

Abstract

of the Self-Study Report



TODD CAMPBELL Age 33

Todd graduated from Notre Dame High School in Sherman Oaks and, although accepted at UCLA and USC, he chose Glendale Community College because he had heard of its excellent reputation and its strong transfer programs.

Todd attended GCC from 1988-90, and served as Student Body President and Trustee in 1989. He feels that the college prepared him to succeed professionally and claims that the experience offered him exceptional leadership opportunities. Todd transferred to Georgetown University, where he received a Bachelor's degree in Government and History. In 1997, he received a Master's in Public Policy, concentrating on Environmental Law and Policy and Land-Use Planning, from USC, as well as a second Master's degree from Yale University in Environmental Management. Todd returned to GCC briefly as an ESL teaching assistant in preparation for a summer teaching assignment in U.S. History and Government in Legnica, Poland. Todd values his overseas experience, as it helped him understand what so many students encounter when they study in another country.

Todd served a graduate internship with General Electric's Environmental, Health and Safety division in Connecticut, and was later hired by the Natural Resources Defense Council in San Francisco as a policy analyst. Todd has been involved in numerous associations involved in various interests including: real estate, domestic violence, downtown revitalization, environmental oversight, mobile air pollution, and childcare, to name just a few. For the past five years, Todd has served as Policy Director for the Coalition for Clean Air, and most recently has been elected as a City Council Member by the City of Burbank.

Even though he has attended some of the nation's top universities, Todd credits GCC's talented faculty, and states "The college, for me, was a true blessing in disguise." Asked if he could describe Glendale College in a word, he said it would be "opportunity."

Standard 1: Institutional Mission

As a public California community college, Glendale Community College's mission is largely determined by the California legislature, and its operations must be in accordance with this mission. The college has its own mission statement that specifies its educational approach. The mission statement appears in the college catalog, the student handbook, in several places on the college website, and in documents reproduced by the college. The mission statement is the guiding theme of the newly revised Educational Master Plan.

Standard 2: Institutional Integrity

Standard 2 is concerned with the institutional integrity of the college's representations to the public. The concept of integrity is found in the clarity, accuracy, and consistency of documents such as the college catalog, handbooks, class schedules, brochures, the college's website, and signs. In response to the last accreditation, the college designated the Director of Communications, Marketing, and the Foundation as the person responsible for the consistency of the look of the college's publications and its website. These publications and the website meet accreditation standards and the consistency of the design of the documents presents a polished image of the college to the students and the greater Glendale community.

Standard 2 also deals with college policies on protecting academic freedom, establishing standards of academic honesty, dealing with issues of equity and diversity, meeting standards of integrity in recruiting athletes, and conducting itself forthrightly with the Accreditation Commission. The committee found the overall performance of the college was commendable. Since the last accreditation visit, the college has developed an Academic Freedom Policy which was approved by the Board of Trustees in 1999 and which is distributed to all faculty (both full-time and part-time). The college also has Board Policy 6133 that deals with student academic honesty. The college catalog repeats the Board Policy verbatim. Instructors are encouraged to cite this policy in their course overviews (syllabi) and to explain the

responsibilities that each student has in upholding this policy.

Standard 3: Institutional Effectiveness

The college has increasingly developed a culture in which planning for the future (both short- and long-term) is embraced as necessary and beneficial. Program review and other planning efforts are now part of the college's metalanguage. The college has an Information Technology Plan that is part of the newly revised Educational Master Plan. The purchase of the new ERP system was decided upon only after all campus constituencies had input into the selection process. Many hours were spent discussing the college's need to capture data quickly and accurately. Faculty, staff, and administrators attended sessions presented by various vendors and then went to visit other community colleges in California to learn more about the different software packages and the ways in which they had been implemented.

In an era of student learning outcomes and performance measurements of all types, the college is aware that it needs to have accurate information about students, programs, operations, and projections for the future. The college now has a well-structured program review process and the data from each program review document is used as the basis upon which divisions and departments may request new faculty members, staff, equipment, and other college resources.

The college depends on its Research and Planning Unit to provide analyses of institutional research data and to note any major changes in patterns and trends. This unit produces the Campus Profile which is an annual publication that focuses on student demographics.

Standard 4: Educational Programs

Glendale Community College offers a wide range of educational programs (including transfer, career education, pre-college, non-credit, adult education, community service, professional development, and special programs) to a diverse student population.

All of these programs are consistent with the college's mission. In fact, one of the college's main challenges is to keep up with the changes in the community and the student population and to successfully adapt the curriculum to the needs of the students. This is of great importance when 90 percent of the entering students who are tested are found to be below basic college level skills in at least one area. Underprepared students struggle when they try to complete degree and certificate programs. Students who arrive at the college unprepared for college-level English and math must spend more time obtaining those basic skills.

