common Core in math arose from this group, and proposals are in the works for GCC to create college courses to be pre-approved by school superintendents for teachers’ professional development in mathematics instruction.

In the other direction of the larger academic landscape, GCC benefits from articulation agreements with all state universities (as noted in Criterion Four). Maintained by faculty-led Articulation Task Forces, statewide articulation assures credit transfer for students pursuing baccalaureate degrees and aligns course curricula between GCC, other Arizona community colleges, and university undergraduate programs. Building from this articulation framework, Arizona State University (ASU) and the MCCCCD have forged an alliance through which students secure university admission by committing to prescribed programs of study at the community college (the MAPPs discussed further in components 5c) in preparation to transfer. As a result of these task forces and the alliance with ASU, GCC stays informed about universities’ expectations of students, and curriculum remains in alignment. By learning from the universities and maintaining communication channels, GCC ensures that its transfer-intent students continue their educations as seamlessly as possible.

Athletic Prowess

Soccer Nets State Accolades

Soccer coach Dan Littlefield was named the 2011 Arizona Community College Athletic Association Coach of the Year. Two GCC players, sophomore midfielders Jorge Chon and Keisuke Mochizuki, were selected to the ACCAC's Second Team.

Valley of the Sun Bowl Comes to GCC Again

The 2011 Valley of the Sun Bowl matched the host Glendale Community College Gauchos against the Dean College Bulldogs. The 2011 Gauchos made their 17th appearance in the Valley of the Sun Bowl's 30-year history.



GCC Gauchos Named NJCAA 2005 Football National Champions

Women's Cross Country Finishes 11th at Nationals

The GCC women's cross country team finished in 11th place November 13, 2010 at the NJCAA Division I Cross Country Championship meet in Spartanburg, South Carolina. In all, 38 NJCAA teams competed in the event and 286 runners crossed the finish line. Coach Randy Espinoza was also selected as the Arizona Community College Athletics Conference Women's Cross Country Coach of the Year.

GCC Volleyball Takes Tourneys

The GCC Volleyball team took fourth Place Finish at the NJCAA DII National Tournament, September 2011. Makayla Higgins and Mackenzie Willneff were named to the NJCAA National All Tournament Team. Region I Champions were: Makayla Higgins (Region MVP; 1st Team ACCAC, All Region I); Jessica Youngberg (H.M All ACCAC, All Region I).

Michael Bolligar Named NJCAA Decathlon Champion

GCC student Michael Bolligar scored 6,959 points to become the 2011 National Junior College Athletic Association decathlon champion at the outdoor track finals held in Kansas.

GCC is diligent in providing relevant and current academic programs with necessary support services to ensure student success. GCC's most significant constituency group is the student population. As of the 2010-2011 academic year, GCC offered 115 different degree and certificate programs to its students, up from 96 in the 2001-2002 academic year. Much of this growth is a response to the needs of students and surrounding business and industry. For formal needs assessment, GCC uses student surveys to assess student engagement, achievement, and satisfaction with the programs and services offered. The Noel-Levitz Student Satisfaction Inventory (SSI) and GCC's Graduate Exit Surveys have been conducted regularly; the Community College Survey of Student Engagement (CCSSE) was first administered Spring 2011, and results from GCC's first Survey of Entering Student Engagement (SENSE) will become available Spring 2012. The College occasionally hosts discussion-based panels, most recently a student panel in Fall 2010, to examine GCC's effectiveness as an institution and to gauge students' perceptions of GCC in the wider community.

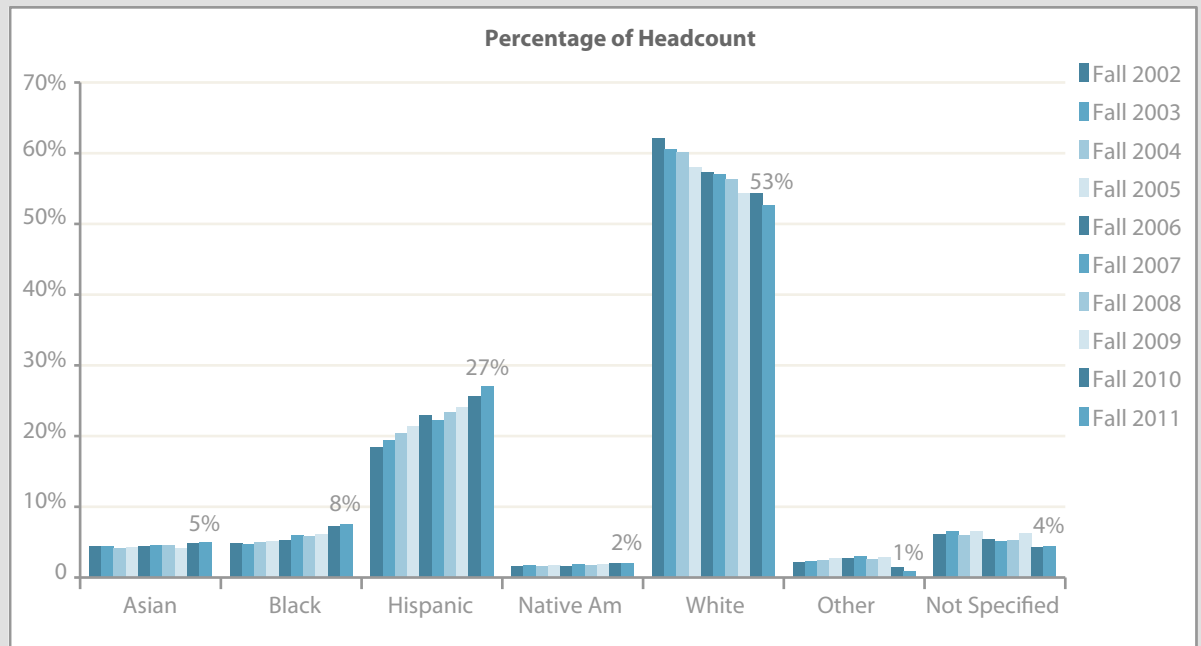
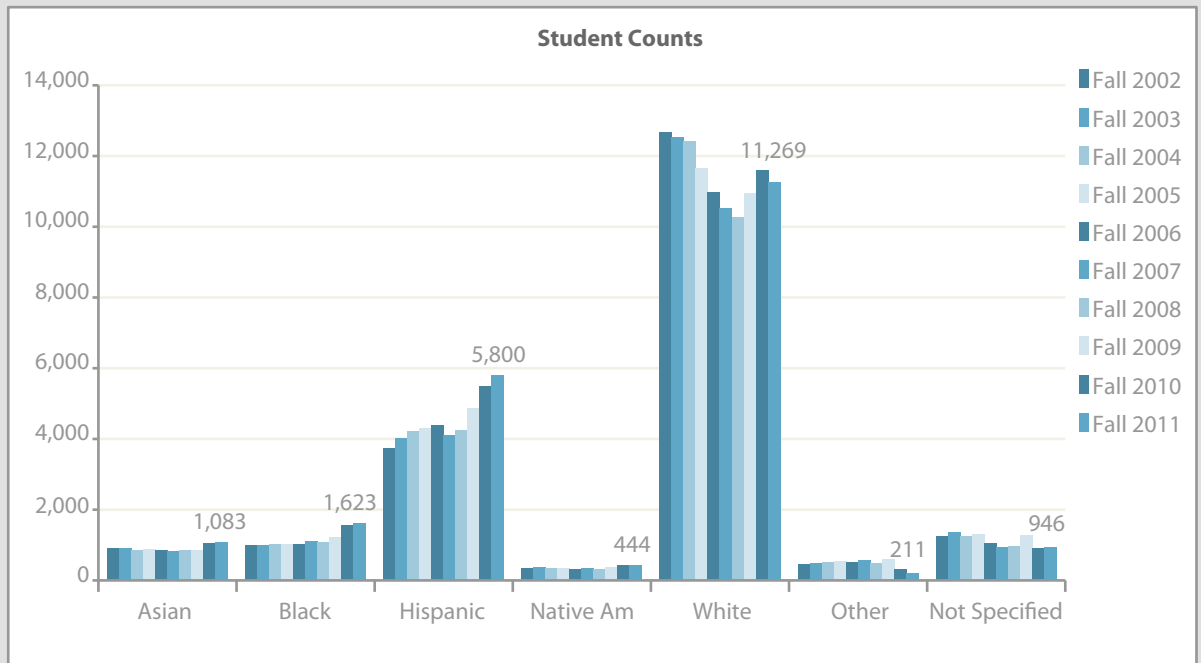
As Criterion One indicates, since 2001 GCC's student population has grown not only in size but also in diversity. Though the total student population grew by just 1.8%, the percentage of minority populations have increased significantly, particularly the Black and Hispanic populations (Figure 5.1).

