

Certification

of Continued Compliance with the Eligibility Requirements



Elena at Caltech

ELENA HARTOONIAN Age 24

Elena is of Armenian descent and was born in Iran. She grew up playing chess with her father and also became interested in helping him with his hobby of repairing electronics. At age 16, she won the Women's Chess Championship in Iran, and won again the following year. In high school she was required to complete math classes up to calculus, but admits that she really wasn't very interested in the subject. Elena and her family came to the U.S. in 2000.

Elena entered GCC and immediately immersed herself in ESL classes. Her previous experience with mathematics changed dramatically in Kim Foong Chong's calculus classes. She described the work as "beautiful." While doing homework for Carol Paxton's math class, she began to use her own formula and found that it was faster. With encouragement from Paxton, Elena went on to systemize, formally write, and prove her work. She has sent her theorem to the AMATYC Review and hopes it will be published soon. She also credits Rick Guglielmino with encouraging her in his physics classes. She took several of his classes and found that he was not only an amazing lecturer, but also offered interesting labs for his class. In less than three years, Elena completed over 92 units with a 3.83 GPA.

Inspired by her father, Elena embraced that same fondness for electronics. She entered Caltech in the fall of 2003, majoring in electrical engineering and minoring in mathematics. Elena credits the encouragement and tremendous support of her parents for giving her the opportunity to concentrate on her studies. Given her love of math and physics, her future plans include going to graduate school and eventually doing research.

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1. Authority

The institution is authorized to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions in which it operates.

In California, 94310.3A (or subsequent statute) approval by the California Council for Private Postsecondary and Vocational Education is required for private institutions. The institution shall submit a copy of its articles of incorporation.

Glendale Community College is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Committee on Recognition of Postsecondary Accreditation and the U.S. Department of Education, and approved under the regulations of the California State Department of Education and the California Community Colleges.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve.

As a public community college, Glendale Community College's mission is defined by the legislature (AB 1725). In addition, the college has its own mission statement, which is available in the college catalog and semester schedule of classes, in the faculty manual, on the college's website, and through other sources (see page 23 of the 2003-2005 college catalog).

3. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, or personal financial interest in the institution.

The college is governed by a five-member Board of Trustees. Board members are elected from the community and serve staggered four-year terms of office. Board members have no personal financial interests of any kind in the institution.

4. Chief Executive Officer

The institution has a chief executive officer who is appointed by the governing board and whose primary responsibility is to the institution.

Dr. John A. Davitt has served as the college's Superintendent/President since 1985. Dr. Davitt is a 34-year veteran of faculty and administrative service at the college.

5. Administrative Capacity

The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The college employs 26 administrators and 34 classified managers along with 13 classified confidential personnel. There are 470 classified staff (including hourly staff). College employees are screened prior to hiring to ensure their

educational background and experience are appropriate to their positions and duties.

6. Operational Status

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

The college has enrolled students since 1927. For the past decade, credit enrollment has fluctuated between 13,000 and 17,500 students per semester; in Fall 2003 15,600 credit students were enrolled. The college awards approximately 888 degrees and certificates each academic year.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Approximately 74 percent of the college's courses are degree-applicable and 55 percent are transferable, according to the 2003-2003 catalog. A large number of credit students indicated that their educational goal is to complete a degree or certificate or to transfer to a four-year university. In fall 2003, 27 percent of new students indicated that they wanted a degree or certificate and 20 percent indicated a goal of transfer.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. At least one degree program must be of two academic years in length.

The college offers Associate of Arts degrees in Biological Science, Business Administration, Choreographic Studies and Dance Techniques, English, Foreign Language (Spanish, French, or multiple languages), Interdisciplinary Humanities,

Health Science, Mathematics, Mass Communication, Music, Physical Education, Physical Science, Social Science, Speech/Communication, Theatre Arts, and Visual Arts. Some of the Associate of Science degrees include Accounting, Animation, Aviation and Transportation, Computer Science, Engineering, and Nursing. All associate degree programs require the completion of 60 semester units. Additionally, certificates are offered in nearly 60 vocational areas. In Fall 2003, 33 percent of credit students were working toward an AA degree and eventual transfer; 18 percent of students were working toward transfer without an AA degree, and six percent of students were pursuing a vocational AS degree or certificate. In the latter category, two percent of the students had the AS degree as a goal and four percent were interested in receiving a certificate.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements should provide appropriate information regarding the award of academic credit.

Each unit of credit represents one hour per week of lecture or discussion, or a longer time in laboratory or other exercises not requiring outside preparation. Grading policies, course units, and policies on the transfer of academic credit are similar to those of other community colleges, and are published in the college catalog. The transferability status of units for each course is also published in the catalog.

