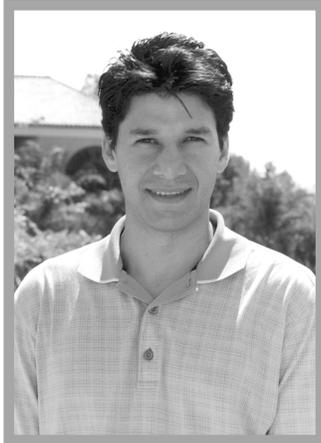


# Responses

## to Recommendations from the 1998 Evaluation



### **EDDIE ARRANGO**

Age 32

Eddie entered GCC out of high school where he was an “at risk” student. Admittedly, he was unfocused and distracted. He failed many classes, and was dismissed five times. He finally became interested in real estate, returning to GCC to earn a certificate in that program and spent the next six years working mostly with foreclosures and then switching to commercial real estate. He finally realized that without a college degree, he had reached a ceiling in his career. He returned to GCC in '01, retaking all the courses he had previously failed. This time, with the dedication to succeed, he started earning A's. With the encouragement of GCC counselor Kevin Meza, Eddie was asked to serve as president of the newly reorganized OLHE (Organization of Latinos for Higher Education) on campus. He is responsible for establishing a “buddy” program for high school kids, as well as outreach for “at risk” youths. His hope was to provide mentorship for other students that he unfortunately lacked years earlier.

Eddie completed his A.A. at GCC, juggling raising a family, working, and pulling a full academic load. He transferred to USC in Fall '03, entering a 3-year program to earn his B.A. and Masters in Policy and Planning. He still works with real estate in his “spare” time. His future plans are to work in the private sector, possibly consulting for best use and economic redevelopment projects. Eddie says that it took him 12 years to become focused, and considers himself fortunate that GCC kept the (revolving) door open for him.

## to Recommendations from the 1998 Evaluation

### Standard 1: Institutional Mission

*Recommendation 1: The College should investigate means of publicizing its mission statement and should consider the adoption of a vision statement that highlights the mission statement.*

The mission statement has been widely disseminated via the college website and in several campus publications such as the college catalog, the student handbook, and Gateways (the President's quarterly publication). The Gateways publication promotes the mission of the college by featuring articles on how the college serves the community.

A public access television program, also entitled Gateways, is produced every two weeks and airs six times within that two-week span. The television program features GCC students, faculty, and programs. In each segment, a member of the college community is interviewed and he or she discusses a new program, course of study, or opportunity that would be of interest to the community. One example of this is the service which GCC students provide during tax season. Accounting students volunteer to assist community members in preparing their taxes on the four Saturdays proceeding April 15. Students get valuable experience in working with the public and members of the community receive assistance in preparing their tax forms.

The Master Plan Task Force has developed a new vision statement which will be voted on at the January 2004 Board Meeting. Upon approval, this statement will be publicized in the same manner as the mission statement.

### Standard 2: Institutional Integrity

*Recommendation 2: It is recommended that the college establish policy and procedures to coordinate all college publications to ensure consistency, accuracy, timeliness, as well as meeting established college standards for graphic*

*and aesthetic qualities. The college may also wish to consider placing these activities under a higher level of leadership.*

The college has placed the supervision and coordination activities for all campus publications under the leadership of the Director of Communications, Marketing, and Foundation. The Director oversees projects and has been instrumental in creating a professionally coordinated, standardized look for campus brochures and publications, and the college website. A new logo was designed and the new color scheme associated with the logo has been used on all printed materials (letterhead, envelopes, brochures, etc.). The logo and color scheme have been used on the college's website and have provided a look that is identified with the college. An in house photographer/designer is responsible for ongoing weekly projects around the campus, and an independent graphic designer coordinates the more formal publications for mass production.

The college has expanded the public information and graphic arts offices to accommodate the increased amount of activity in those areas. Updated equipment was purchased to support the graphic arts department. The campus photographer/graphic designer has responsibility for the ongoing daily campus projects and an independent consultant/graphic designer has been retained for all large-scale publications requiring more sophisticated printing equipment. The in-house and independent designers work together to maintain a consistent look for all college materials.

Most information provided on the website can be accessed by students, faculty, and the community. The accuracy of the information presented on the website needs to be ensured. A procedure needs to be developed to verify material and approve it prior to publication or prior to its being placed on the college website.

### **Standard 3: Institutional Effectiveness**

*Recommendation 3: The college should readdress the important, unresolved issue of developing a rigorous, objective program review process that focuses on the central dimensions of need, effectiveness and cost. It should insure that the results of program reviews are useful not only for internal program improvements but are central inputs to an integrated planning and resource allocation system.*

The program review process has been redesigned since the last accreditation, and improvements are made annually. The processes of the other California community colleges that participate actively in program review have been investigated and studied, along with data from national studies. The Program Review Committee sets a list of goals each year. This year's goals include educating faculty and staff regarding program review's link to resource allocation; better orientation participation for study managers and validating teams; activating the process for Human Resources, Information Technology and Administrative Services, and investigating ways to identify and measure student learning outcomes. As the program review process has been upgraded and streamlined, it has gained wider support among faculty who function as the study managers for each discipline.