GCC has expanded its course offerings to appeal meaningfully to this diverse student population: in Fall 2010, GCC first offered AIS105 Introduction to American Indian Studies, and in Spring 2011 the College reintroduced HIS204 African American History (1865 to the Present) to the course schedule. Prior to 2003 GCC offered no Hispanic studies courses. In direct response to student requests, the College added ENH112 Chicano Literature (first offered in Spring 2003), SPH245 Hispanic Heritage in the Southwest (first offered in Fall 2009), HUM213 Hispanic Film (first offered in Spring 2010), and SPH250 Hispanic Literature in Translation (first offered in Fall 2011). Counseling faculty began offering CPD103BC African American Cultural Pride and Awareness in Fall 2010 and are now offering CPD103BD Latino/Hispanic American Pride And Awareness, to begin in Spring 2012. In addition to these for-credit courses, GCC also offers non-credit English as a Second Language courses to interested members of the community. Since the first offerings in June of 1999, nearly 15,000 people have enrolled in these courses. Additionally, GCC's Multicultural Affairs office seeks to meet the needs of minorities, immigrants, and culturally disadvantaged members of the community by providing them with scholarships, advisement, connections to social services, and assistance in applying for financial aid.

Beyond course and degree offerings, the Student Life and Leadership Center supports 50 separate organizations created, led, and run by students with advisory help from one or more faculty or staff advisors. A simple process lets students create a new organization by demonstrating sufficient student interest, so the list of organizations shifts and changes as the student population does. Through common interests, students actively engage in learning beyond the classroom through regular meetings, guest speakers, field trips, and business connections. Among the clubs reflective of GCC's student demographics are Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.), the previously mentioned Native American Student Association; Unification of Africa; Compass: A Gay-Straight Alliance; the Fellowship of College Christians, and the International Student Association.

As GCC continues to learn from its constituents through student surveys, business partnerships, and focused community input, it will be able to maintain the high standards, outstanding quality, and exceptional value that have defined the institution for nearly half a century.

Figure 5.1: GCC Student Ethnicity Trends (as of Fall 45th Day)



Core component 5b: Glendale Community College has the capacity and the commitment to engage with its identified constituencies and communities.

GCC is committed to its constituents and attempts to provide the capacity necessary to serve them properly. The College has solid physical resources and its personnel are eager to engage clients whenever possible. Although GCC has the commitment to engage with its identified constituencies and communities, providing the capacity to do so can prove challenging.

GCC engages the general public despite the constraints imposed by budgetary realities. When the College can meet a community need primarily through the provision of physical capacity, its ready stock of physical capital is willingly provided. In this vein, the College engages with the community throughout the year with many events held primarily on the main campus. For some of these events, GCC acts as the host site: these events are externally sponsored, and GCC provides the buildings and location in exchange for a cost-covering (and therefore self-sustaining) rental fee. For events sponsored by GCC, the College provides partial or total funding. Events such as Chemistry Day (primary sponsor, averages 270 attendees) and Water Safety Day (host site, approximately 1,800 attendees) are geared toward preschool and elementary school children. For slightly older students, the College provides rooms and judging services for elementary, junior high, and high school speech tournaments, as well as staging the annual Engineering Day (primary sponsor, averages 200 attendees). Since 2004, adult learners and interested members of the community have enjoyed the annual DNA Day events (primary sponsor) featuring lectures about recent advances in biotechnology. Open to community members of all ages, the annual International Festival (primary sponsor, averages 500 attendees) and a variety of music and dance performances by students and faculty bring art, culture, and diversity for both enjoyment and learning. In recent years, GCC's Green Efforts Committee and the student Glendale Environmental Club have hosted many activities and events like dumpster dives, screenings of environmental films to promote sustainability, and a 2010 E-Cycle Day at which members of the community dropped off 60,189 pounds of used electronic equipment for recycling. The College also provides a venue for non-academic services such as flu shots, tax preparation assistance, men's and women's health care clinics, wellness programs, health screenings, and several annual on-campus blood drives (at both campus locations).

In addition to these occasional events, GCC also has ongoing programs that demonstrate its capacity to serve. The Fitness Center provides programs for families and senior citizens. The Senior Fitness program serves 75-100 senior citizens annually, and over 500 individuals participate in the Silver Sneakers Fitness Program per semester. The Family Enrollment Program trains 40-50 families (each with 3-6 family members) on how to work together to improve fitness and provides those families with safe learning-based workout environments (at both the main and North campuses) not necessarily available at for-profit gyms.