10. Educational Objectives

The institution defines and publishes for each program the program's educational objectives for students.

All program objectives are listed in the college catalog. Educational objectives for each course are included in the course outline.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component should include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs should be consistent with levels of quality and rigor appropriate to higher education.

All associate's degree programs incorporate the following components: American Institutions, State and Local Government, U.S. History, Mathematics, Health, Physical Education, First Aid, Cultural Diversity, and General Education, which includes components of natural science, social science, humanities, and language and rationality. English proficiency is required as part of the language and rationality component, and Mathematics proficiency is required as part of the mathematics component (see pages 57-58 of the 2003-2005 catalog for details).

12. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution and sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must exist.

The college employs 229 full-time credit faculty and 13 full-time non-credit faculty (242 total). In addition, there are 374 credit and 135 non-credit part-time faculty members (509 total). Of the 242 full-time faculty, 49 have doctoral degrees and 193 have master's degrees. Of the 509 part-time faculty, 68 have doctoral degrees and 337 have master's degrees. The Faculty Handbook includes a clear statement of the responsibilities of faculty members. A code of ethics for faculty is also published in the Faculty Handbook. Faculty work responsibilities are negotiated as part of the

collective bargaining agreement between the Glendale Community College District and the Glendale College Guild.

13. Student Services

The institution provides for all of its students appropriate student services and development programs consistent with student characteristics and its institutional mission.

The college provides a wide variety of services to its student body, including the Adult Re-entry Center, the Career Center, Collaborative Learning/ Supplemental Instruction, Disabled Students Programs and Services, Extended Opportunity Program and Services, the Financial Aid office, the Health Center, the Job Placement Center, the Learning Center, the college Library, the Math/ Science Center, the Assessment Center, Orientation, the Service Learning Center, the Transfer Center, the Tutoring Center, the Writing Center, and an extensive set of academic counseling services.

14. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

As a California Community College, Glendale Community College is an open-admissions institution. It admits any California resident with a high school diploma or equivalent, and it may admit any other California resident 18 years old or older who is determined to be capable of benefiting from the instruction offered. International students and non-residents are also admitted.

15. Information and Learning Resources

The institution owns or otherwise provides specific long-term access to sufficient information and learning resources and

services to support its mission and all of its educational programs.

The college has a 36,000-square-foot Library containing over 123,000 books and 86 computer stations providing access to Library and Internet resources. There are 38 computers for student use, 28 for library instruction, and 20 for staff. The college also operates 22 student computer laboratories with over 2000 networked computer stations.

16. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

College budgets and documentation of funding sources are available. The college's general fund revenue for the 2002-2003 fiscal year was \$58.5 million. The Glendale College Foundation, a non-profit organization incorporated in 1983, provides an endowment worth \$4.3 million as of June 30, 2003.

17. Financial Accountability

*The institution regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant who has no other relationship to the institution. The audit must be certified and any exceptions explained. It is recommended that the auditor employ as a guide **Audits of Colleges and Universities**, published by the American Institute of Certified Public Accountants.*

District financial records and internal control processes are audited annually by a CPA firm. Copies of the current budget and the current audited financial statement are available.

18. Institutional Planning and Evaluation

The institution provides evidence of basic planning for the development of the institution, planning which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement.

The institution engages in systematically evaluating how well and in what ways it is accomplishing its purposes, including assessment of student learning and documentation of institutional effectiveness.

The college has developed an Educational Master Plan, created by a 68-member task force and an 8-member Master Plan Steering Committee. The plan was adopted by the Board of Trustees and includes many evaluative measures. The Campus Development Committee is responsible for the college's facilities plan. The college has an active program review process, which reviews all college programs and services on a six-year cycle. Assessment of institutional performance and effectiveness is carried out by the Research and Planning Unit, staffed by two full-time research professionals, as well as student assistants.

19. Public Information

The institution publishes in its catalog or other appropriate places accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs and courses, degrees offered and the degree requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it.

Information on the college mission, admission requirements and procedures, rules and regulations, programs and courses, degrees and degree requirements, cost and refund policies,

grievance procedures, and faculty and administrator credentials are published in the college catalog. Most of this information is also published in the schedule of classes and in the Student Handbook. The college has placed much of this information on the college website and key documents have been translated into Spanish and Armenian in order to better serve the community.

20. Relations with the Accrediting Commission

The governing board provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the

Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

The Glendale Community College District ensures that college policies and procedures adhere to state regulations, to the requirements of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and to the requirements of specific subject matter accrediting agencies.