The committee has recently proposed an outline of ongoing changes aimed at streamlining the process, meeting the changing data needs of various campus programs, and strengthening the validating process. Many improvements are initiated as a result of the Exit Survey that each Study Manager responds to each year. The current document is designed as a portfolio model, which allows programs to update their reports during any year of the six-year cycle. The Research and Planning Unit provides current data on request for any program. This data may be used in conjunction with updated goals and action plans in order to provide support for resource allocation purposes.

The program review committee has focused on linking program review data with the mission of

the college, the Educational Master Plan, and the budget cycle in order to fit into the new planning process. A recently proposed change is to start program review mid-year in order to better align the program review process with the college's budget process. At the time of this report, the Budget Process Revision Task Force is finalizing a planning process which will incorporate these program review changes. This proposal will move forward through the campus governance process for discussion and a vote in the Spring '04 semester.

### **Standard 4: Educational Programs**

*Recommendation 4: The planning process (including program review) should be analyzed using the process engineering approach to ensure that a strategic, system-wide approach to planning is assured. These planning processes should utilize key performance indicators as evaluative measures of improvement. The planning process needs to be linked in some meaningful manner to the resource allocation mechanisms of the college so that educational programs and services can be regularly evaluated and supported.*

As explained in Standard 3, the college has developed a plan for integrating its planning, budgeting, and program review processes for resource allocation, and members from all constituencies of the campus participated in the process. The Master Plan Task Force and the Master Plan Steering Committee developed their own list of recommendations relating to instructional delivery, budget and resources, enrollment management, human resources, student services and curriculum. The final revisions to the Educational Master Plan will be presented to the Board for approval in January 2004. The college has also developed a comprehensive vision statement that will also be presented to the Board at the January 2004 meeting.

The implementation of the ERP system will automate and integrate campus-wide data and assist with the evaluation of programmatic

changes. The new system will produce reports that will assist managers in analyzing campus trends so as to respond to student needs in a more timely manner.

The Research and Planning Unit gathers and analyzes data used to identify target populations and assess the needs of students. An annual report about the students at GCC and the demographic trends on campus is produced. This report, known as the Campus Profile, is distributed to all faculty and is highlighted at the new faculty orientations (for both full-time and part-time faculty).

Key Performance Indicators (KPI's) are used throughout the Educational Master Plan to guide the planning process to meet the needs of the college's educational programs, services and operations.

As stated in the previous response, the college is close to adopting a plan that ties the planning and review processes to the Budget Review Committee, which oversees resource allocations for the institution.

*[Note: Numbering Problem: GCC mixed up the numbers in the Mid-Term Report.]*

There was no Recommendation 5. Recommendation 5 was erroneously numbered "6," and there were two Recommendations numbered as 11. The numbering has been corrected in this report—the way it is written in the Evaluation Report by the Accrediting Team.]

## **Standard 6: Information and Learning Resources**

~~Recommendation 6:~~ This should be: *Recommendation 5: The college should assess the long-term need of Information and Technology Services and of Learning Resources and develop a mechanism to allocate necessary funding in a multi-year cycle.*

The funding needs of both Information Technology and the Learning Resources areas are considered each year during the traditional budget planning effort. In current practice, when a computer purchase is costed out, the expected life cycle of the piece of equipment is taken into account as well as the cost of repairs and training. It is assumed that computers and related equipment will have a life cycle of three to four years. When the large software purchase of the new ERP system was costed out, great attention was paid to the costs of training personnel as well as the costs associated with implementing such a large-scale system.

Increased allocations from the general fund have helped compensate for lost lab fees and TTIP (Telecommunication Technology Infrastructure Program) funding. In addition, we are using Measure G bond funds to upgrade software and hardware in our MIS (Management Information System). The college will continue with its plan to replace aging computer equipment as funds are available.

Most of the student labs on campus have been upgraded to a more recent version of the Microsoft Windows operating system in order to support the current software that students and faculty need to use. The college has joined the Microsoft Software Licensing Agreement through the Foundation for California Colleges. This agreement secures the site licenses necessary to insure up-to-date software in student labs and classrooms for a nominal fee. The cost of this licensing agreement is now factored into the annual ITS budget.

The Learning Resources area has undergone some changes since the last Accreditation visit. The Assessment Center was moved from the Administration Building to the San Fernando complex (a group of modular units). This allowed the CAI Lab (Computer Assisted Instruction) to move into the vacated space. Thus the CAI lab is now directly next to the Learning Center. This move concentrates the tutoring function and makes it easier for students to get the services that they need in one location.