An even further-reaching example of GCC's capacity to serve is the Institute for Business, Industry, and Technology ("The INSTITUTE"), GCC's full-service corporate training organization. Founded in 1985, The INSTITUTE works with local firms and industries to help meet workforce needs in Maricopa County by providing college-credit, certificate, and non-credit offerings. The connections that stem from The INSTITUTE have a significant advantage in that they tend to be self-funding. Furthermore, these partnerships are often long-lasting and mutually beneficial. Between July 2003 and March 2011, The INSTITUTE served over 18,000 students. Ongoing examples of the INSTITUTE's successes are the Ford, Chrysler, and General Motors partnerships in which training is provided through on-campus factory-sponsored Associate in Applied Science (AAS) programs. Other examples include technical and language skills training for companies like Raytheon Systems and Morton Salt, as well as local government partnerships with the city of Glendale and city of Phoenix.

An example of a partnership epitomizing the strength and durability of these relationships would be The INSTITUTE's 24-year long partnership with an agricultural equipment company. To facilitate the company's corporate training program GCC constructed two classroom buildings housing eight classrooms

Standing Ovarions

Theatre Students Applauded

David Seitz, Glendale Community College performing arts faculty, and students have received more than 75 Kennedy Center American College Theatre Festival nominations for acting, stage management, design, invitational scene, and more just for the last 14 shows.

GCC Student Takes National Literary Honor

Among the winners of the 2010-2011 Student Literary Competition, hosted by San Diego Community College District, Glendale Community College's David Martinez earned an honorable mention for his essay titled, "Conde." The competition included more than 60 literary works.

GCC Students Selected for Artists of Promise Exhibit

Artwork and performances by GCC students are often chosen for the MCCCDC Art Competition. Their 2010 creations were featured the Artists of Promise event in the Orpheum Theater in Phoenix. Artists of Promise is a gala performance and exhibit honoring the Chancellor Award Winners of Maricopa Community Colleges' student visual art, choreography, creative writing, theatre and music competitions. Rachel Maish, actress, took first place in theatre. Pam Bleakney's watercolor, *Frida's Shoes*, went on to compete in a national contest sponsored by the League for Innovation.



GCC theatre professor David Seitz is only the second teacher in the state of Arizona to have achieved National Board Certification in Career and Technical Education in the category of Arts and Communication from the National Board for Professional Teaching Standards.

with LCD projectors, a fully-equipped computer lab, and two offices. The agreement stipulated that the company would use the facility from January through March of each year, while the College used the classroom during the remaining nine months. GCC procured the up-front funding for the construction of the buildings (\$438,000) and the company reimbursed the full costs over a 10-year period, ultimately providing GCC with a net profit of \$215,000 over the lifetime of the contract. Although this partnership has now ended, GCC continues to benefit from the use of these facilities.

NON-CREDIT AND SPECIAL INTEREST COURSES

The department that coordinated GCC's non-credit classes was dissolved June 30, 2009. Enrollment in the non-credit classes had been declining for years. Competition with YMCAs, Boys and Girls Clubs, churches, and city recreation centers offering classes similar to those offered at GCC created competition that drove the market price for a class below what GCC could afford to offer.

Non-credit classes that were able to sustain enrollments were moved to different departments within the College. The aerobic and dance classes were moved to the Fitness and Wellness department. This shift allowed the College to offer both credit and non-credit learning in the same space efficiently. As of summer 2009 the Institute for Reading Development was moved to The INSTITUTE and this program has continued to provide a profit to the College. Although the College continues to offer non-credit/special interest courses, no budget commitment exists for these courses outside of department budgets.

As evidenced by these examples, as well as its extensive and ongoing analysis of the needs of its constituents, GCC clearly wishes to engage with the community. However, the desire to engage is less resource-intensive than the capacity to engage. GCC can more easily take part in projects that pay for themselves than cash-negative ventures. This tendency becomes clear when considering where GCC is most engaged with external constituencies: the strongest engagements are with its corporate external constituencies, followed by other revenue-generating engagements such as athletics and theater. Meaningful community engagement activities requiring resources, like service learning, tend to drop off. This unfortunate reality demonstrates a clear opportunity for improvement for the College, as an enhanced service learning infrastructure would facilitate deeper learning for students through constructive volunteerism while simultaneously reinforcing GCC's linkages throughout the local community.

The College has been challenged by the necessity of ending some well-received events and services, such as the long-running ReadFest (a once annual event hosting thousands of K-5 schoolchildren to celebrate and promote reading; it ended 2005) and recreational swimming (precluded by pool maintenance partnership as of 2009, though aquatic course offerings continue). Nevertheless, GCC is always looking for new ways to serve its constituents. In spite of financial obstacles, the College can rise to the occasion through creative problem-solving, as it did with its Veteran Services Center. GCC has always welcomed veterans and their dependents in its student body. The post-9/11 GI Bill expanded veteran access to higher education, and GCC's veteran student population surged in response. After a discussion during a meeting of the President's Circle highlighted the need for veteran-specific resources, GCC began seeking ways to fund the creation of such a service center. Further discussions within the President's Circle put the College in touch with a donor who assisted with expenses. Still short on funding, the College chose to remodel the former College Safety building to save the time and expense of a new construction. As a result, GCC was able to open the District's first Veteran Services Center at the main campus. This 1,200-square-foot building opened in late 2010 and provides the College's 1,200 veterans with rooms to meet with advisors and faculty, social space, and technology to connect with non-local family members or colleagues.

Core Component 5c: GCC demonstrates its responsiveness to those constituencies that depend on it for services.

GCC increases the likelihood of student success by creating an active and inviting environment with the goal of bolstering retention and completion. Astin (1975) presented a theory positing that it is through involvement that students learn and become more likely to persist at a given institution of higher education. Further, Astin (1999) explained that this “involvement phenomenon” (p. 524) was also evident in other aspects of college life including place of residence; honors programs; athletic and academic pursuits rewarding strong performance; student-faculty interactions; and student government. As a comprehensive community college, GCC has taken care to be responsive to each of these aspects of college life.

While GCC is not a residential facility, efforts have been made to create comfortable learning and social areas for students so that they will stay on campus longer and get more involved, becoming more deeply engaged in the community college environment. In preparation for the Student Union (SU) renovation in 2007, the Associated Student Government (ASG) provided input to the College to identify what students actually wanted from this shared space. The SU areas (Game Room, Cyber Café, dining spaces, coffee bar, and the Student Leadership Center) that exist today are in direct response to extensive student surveys, forums, and the “homework” of ASG. The renovated space provides opportunities for the display of student artwork, for collaborative learning and discussion outside the classroom, and for leadership and service through the offices of Student Life and Leadership in addition to being a space for student engagement outside the classroom.