Prior to the budget crisis, the college had scheduling challenges because of the limited classroom space during prime day and evening hours, parking limitations, and other factors. Programs such as PACE, a second summer school session, and ESL telecourses were used to accelerate the course completion process. At present, there is only one summer session and over 400 class sections have been cut since the recent budget problems began.

The college reviews and adjusts program offerings and graduation requirements regularly. The college tries to inform students about which courses are offered once per year or less, identifying these sporadically offered courses in the catalog and the class schedule.

The college's unrestricted budget for 2002-2003 was \$58.5 million. This year's budget is already \$1.2 million short. In order to meet the payroll for the college's 242 full-time faculty and 509 part-time instructors, the college was forced to cutback some services, layoff 30 classified staff, and cut many classes as well. These cuts were in reaction to the budget crisis in Sacramento. The college intends to restore the classes, programs, and services which were cut when the budget picture improves.

Support services for students are varied and comprehensive in the area of student advisement. Through Academic Counseling, Admissions and Records, EOPS, DSP&S, and Non-Credit/Adult Education counseling, students receive advisement on a regular basis.

The college is very proud of its diverse program offerings and of the quality of learning its students receive. Students who are enrolled in certificate programs focus closely on the employment skills

needed in the job market. Advisory committees continually review and refine the programs to ensure student success. Several programs have placement rates exceeding 85 percent. A continual monitoring of employment trends will ensure the currency, applicability, and necessity of occupational skills.

The course, certificate, and degree content approval process is a major focus of shared governance: departments, divisions, the Academic Senate, and the college as a whole participate in the process via representatives to the various committees involved. A Curriculum Handbook has been prepared that codifies the whole process, and it is revised as the procedures change.

Program review data is used in making decisions related to the curriculum and the resources requested by programs. Once a course or program is in place, monitoring of grading practices, use of course overviews, articulation, and use of distance education are monitored at the division level. The college's Associate Dean of Curriculum Management assists divisions in maximizing agreements with universities for student benefit. The college will continue to pursue opportunities in the area of distance education to reach students that are not served by its regular campus programs.

Standard 5: Student Support and Development

Glendale Community College has a well-developed, comprehensive range of student-centered programs. Within these programs, the college has been successful in reaching a student population which reflects the diversity of the district's population. The college meets current state standards for admission practices and goes beyond the required level of service by translating many materials into the languages of the community as well as into Braille. Since the last Accreditation visit, the college has added information kiosks, both on and off campus, and issues a publication called *Gateways*, which promotes college programs and services in coordination with a television program by the same name which is broadcast locally. Much information which used to be available only in printed format is now available on the college's website. Thus, this information is available 24/7 to those with Internet access.

The assessment and placement process ensures at least 70 percent success rate of initial student placements; however, the hours of service have been cut in response to the current budget problems of the last year.

The college offers a wealth of opportunities for student to participate in governance. Under the guidance of the Student Activities Office, the institution supports a co-curricular environment that fosters intellectual, ethical, and personal development of all students and encourages personal and civic responsibility. College Services plans to provide online Student Educational Plans (SEPs) when the new ERP system is in place.

The college has a large offering of non-credit and community service programs, most of which are located at the Adult Community Training Center (ACTC) in South Glendale. One of the largest of the non-credit programs is ESL. To support the students at the ACTC, the college has a Job and Career Center, a Mental Health counselor, and several counselors whose primary assignment is with the non-credit programs.

Standard 6: Information and Learning Resources

The college offers an extensive set of information and learning resources, including the Library, Information Technology Operational Services (formerly known as Media Services), and 22 academic computing laboratories. The Library contains over 123,000 books, has 86 computer stations with Internet access, and a home page with links to many learning resources, including an extensive periodicals database and the *Los Angeles Times*. The Library's budget allocation remains at three percent of the institutional budget. This is well below the recommended six percent allocation. Due to budget cuts, service hours are not sufficient to meet student demand.

Twenty-two student computer laboratories provide access to over 2,000 computers. The largest labs include the Student Computer Center, the English lab, and the Learning Center; open labs are supplemented by special-purpose labs (such as the Credit ESL/Foreign Language Lab, the Math/Science Center, and the Digital Animation Lab.). All labs are connected to the campus network, which is

connected to the Internet. The learning assistance functions of the computer labs are coordinated by the Academic Computing Laboratories Management Group. The formation of this group has improved the coordination of the college's information resources.

Information Technology Operations Services (ITOPS) provides various resources in the classroom, including video projectors, overhead projectors, portable VCRs, and portable computers. The Manager of ITOPS also serves as the chair of the Instructional Technology Committee and so approves all computer and instructional media purchases.