Student hours in the Learning Center are now tracked automatically via a student check-in process. This not only gives the college a more accurate FTES count, but it also frees the student workers to focus on tutoring. The college collects funding for this FTES and a more accurate count allows the college to plan its support of this heavily used resource.

Until funding was eliminated, the college had used TTIP funding to make improvements to the infrastructure (upgrading the campus network, bringing more classroom buildings online, etc.). The Information Technology Plan, which is a portion of the Educational Master Plan, has recently been updated.

## **Standard 7: Faculty and Staff**

*Recommendation 6: Glendale, like all California community colleges, has been placed in constrained circumstances as a result of recent initiative and legislative changes restricting affirmative action programs and policies. Nevertheless, the college's proposal to "wait and see" is an unnecessarily dormant posture. The college has a good record of serving underrepresented students, and the accrediting team recommends that it develop legal but proactive initiatives for matching these accomplishments in the area of staff equity.*

Glendale College has been waiting for the proposed Model Plan for Affirmative Action that the Chancellor's Office promised to California's community colleges several years ago. Absent this model, the college has the existing Affirmative Action Plan (1994) in place and has moved forward with several initiatives aimed at providing greater staff equity.

The hiring procedures for both full-time and part-time faculty have been rewritten and the hiring procedures for classified staff have been rewritten as well. These changes were the result of much discussion and work by governance committees and have been voted into practice within the last three semesters.

Glendale College strives to provide students with a climate of diversity and the ethnic backgrounds

of both faculty and staff are more reflective of the ethnic make up of the Glendale community than they were at the time of the last Accreditation visit. In addition, the college offers a salary increment for bilingual classified staff who work in areas where translation is needed. One example of this is the administrative assistant who works in the Credit ESL Division.

*Recommendation 7: To better serve its growing ESL student body and to better guarantee course standards and learner outcomes, the team recommends that the college develop a plan to improve the full time/adjunct ratio for the ESL program, and that efforts be made to better inform the general faculty of the pedagogical differences between remedial-developmental English courses as compared to second-language courses.*

Since the last Accreditation visit, the college has hired five full-time Credit ESL instructors bringing the total number of full-time faculty to 12. ESL has gained a higher profile on campus since the number of students whose native language is not English has increased. There are now Bridge Programs for the teaching of both English and Credit ESL at high school sites and teachers from the local high schools have come to meetings on campus to learn more about the methods that can be used to teach writing skills to non-native speakers of English.

## **Standard 8: Physical Resources**

*Recommendation 8: The college should revise the Facilities Master Plan based on the Educational Master Plan and coordinate these plans with the other long range institutional plans to develop a single, integrated, long-range, planning document.*

The revised Educational Master Plan has been completed and will be presented for approval in January 2004. Although the plan took longer than expected to complete, the college feels that the result will allow us to coordinate building, improvements, and upgrades with the emerging needs of the college needs and should adequately guide us through the next ten years. The college's

new ERP system will improve scheduled maintenance of both old and new facilities in an effort to reduce costs.

Having exhausted all other means of funding, the college researched the feasibility of a bond issue. In 2002, Measure G was placed on the ballot. Voters passed a \$98 million general obligation bond to support new facilities, improve the college infrastructure, and create more parking. To date, Measure G funds have helped to complete the Cimmarusti Science Center, remodel the South Gym, expand the Fitness Center, remodel the music labs, remodel the machine lab into two general purpose classrooms and a smaller lab, complete the new Central Plant, upgrade electrical systems, and renovate several classrooms. As of December, 2003 the Culinary Arts building is being remodeled to provide more offices and storage space. Projects that are slated for the next few years include the expansion of the Adult Community Training Center (ACTC) in South Glendale, increased parking, new classrooms, a new nursing facility, and various other projects.

### **Standard 9: Financial Resources**

*Recommendation 9: The college should develop a process that integrates long-range planning for all program areas in a single document, along with budgeting, program review and institutional effectiveness, with clear linkage between planning and budget development.*

The college has put a great deal of effort into the development of a revised Educational Master Plan. Simultaneously, a task force was formed to come up with a process plan to link the mission of the college with program review, planning, and the budget cycle for resource allocation purposes. The result is the Expanded Budget Review Committee which will include several additional faculty members.

*Recommendation 10: The college should review its process of budget development, including who is to be involved and the extent of their participation, and develop written guidelines for responsibility. These guidelines should be shared with the campus community.*

Administrative Regulation 3110 was revised in December 1998. Approval of the new Educational Master Plan and the new process plan will necessitate a subsequent revision to 3110.

### **Standard 10: Governance and Administration**

*Recommendation 11: The college should examine ways to codify and systematize the elements of its exemplary system of governance so they can be continued when the current president retires.*

The Governance Policy directs the continuing development of the institution including its mission, educational and financial plans, direction and policy. The policy outlines the democratic process used in decision-making procedures on the campus. Since the last Accreditation, the policy was revised in 2000, 2002, and most recently in Spring 2003.