Further outside the classroom, GCC demonstrated its commitment to students with young children when budgetary constraints required closing the College-staffed child care center. In Spring 2008, college administrators determined that funding for the Children’s Center could not be sustained. The Center, accredited by the National Association for the Education of Young Children, had provided care for students’ children ages 3 to 5 years since 1967. Staff members were reassigned to other departments at the College, but students’ child care needs remained. Rather than totally eliminating this service for students, the College looked to partner with another organization to operate the facility. Although the agreement and transition took time (necessitating closure of the center and a lack of child care services for students for the 2008-2009 academic year), Catholic Charities Community Services Westside Head Start re-opened the center in August 2009. Head Start provides all instructional staff at the center, pays all salaries, wages and benefits for that staff, and bears all costs of operating supplies and food required to care for the children of GCC students who qualify for Head Start services. The number of GCC student families served has steadily increased since the start of this partnership (Figure 5.2).

Figure 5.2 Percentage of Head Start Clients Attending GCC 2009-2011

Year	GCC Students Percentage of Head Start Clients
2009-10	25-40%
2010-11	60%
2011-12	90% (reported as of 8/15/11)

Source: Catholic Charities Community Services Westside Head Start.

Dressed For Success

Peacocks Go To School Too – at Glendale Community College

Peacocks yearn for education too. At least that's how it appears to anyone observing the GCC campus over the last 37 years. Peacocks have lived just north of GCC at historic Sahuaro Ranch Park since 1898. By the late 1930s, a flock of 200-300 birds called the Ranch home. Over the years, the free-ranging peacocks often wandered as far as 5 or 10 miles from the Ranch. When the GCC campus opened in 1966, the peacocks trudged in surprising numbers through the small orange grove that separated the Ranch and GCC. (Peacocks can fly, but only for short distances.) Even today, some students emerge from classrooms to the sight of a magnificent spread of tail-feathers or an ear-splitting squawk. Maybe the semi-tame birds are looking for flying classes or "tail"-gating parties. Females have even laid their eggs on campus. Ranch personnel never needed to retrieve their beautiful pets as the birds eventually sauntered home. Staff did, however, retrieve and return the eggs to the Ranch. Over the years, as the orange grove turned into a parking lot, the peacock migrations have lessened. But every now and then, to the delight of new generations of students, a few hardy peacocks or peahens still brave the hot asphalt to search for education and enlightenment at their neighborhood college.

A male peacock resident at historic Sahuaro Ranch Park.



Head Start staff collaborate frequently with GCC faculty, and not just in the area of child and family studies. Performing arts students and faculty have taught dance moves to the children, and nursing faculty are exploring working with Head Start's Family Support Specialist for children's health follow ups.

In its mission to prepare students for further higher education, GCC works collaboratively and through multiple venues with other institutions of higher learning including sister colleges within the District. GCC regularly works with sister colleges to assist students who "swirl" within the District seeking specialized programs, scheduling convenience, etc. The Student Information System, launched in Spring 2008, now provides students Internet access to their enrollment, financial, and academic progress at all MCCCDC colleges in a more streamlined and consolidated venue. Additionally, as of Fall 2011 individuals throughout MCCCDC, including GCC's vice president for Administrative Services and Planning, are serving on the Seamless Student Experience Advisory Team to design a single District business model for enrollment, student records, and financial aid. The team is planning implementation of the new model by July 2013 with outcomes including a single admission, a single financial aid application and awarding process, and a single transcript for all MCCCDC students.

An example of commitment to creating opportunities for students to successfully transfer to universities is GCC's early involvement in the Arizona State University (ASU)/Maricopa Alliance. When it was established in the fall of 2005, ASU President Michael Crow said, "This alliance is another example of how we can partner with the community colleges to break down the barriers to successful completion of degree programs." Established to assist students with seamless transfer from community college to the university and to reinforce a "culture of transfer" on the community college campuses, the Alliance started with three pioneering programs including the GCC Honors Program (as part of the Maricopa County Community College District Honors Program). The GCC Honors Program faculty director worked with staff at Barrett, the Honors College at ASU, to establish transfer scholarships, workshops and informational sessions, and mentoring relationships for transferring students. These elements and strategies proved successful and contributed to program expansion within the ASU/Maricopa Alliance.

Further successes of the Alliance led to the announcement in January 2009 that it was expanding the partnership to more students and identifying new goals, including doubling the number of MCCCDC students transferring to ASU in five years and doubling the percentage of MCCCDC students transferring with an associate degree. To meet these goals, the ASU/Maricopa Alliance established the "Maricopa to ASU Pathways Program" (MAPP). Jointly designed by MCCCDC and ASU and introduced in 2009, this program boosts GCC's ability to meet the needs of students who intend to start their higher learning at the community college and finish their four-year degree at ASU. Students choosing to enroll in this program follow a prescribed program of study at the community college. Upon successful completion, students receive multiple benefits at ASU including guaranteed admission and limits on tuition increases. Today, MAPPs exist for over 100 courses of study. GCC hosts an ASU transfer advisor at the main campus one day each week in the Enrollment Center so that students may make convenient advising appointments for the program. The ASU/Maricopa Alliance in general, and the MAPP program in particular, clearly demonstrates responsiveness to the student population as well as to the partner university through the design, implementation, and evolution of the program.

In addition to the MAPP collaboration, GCC has also established 2+2 and other partnerships on campus to better respond to the needs of students who are ready to continue their education but are unable to move or travel to a university to do so. Working with Northern Arizona University (NAU), GCC's Communication Department enrolled its first students in the Bachelor of Science in Speech Communication 2+2 program in Fall 2006. As of Fall 2011, 102 students have enrolled in this program and 31 GCC students have graduated from the program (N. Peru-Ray, personal communication, November 30, 2011). Another NAU partnership, the CEP Nursing program (noted above in 5a), holds great promise for students.

By far the most common primary goal of GCC graduates is transfer to another school or university: 55% of surveyed 2009-2010 graduates selected transfer as their primary goal with 59% reporting that they planned to enroll at another university or school following their graduation from GCC. Each year, the

Graduate Exit Survey is administered to GCC students having earned a degree and/or certificate in Fall and Spring terms. Following commencement, graduates are asked to complete this survey about their educational goals, employment status, benefit of the degree and/or certificate, and current and future educational plans. In 2010-2011, 53% of the students who earned a degree and/or certificate returned the Graduate Follow-Up Survey; 86% of these graduates indicated they met their primary goal. The ethnicity and age of students completing the survey was representative of the students who graduated, although gender was not representative (more females (61%) completed the survey than males (34%)). Graduates were generally very satisfied with the faculty, staff, services, and facilities, reporting an overall satisfaction rating of 4.55 on a scale of 1 to 5 (5 = very satisfied, 1 = very unsatisfied). Furthermore, in response to being asked to indicate one or more areas where the degree and/or certificate benefited them, the majority of graduates in 2009-2010 indicated improved decision-making skills, lifelong learning skills, and job performance. Full survey results by academic year are available on the College Research Services website.