Standard 7: Faculty and Staff

The college has a diverse faculty and staff that are hired according to specified qualifications. The hiring processes for full-time and part-time faculty as well as for the classified staff have recently been revised. These policies were determined by the college's vice-presidents, faculty committees, and the Human Resources Director in accordance with policies, procedures, and laws. The hiring, selection, and evaluation of faculty and staff is coordinated by the Human Resources office following the criteria set forth in the California Education Code and Collective Bargaining Agreements. The evaluation procedures for faculty and staff have undergone modification and training is available for those involved in the evaluation process.

Prior to the recent budget crisis, Staff Development at the college was a very extensive program, providing a vehicle for faculty and staff to remain current in their chosen fields through a myriad of services including grants, stipends, credit for salary advancement, flex credit, and classified professional growth. The management and auditing of these services is now in the hands of the Vice-President of Instruction, the Associate Dean of Information Technology, and the Director of Human Resources. The college intends to fund the position of Staff Development Officer when the budget picture returns to normal.

While the Chancellor's Office has recommended that no changes be made with respect to updating the Affirmative Action Plan, the college and its Board fully support diversity and the college itself more closely

reflects the ethnic makeup of the surrounding community than it did six years ago.

Standard 8: Physical Resources

Glendale Community College offers its programs, courses, and services at three main sites in the community: the main campus is built on 36 acres, consisting of twenty-one permanent buildings, fourteen relocatables and one trailer (approximately 519,825 square feet; an Adult Community Training Center of approximately 35,635 square feet; and the Professional Development Center of 10,734 square feet. The college has been involved in an extensive building and facility improvement program since the last Accreditation visit. The college has added the new Cimmarusti Science Center Complex, has remodeled and expanded the fitness center, added a 2,200 square foot addition to the Aviation Arts building, and constructed the J.W. Smith Student Center and College Bookstore. The Plaza Vaquero, the center of the campus, has been redesigned and relandscaped, and more parking has been added. The former Human Resources Annex has been converted to the Los Robles building which houses the Culinary Arts Program.

The college has improved its heating and air conditioning systems. Prior to the recent budget cuts, the college had progressed towards having a better program of maintenance and custodial care. Unfortunately, budget cuts have meant that classroom white/green boards are no longer cleaned on a daily basis since there are not enough custodians to maintain the level of cleanliness that the college has come to expect.

The college, through its governance process, has a very well defined physical resource planning and evaluation process. The recent passage of the Measure G Bond Fund has brought in needed revenues that will be used to construct new buildings, increase parking, and to improve the infrastructure of the college. The college recently adopted the LEEDS standards for the construction of new buildings and major renovations. These standards call for energy efficient construction and the use of materials that are not harmful to the staff, the students, or the environment.

Standard 9: Financial Resources

Glendale Community College will use the new Educational Master Plan and budget planning process as the main tool for financial planning. A new expanded Budget Review Committee will take on the responsibilities outlined to link the budget with the planning process and program review.

The annual budget is prepared on a year-by-year basis. Planning in this manner has resulted in short-term decisions related to resource allocation having long-term implications. The college is moving in the direction of long-range financial planning, but this is very difficult to attempt in a time of cutbacks and budget problems.

Glendale College uses a comprehensive financial software system (CUFS) for maintaining its revenue and appropriation ledgers. The system has been dependable and provided accurate record keeping, but it was aging and needed to be replaced with a modern system which could produce more useful reports that the college needs in a timely fashion. To this end, the college has purchased a new ERP system and the process of installing this software is already underway.

Standard 10: Governance and Administration

The Board of Trustees at Glendale Community College relies upon recommendations from the shared governance process for formulating and revising policies and regulations. It effectively serves the interests of the college and the community. The Superintendent/President consults with campus constituencies through various leadership groups to create an environment conducive to a healthy and caring educational setting. There is a solid working relationship between the GCC Guild and the GCC Academic Senate with joint representation in almost all areas of campus life. A designated number of both faculty and classified staff are appointed to each governance committee as directed by the Governance Policy. These committees perform a valuable service, allowing new people to participate and eventually assume leadership roles. Student officers are quite active on committees and students in general have much input on campus through surveys, focus

groups, and other avenues. A broader spectrum of students should participate in governance, but it is recognized that many students work and/or have family responsibilities in addition to their academic schedules. The college has maintained the “college hour” on Tuesdays and Thursdays to allow students a common time to attend special events, lectures, club meetings, and other student organizations.

Recent budget cuts due to a shortfall in state funding have placed the college’s budget process in the spotlight. The new, expanded Budget Review Committee will meet in the spring of 2004 and the college will have the opportunity to redefine the budgeting process here at Glendale College.