GCC also serves the needs of local high schools and their students through efforts such as the Dual Enrollment Program. GCC has been able to provide curriculum and best practices specific to the needs of high school students to better prepare them for college level academics and workforce success by enabling them to earn college credits for courses taught in high school by teachers meeting the credential requirements of the Maricopa County Community College District. Recent efforts to bolster the Dual Enrollment Program have yielded extraordinarily rapid growth, with enrollment more than doubling between the 2005-2006 academic year and the 2009-2010 academic year. This growth reinforces the fact that GCC is satisfying constituent demand for its services.

In 2010, GCC collaborated with the other colleges in the District to streamline dual enrollment for the mutual benefit of students, high school districts, and the colleges themselves. Through these efforts, the revised program seeks to reduce competition among the sister colleges while standardizing information and policies to increase efficiency and, consequently, to increase the number of high school students matriculating throughout the college district. Although it is a District initiative, Glendale Community College provided leadership in these efforts and was selected to serve as one of the District's Coordinating Colleges. As a result, GCC will be responsible for collaborating with other community colleges and high school districts to coordinate dual enrollment course offerings, maintain program standards in accordance with Arizona law, and monitor programmatic data for schools in the western part of the Phoenix metropolitan area. These efforts position GCC to continuously improve access to services for local high school communities. Currently, GCC coordinates dual enrollment for four public school districts and four charter/private school districts, together totaling 22 high schools.

As previously noted in component 5a, another example of GCC working with local high schools is the ACE Plus program. Through ACE Plus, GCC created collaborative relationships with 11 target high schools in Glendale, Peoria, and Phoenix. Of the 2007 cohort of program participants, 93% graduated in 2009 from these target high schools. On-site coordinators at these target schools work closely with assigned ACE Plus program advisors to discuss logistics, retention, recruitment, and other coordinated activities and events. The program advisors meet individually with high school students to discuss their academic progress, class registration, and any relevant attendance, behavioral, or personal issues impacting student success.

COMMUNITY SERVICE

Glendale Community College's reach and service to the community extends beyond the campus boundaries. Each semester, student government, student clubs, employee groups, and athletic teams contribute countless hours to community service. In 2008 alone, GCC clubs contributed enough to the St. Mary's Food Bank to feed over 85,000 local families. Additionally, the Ceramics Club holds an annual Empty Bowl event to raise money for various hunger-relief organizations like Phoenix Rescue Mission and St. Vincent de Paul. In 2010, this event raised over \$1,000.

Figure 5.3 Education Courses Requiring Community Service

Course	Community Service
EDU 220 Introduction to Serving English Language Learners	GCC students help K-12 students with language acquisition skills
EDU 222 Introduction to the Exceptional Learner	GCC students help in a special education classroom or volunteer at a local Special Olympics event
EDU 230 Cultural Diversity	GCC students volunteer at a homeless shelter, participate in clothing drives for refugees, read to students learning English, or assist at a domestic violence shelter

In addition to event-based service, GCC connects with many “community networks.” These local, county and state organizations and agencies serve the disadvantaged by linking them with resources and personal development opportunities, including higher education options. Among GCC’s community network partners are the Life Skills Center; Westside and Central Phoenix Head Start programs; refugee resettlement programs (International Rescue Committee; Lutheran Social Ministry; Catholic Charities Community Services); Friendly House; the Phoenix Indian Center; inter-tribal networks; Chicanos por la Causa; the Wesley Community Center; and Valle Del Sol. These community partners target specific clientele in greater numbers than they can feasibly serve. GCC’s assistance bolsters their abilities to satisfy service demands and, in turn, benefits the College itself.

Closer to the educational mission of the College, employees and students often donate time and resources to provide learning opportunities for others. The pre-teacher education program provides an outstanding example of this educational service to the community. Several education courses require community service hours (see Figure 5.3). GCC’s Future Teachers’ Club sponsors events such as the “Books and Bears” toy drive, hosting a holiday party at the Sí Se Puede Learning Center, and tutoring students at an All Star Reading program.

A prime example of the synergy of education and service is S.L.I.C.E. (Service. Learn. Inspire. Change. Educate.), offered through the GCC Honors Program. In Spring 2008, GCC’s Honors Program partnered with the Honors Program and Office of Service Learning of Paradise Valley Community College to offer S.L.I.C.E. learning projects. These projects were designed to engage students in field-based activities combining research, critical thinking skills, and hands-on learning related to various social issues. As a class and in smaller groups, S.L.I.C.E. participants learn to challenge one another to become better citizens and emerging leaders through their volunteer efforts. Taking place during spring semester for three years (2008, 2009, 2010), S.L.I.C.E. provided an alternative spring break for students. In addition to hours of service completed locally, students worked with service partners in California during the break in order to be immersed in their volunteer efforts.

Giving Back

Peoria Couple Bestows Substantial Planned Gift on GCC

GCC alumni and Valley philanthropists Drs. Doris and Michael Sarullo of Peoria have made the largest-ever alumni gift to Glendale Community College, benefiting students who are “scholastically strong but financially challenged.” At the request of the donors, the amount of the planned gift is confidential. The Sarullos are strong supporters of education and have a sincere interest in seeing students succeed, particularly those who have drive and initiative but lack financial resources.

“We had a very positive experience at GCC in the Administration of Justice Department under Duke Schafer, as well as in Computer Technology. We have long admired the community college system and its focus on providing quality education. And so it gives us great pleasure to give back to the college and perhaps encourage other alumni to make a gift,” say the Sarullos.

According to past GCC President Dr. Phil Randolph, “These generous philanthropists... are potentially helping hundreds of future GCC students... and are great role models for others who wish to make a difference through a planned gift.”



GCC alumni and Valley philanthropists Drs. Doris and Michael Sarullo

ARTS AND CULTURE

Throughout each semester, the Performing Arts Department offers a wide range of programs to the public showcasing student performers and a variety of renowned guest artists and clinicians. Guest artists work with students and also perform with them in afternoon or evening recitals.

CAREER AND EMPLOYMENT SERVICES

Of particular interest to the disadvantaged members of the local community is GCC's active engagement in assisting unemployed and dislocated workers with finding employment. Federal financial support for retraining programs from such sources as the Workforce Investment Act, the American Reinvestment and Recovery Act, and the North American Free Trade Act facilitate GCC's service to the unemployed. Furthermore, GCC provides 68 occupational degrees and certificates approved on the Eligible Training Provider List (EPTL) through the Arizona Department of Education. Using the EPTL gives eligible individuals the tools to make informed choices about training preferences for their future career decisions. As the educational needs of the unemployed and dislocated workers continue to evolve, GCC continues to collaborate with Phoenix Workforce Connections, the Maricopa Workforce Connection, the District, and the Arizona Department of Education to add new degrees and certificates to the EPTL. Additionally, the Career Services Center provides free job search assistance to community members through job search workshops, Department of Economic Security Employment Services training programs, and personalized advice on résumé building and job search strategies.

In 2009, GCC partnered with Southwest Job Network, a non-profit organization of business leaders and volunteers, to provide job seekers with access to a Valley-wide network of information about the job search process, technology-based tools and resources, and moral support during this difficult economic downturn. Through monthly and bi-monthly meetings and workshops at GCC, over 75 members of the local community receive guidance and support in their professional and educational pursuits. GCC expanded this public service role in 2010 by becoming an “Access Point” for local job-seekers, part of a nationwide initiative of the U.S. Department of Labor, through an intergovernmental agreement with Maricopa County. Trained personnel on campus can give job seekers computerized access to the Arizona Workforce Connection system and can even provide direct referrals to employers looking to hire.

Frequently, Career Services receives requests for interns from local employers. GCC uses customized recruitment strategies to help employers obtain quality student applicants based on the described needs of the employers and perceived benefits to, and capabilities of, the students. However, often employer demand cannot be accommodated due to limited availability of interns with the skill sets employers need. Beyond addressing employers' requests, GCC proactively links local businesses with interns in the form of CWE198 Career Work Experience, a for-credit class offered through Career Services and the Counseling Department. Coordinated by an adjunct faculty member who places students in internships and follows up with them throughout the semester, this course allows students to obtain hands-on work experience with local employers, explore potential careers, acquire professional references and contacts for future jobs, improve personal marketability, and learn résumé writing, job hunting skills, and interview techniques. In 2010, GCC had partnerships with roughly 500 local employers, and 890 students completed internships between 2005 and 2010. In addition, GCC facilitates national internship opportunities through the Hispanic Association of Colleges and Employers' Internship Program and the Disney College Program. Both programs are well recognized and highly respected opportunities for college students.

Through reaching out to students, businesses, and the community at large, GCC makes an effort to connect with as wide a range of constituents as possible. The College attends to people of different cultures and interests, provides help for the disadvantaged, and creates a greater sense of community by bringing together diverse groups to meet educational, cultural, and economic goals.

Core Component 5d: Internal and external constituencies value the services Glendale Community College provides.

Through services and programs tailored to meet the unique needs of internal and external constituents, GCC has solidified its role as a major economic, workforce, and academic catalyst in the community. No longer confined to the geographic boundaries of Glendale, the College has expanded its programs and services throughout the West Valley of the Phoenix metropolitan area. With the addition of the GCC North campus and the Communiversity in Surprise, GCC has adapted to the diverse needs of both internal and external constituents. However, simply providing services does not guarantee that those services are valuable. As such, GCC monitors constituent feedback and assesses client satisfaction to ensure that the products provided meet the standards of excellence that the College sets as its goals.

An ongoing challenge lies in collecting feedback about existing programs to determine their importance and value to the community. This challenge by its nature reflects the difficulty of empirical realities: asking fans at a football game or visitors to an open-air on-campus event to fill out a satisfaction form would be logistically difficult and somewhat intrusive. Nonetheless, the College must seek ways to request and acquire more concrete feedback about these events, if for no other reason than to find ways to improve them. In spite of the lack of specific evidence quantifying the community's appreciation of GCC's services, the value of such programs can be inferred from their popularity and longevity. A representative list of events follows:

- **Honors Forum Lectures:** the District Honors Program works to bring four to six distinguished speakers each year to deliver lectures at varying college locations. Two of these annual lectures are held at GCC's main campus. Free and open to the public, all the lectures are tied a central theme (established by the biannual Phi Theta Kappa Honors Study Topic). The greater community makes good use of these lectures. For example, when Peter Whybrow lectured in October 2009, of the 353 people signing the attendance log, only 95 were GCC employees or students. Similarly, the lecture by Dr. Peter Phillips in October 2010 hosted only 149 GCC guests of the total 472 people attending. Attendee feedback for these lectures is extremely positive. For Peter Whybrow's lecture, 86% of the 192 attendees filling out comment cards agreed or strongly agreed that "the Honors Forum lecture was valuable," and 76% agreed or strongly agreed that "I would recommend the Honors Forum Lecture series to others."
- **Entertainment on the Green:** a program specifically designed to benefit the evening students, this entertainment series holds events on both the main and North campuses, reaching approximately 4,800 people per academic year.
- **Career and Job Fairs:** between 2005 and 2007, GCC hosted Career Fairs each Spring and Job Fairs each Fall. Employer evaluations were overwhelmingly positive, with 95% rating the overall Job Fair 2007 event "Very Good to Exceptional." In July 2008, GCC's Career Services worked with partners to host a well-received Diversity Job Fair. Since then, GCC has postponed these events due to the difficult economic times for both national and local employers; however, as the job market improves, GCC plans to again hold such events to meet the needs of employers, job seekers, and the community.
- **International Festival:** originally known as the "Multicultural Festival," this annual event dates back to the early 1990s. For two days each April the College brings in cultural performers to present dance and music displays from around the world. In addition, there are demonstrations of regional clothing and art, along with vendors selling handicrafts, food, and drink. Admission is free, and attendance is estimated at 500 to 600 people per year.
- **Silver Sneakers:** for over 25 years, GCC has provided fitness opportunities to senior citizens through this program. It consistently serves over 500 members of the community per semester. Medical insurance providers also value the important role of Silver Sneakers in the health and wellness of insurance members. During the past five years, the number of major insurance carriers (including AARP, United Healthcare, and Health Net) that pay for benefit members to enroll in the Silver Sneakers program has increased from four to 11. As a result, GCC's Silver Sneakers is meeting both the needs of community members and insurance providers.
- **Athletic Events:** members of the local community often attend sporting events, with ticket attendance for events ranging from 100 to over 3,000 (ticket sale revenue helps cover the cost of game management). In addition to spectator sports, the College's facilities are used extensively by the general public for both adult league games and recreational sport play.

Outstanding Alum

Outstanding Alumna Gloria Boels Keeps On Giving

An example of a GCC graduate giving back is Gloria Boels. This former student returned to teach in the business department for 16 years. In honor of her late husband, Victor, she has established a \$40,000 scholarship endowment in addition to a six-figure planned bequest. Although retired, she continues to help out on campus whenever possible. To date, she has logged more than 400 volunteer hours at GCC!



Gloria Boels (bottom right) celebrates with students at the Annual Scholarship Luncheon

Couple funding scholarship to benefit Vietnamese students

Dr. Dat Tran and his wife, Antoria Doan, have funded the scholarship that will award \$4,000 to benefit up to four deserving Vietnamese students who have earned a minimum of 12 credit hours at GCC and have maintained a grade-point average of at least 3.0. Doan, a GCC alumna, said the scholarships are being awarded as a result of the couple's desire to "give back to the community" and help to support others.

"We want the students to share our vision in helping others, being role models and, most importantly, achieving higher education to better our community and our country," Doan said.

Shirley Vail Honors Family Dreams with Endowments

Glendale resident Shirley Vail has honored family dreams by establishing three endowments at Glendale Community College totaling \$30,000. One \$10,000 endowment is in memory of her mother, the second is for her aunt while the third is in Vail's name.

"I want women to have the opportunities that my mother, aunt and I didn't," says Vail. "Although I always wanted to be a surgical nurse, I became a teacher because teaching was my mother's dream but, as a single parent, she could not pursue it."

QUANTIFYING PERFORMANCE

Evaluation of services occurs throughout academic and student affairs areas; examples range from course level assessment and point-of-service questionnaires to comprehensive surveys such as the Graduate Follow-Up Survey. Employer surveys following Career Services events are extremely positive and demonstrate the value GCC provides to external constituents. In addition, students and community members informally comment on the exceptional quality of the services received.

GCC has conducted a survey to regularly evaluate student satisfaction over a decade. Created by Noel-Levitz Higher Education Consulting, the Student Satisfaction Inventory (SSI) measures how students subjectively view the importance of various institutional factors and how effectively GCC satisfies those factors. GCC administered this survey in 1999, 2002, 2005, 2008, and again in 2010. The most recent results indicate low satisfaction levels. In the 2010 survey, students' satisfaction was statistically significantly below the District average on 40 of the 70 questions and below the national average on 59 of the 70 questions. Equally distressing is the fact that, when compared to the 2008 results, GCC student satisfaction fell by a statistically significant quantity in three of the 70 questions, and rose by a statistically significant quantity in only one of those 70 questions. Damning though these results may appear, a possible mitigating factor presents itself: the fraction of students identifying GCC as their "1st choice" academic institution has been falling (down from 71.84% in 2008 to 65.39% in 2010), and the fraction identifying GCC as their "3rd choice or lower" has been rising (up from 5.38% in 2008 to 8.77% in 2010). As Noel-Levitz puts it, "students who are at their first choice institution tend to feel generally more satisfied with their educational experience" and, as such, greater levels of dissatisfaction may be expressed by students attending their second or third choice institution. Of course, this generates a new challenge for GCC: to work hard to position GCC as the first-choice institution for a larger fraction of both current and future students. This goal will require improvements in both recruiting and brand management, and it will represent a significant challenge to the College for the near future. As a first step towards substantive reforms to increase student satisfaction, GCC administered the Community College Survey of Student Engagement (CCSSE) Spring 2011 to more specifically identify areas of student engagement.

For several years the Noel-Levitz survey identified academic advising as a service of high importance but low satisfaction. Actively working to resolve shortcomings, during the 2009-2010 academic year, the Advising Center started emailing all students who received advising services the previous week and asked them to complete an online satisfaction survey. During the year, 591 students completed the survey. The majority of students responding found their advisement services accurate, helpful, and informative, and found the advisors courteous, respectful, concerned, and attentive. The difference between these responses and those from the Noel-Levitz survey hopefully reflects a substantive improvement in the Advising Center's performance, including recent changes to address specific problems such as the addition of peak-time supplementary advisors to expand the center's ability to serve students.

While GCC routinely solicits feedback from members of the current student body, the alumni require no prompting; they offer up their appreciation continually through the Alumni Association. Founded ten years ago, the Association has hosted over 24 "friendraising" and fundraising events to support the mission of the College. One exemplary example is the Awards for Excellence Gala created to showcase outstanding alumni, community partners, and student advocates. The event has grown and now includes two other MCCC colleges. Alumni gifts to GCC total \$784,000 and include two of the largest planned gifts in the history of the College. Led by an elected volunteer advisory board, the Alumni Association is establishing affinity groups within the association for ACE Plus, Phi Theta Kappa, and young (recently graduated) alumni.

Over Achievers

GCC's ACE Plus Program Wins National Award

The ACE Plus program at Glendale Community College received an Exemplary Practice Award for 2005 from the National Council for Student Development (NCSDE). ACE stands for "Achieving a College Education." It is a scholarship-based college preparation program designed to expose high school students to a college environment and course work and teach them skills for success in college and personal life. The "Plus" stands for the many services, workshops and activities offered by the program in addition to the college classes. Most students in the program are financially disadvantaged, minority students, and the first in their families to attend college.

- 90-95% of ACE Plus students graduate from high school.
- 83% of ACE Plus students who graduate from high school go on to attend colleges and universities in Arizona and out of state.
- The overall grade point average (GPA) accumulated by ACE Plus students is 3.0 (B) for all college course work completed while concurrently enrolled in high school.



ACE Plus students travel to NAU (and jump for joy)!

Educational and personally rewarding programs such as S.L.I.C.E., noted earlier in this chapter, demonstrate GCC's value to both students and external organizations. Personal feedback, letters of thanks, and continuing service with partner organizations indicate the value of the program. Consider the comments of students who participated in the program in 2010:

- "I never knew how rewarding service could be. SLICE has completely changed my view towards service."
- "[SLICE] has motivated me . . . to be the change I want to see in the world."
- "I know that I made a difference in my community."
- "This program has made a bigger impact on my life than I ever could have imagined."

The service partner comments indicate that they have also valued the contributions, providing extremely positive feedback and a strong willingness to accept service learners again in the future.

Although GCC was unable to offer the S.L.I.C.E. program for 2011, the Honors Program was granted an AmeriCorps sub-grant for the 2010-2011 academic year to offer scholarship money to students agreeing to donate their time to community service. As of April 25, 2011, a total of 55 students had chosen to participate in this program, pledging a combined 32,450 hours of service to the community. To date, these students' service has also met with very positive feedback from the beneficiaries of the volunteer time.

Positive feedback is similarly received for GCC's fine arts offerings. The partnership between the Phoenix Symphony and the MCCC Honors Program allows colleges to host the Phoenix Symphony on campus for additional engagement opportunities, and GCC has capitalized on this. Each spring, the GCC Honors Program invites students, faculty, staff, and the local community to enjoy the Phoenix Symphony String Orchestra's presentation of highly interactive hour-long concerts. College students and community members are often invited to participate in these performances and are always encouraged to ask questions of both the conductor and the artists. Attendance at these performances continues to grow, with nearly 200 people attending the Spring 2010 event. In fact, a number of community members and local visitors have written to share their appreciation for this experience and for the opportunity to join with students at the College in this way.

In addition to sharing music connections with the community, GCC makes available an extensive art collection in the Library Media Center (main campus) for free public viewing. Spanning prehistory to the present day, pieces are displayed throughout the library building and represent a wide variety of media from all corners of the globe: from a Chinese Neolithic vessel to photographs by Ansel Adams. A subset of the collection features items from artists of Arizona and the Southwest including Mexico, with representative ceramic works from Mata Ortiz, Chihuahua. A self-guided audio tour enriches the gallery experience and can be sequenced and paced according to individual preferences.

Through nearly 100 occupational degrees and certificates, GCC fosters relationships with the business community. The advisory committees, faculty, and staff work collaboratively with employers to ensure programs meet the needs of business and industry. Internships also provide an opportunity for faculty and students to evaluate the relevancy of curriculum. The strong ties the community maintains with GCC provide evidence of how highly valued the College's educational services are. A few examples:

- Local law enforcement agencies often sponsor students to attend the College's Law Enforcement Training Academy. In supporting these students, agencies provide equipment for training purposes (all agencies provide vehicles for training; in addition, the Glendale Police Department provides firearms, the Goodyear Police Department provides radios and personnel, and the Maricopa County Sheriff's Office provides firearms training equipment).

- Similarly, local fire stations frequently sponsor students to attend GCC's fire science program (one of the largest and most extensive fire academy programs in the county), even going so far as to lend the program their own equipment (including a fire truck).
- The Nursing Department is a member of an inter-organizational program that has ongoing relationships with 116 cooperating agencies to provide real-world clinical experience for students in health care settings.
- The automotive technology program has factory-sponsored apprenticeship programs with General Motors, Ford, and Chrysler dealerships – the beginnings of which date back more than 25 years.

These well-established and long-lasting relationships indicate that the greater community trusts the College's ability to provide well-trained students to satisfy their labor needs.

A further example demonstrating the value that the business community places on GCC's services can be seen in the corporate response to The INSTITUTE. Founded in 1985, with some of The INSTITUTE's corporate connections have continued for 20 to 25 years, including one with General Motors (established in 1986) and another with Ford Motors (established in 1990). Feedback about the services provided by The INSTITUTE indicates that these partnerships last so long because the services are of such high quality. For example, in an open letter of recommendation the director of training at Abraxis Bio Science said of The INSTITUTE staff that, "They demonstrate an incredible ability to lead people through organizational and personal transitions," and that the staff "exhibits the qualities that are essential to providing customized and innovative quality training programs." A similar letter from the Southwest Gas Corporation referred to The INSTITUTE as "leaders in their field of quality, customized education, and training," and called the instructor "extremely dynamic, well versed, confident, and passionate in her subject area, extremely adaptable and dedicated to excellence."

Valued though the College is, GCC is not without its challenges. In considering service to its constituencies, two main areas of improvement present themselves:

- GCC must expand the depth and breadth of its monitoring of current and potential constituent needs.
- The College must make difficult budgeting decisions and discover innovative ways to stretch limited resources for meeting the ever-growing demands on the institution.

However, beyond these weaknesses lie great strengths. As an institution, GCC provides both its internal and external constituencies with an excellent quality and breadth of services across areas including academic, professional, cultural, wellness, and entertainment. The community recognizes the College's value and appreciates its services. Glendale Community College has won the trust and respect of the community through its consistent commitment to serving others' needs to the best of its abilities.

Top Notch Graduates

Police Academy Graduates Stellar Officers for 25 Years

Officers who now help fill the ranks of many West Valley law enforcement agencies have built the reputation of Glendale Community College's Law Enforcement Training Academy, commonly called the Police Academy. It produces approximately 50 new certified police officers a year from its two-semester program. Certified by the Arizona Peace Officers Standards and Training (AzPOST), the vast majority of students have positions waiting for them or lined up before they graduate. Though many law enforcement agencies put candidates of their choosing through the program and pay their costs, almost anyone can enroll by choosing the open enrollment process. Significantly, West Valley cities and towns are filled with GCC graduates and routinely recruit from GCC. In fact, GCC alumni currently include two West Valley police chiefs, two assistant chiefs, and several high ranking positions in the sheriff's office. Typical of the high-quality officers certified by the GCC program is Detective Grant Eaton, who has been with the Glendale Police Department since 1996. On February 7, 2002, the Arizona Auto Theft Authority named Eaton "Auto Theft Detective of the Year."

Officers are able to use a "situational simulator" in the Public Safety Sciences building.



Criterion 5 Summary: Strengths, Weaknesses, Opportunities for Improvement, and Threats.

In considering GCC's overall engagement with the community, several issues warrant special consideration. In general, the College's strengths lie in its commitment to the community and in the quality of the programs it provides. Opportunities for improvement chiefly stem from a fiscal inability to be all things to all people.

Strengths:

- Academic excellence of GCC is recognized by the community and demonstrated by objective testing measures.
- Deep, long-standing corporate engagements spearheaded by The INSTITUTE.
- Solid recognition of the institution, its mission, and its role by the community.
- Popularity of GCC's various offerings for the community is indicated by attendance and feedback.
- Sufficient institutional flexibility at GCC allows the College to explore non-traditional means of reaching the public.
- Physical capacity at the College to meet the needs of constituents.

Weaknesses:

- Fiscal difficulties related to the recession limit GCC's ability to fully discover or meet the needs of the community.
- GCC has no institutional support for service learning: all such efforts are strictly ad hoc. The College needs some structure to coordinate and facilitate these efforts.

Opportunities for Improvement:

- Challenges in analyzing community needs, including finding improved instruments to boost validity and provide a comprehensive understanding community requirements.
- Programs and events lack any systematic "closing the loop" feedback to discover shortcomings and address them.
- Plans for environmental scan to be done in early 2012.

Threats:

- Ongoing economic difficulties in the Phoenix metropolitan area strain existing corporate partnerships and risk compromising long-standing relationships. GCC must continue to bolster these partnerships where possible and seek new partners to replace possible attrition.
- GCC's burgeoning electronic services remain in their infancy; care must be given to nurture these new services in order to ensure that existing competition cannot destroy them before they can fully take root.

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Conclusion
Request for Continued Accreditation



Photo by student GCC student Chan Chhoun Rasme , winner of the HLC Photo Contest held in 2011



*R*quest for Continued Accreditation

Throughout a period of two and a half years, Glendale Community College (GCC) faculty, staff, and administrators conducted the self-study reported within these pages. Within the corners of this report and throughout its supporting documentation, GCC evidences its commitment to both fostering student success and the beneficial process of peer evaluation. Whereas this report functions as an important and required step for the reaccreditation process, the work that created it has afforded the College a time for intense introspection and review. The process, in and of itself, has been worthy, productive, and revealing.

The opportune timing of the culmination of self-study and the Higher Learning Commission's revised accreditation process positions GCC ideally for selecting a meaningful Pathways project. Following further with the theme of GCC's Fall 2011 Convocation, "Time of Transition: Change Curiosity Challenge Courage," the College embraces its next opportunities with renewed insight and the energy that all new endeavors promote.

GCC respectfully requests a 10-year continued accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools.



CHANDLER-GILBERT | ESTRELLA MOUNTAIN | GATEWAY | GLENDALE | MARICOPA SKILL CENTER | MESA
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GCC is a Maricopa Community College, EEO/AA institution, accredited by the Higher Learning Commission.