

Standard 5

Student Support and Development



JULIET SALAZAR Age 29

Juliet moved to L.A. from Ecuador in the mid 90s. She immediately set to the task of learning English and earning her high school diploma. Her family encouraged her to come to GCC, and she attended classes here from '96-99 as a business major. With encouragement from math instructor Sid Kolpas, she entered the AMP Program, and not only loved it but had fun too! After that she became hooked on math and cites math instructor and Scholars advisor Gary Massion, math instructor Carol Paxton and Kolpas as her mentors. She later assisted Dr. Kolpas with the AMP summer program.

Juliet had planned on transferring to CSUN, but her husband's UCLA ties "won out" and she chose to attend UCLA where she received her Bachelors degree in Applied Mathematics, Economics, and Computer Science. She is continuing her studies at UCLA and concurrently working on her Masters and a Ph.D. Juliet believes strongly in the merits of the AMP Program. She thoroughly enjoyed her experience teaching GCC's AMP summer program in '03. Her dream is to teach and inspire an enthusiasm for mathematics in others. She was glad to have "discovered" her passion here at GCC, and will be returning in spring '04 to teach an intermediate algebra class.



Standard 5 Committee

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standard 5: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Description

All California Community colleges adhere to the admission standards as specified in Title V of the California Educational Code. Thus, the college admits any California resident who possesses a high school diploma or the equivalent, or who is 18 years of age or older and is determined to be able to profit from the instruction offered. The college also admits non-resident and international students who meet these criteria. High school students may be admitted for concurrent enrollment at Glendale College with special permission. Admission requirements and procedures are published in the college catalog, class schedules, on the college web site, and are included in orientation packets for potential students. They are provided to students in English, Spanish, and Armenian.

The college is committed to an admission process that does not discriminate among students on the basis of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition or disability. This fundamental principle is also reflected in the mission and philosophy of College Services which states: "College Services promotes an atmosphere conducive to growth and special programs to eliminate educational, social, cultural, economic, and physical barriers to a person's education." (Ref. 5-1, p. 23) Extensive efforts are made to disseminate admissions information throughout the community.

The Outreach Program visits 35 feeder high schools (public and private) in the Los Angeles, San Fernando

Valley, and San Gabriel Valley areas. At the nearest high schools, Outreach counselors extend weekly or twice monthly campus advising sessions. These counselors participate in College Fairs and Parent Nights, and they maintain a database of 2500 potential students, to whom they regularly send mailings. The Outreach Program also invites the families to campus for a conference, and they coordinate a Jump Start program which allows high school students to take enrichment courses at Glendale College in an effort to acclimate them to the campus before they begin their regular course of study.

The College Services Division coordinates an annual Counselor-to-Counselor seminar, disseminating admissions information to the areas' high school counselors. The Center for Students with Disabilities (CSD) conducts a number of events to reach their population. These include Parent's Night and campus tours for high school students. The CSD also provides workshops for high school counselors and Special Education teachers on how to prepare their students for the transition to college. The Center for Students with Disabilities provides admissions information in alternate formats when needed. The Adult Re-Entry Program provides presentations to approximately 55 organizations within the community. The program targets adults who are ready for a transition in their lives. Counselors disseminate information on opportunities at the college for career changes or personal enrichment.

Extended Opportunity Programs and Services (EOPS) regularly visits the high schools and the Community and Continuing Education program, seeking out educationally and economically disadvantaged students. The Financial Aid Office frequently gives workshops in the community regarding the types of financial aid available at GCC. Finally, the GCC web

site provides extensive information regarding admissions, thus making the information accessible to people at a distance or those whose careers or physical limitations make it difficult for them to visit the college. Admissions applications for both residents and international students are available on the web site.

Evaluation

The college has been successful in publishing admissions policies that reflect its mission and are appropriate for the programs that are offered. The admissions practices are consistent with the policies of the college.

Plan

Current practice has been successful and should continue. The college will translate admissions information into additional languages that are spoken by the student population.



5.2 The institution provides to all prospective and enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Description

College information is available to current and prospective students in a variety of ways.

- 1) The College Catalog (Ref. 5-1) contains detailed information about all college programs and services, as well as policies and procedures. It is sold in the bookstore, at the information counter, or by mail. It is also available for reference at the library and in most offices throughout campus. In addition, counselors and teaching faculty and counselors in local high schools receive catalogs with each new printing. The catalog is also available at www.glendale.edu/pdf/catalog/.
- 2) The Class Schedule (Ref. 5-2) informs readers of college programs and services in addition to the schedule of classes. Its availability is similar to that of the catalog, and it is published on the website prior to registration each semester (www.glendale.edu/schedules/).
- 3) The Student Handbook (Ref. 5-3) contains information to assist students' navigation through college programs and services. It also outlines student grievance procedures, explains student government and athletics, and provides miscellaneous useful tips and suggestions to help students succeed. The college gives free copies to all students when they register.
- 4) The public information mailer (Ref. 5-4) is a four-page public information summary of programs and services available at the college. It is mailed free of charge, twice a year, to all residences in the college's general service area.
- 5) The college web site contains a growing information package about college programs, services, calendars, and activities (www.glendale.edu). The Web Oversight Committee is charged with keeping website information current, accurate, to ensure legitimacy and accessibility for students.
- 6) The Community Services educational pamphlet (Ref. 5-5) lists all community services classes offered through the Community Services Program as well as all pertinent information for enrollment. It is mailed free of charge, twice a year, to all residences in the college's general service area. The Adult Community Training Center Student Handbook describes all Non-Credit programs and services available. Students may pick up this handbook in the Career Center, and counselors distribute them to new students during class presentations. It includes locations and contact information, as well as a calendar, planner and maps, a "Frequently Asked Questions" section, and information on transferring to the credit programs (www.glendale.edu/cse/).
- 7) MyGCC, the college's student web portal, gives students access to a wide range of information, including their current class schedules, financial aid information, unofficial transcripts, registration dates and times, closed and cancelled classes,

- news, traffic, and weather. Eventually, on-line registration will be available via MyGCC (MyGCC.Glendale.edu).
- 8) Sources, such as local newspapers, the alumni newsletter, the student paper, El Vaquero (www.elvaq.com), and occasional pamphlets provide information about various college programs and services.
 - 9) High school/community outreach and recruitment make readily available a range of information for easy access to interested local citizens. Admissions information is sent to all high school counselors in the Outreach and Enrollment Newsletter published in the fall and spring. Counselors at the high schools receive newsletters, GCC catalogs, applications for admissions, and student handbooks. General student outreach activities, including campus tours for K-12 students, are coordinated through Outreach and Retention Services and Extended Opportunity Program and Services. The Center for Students with Disabilities targets special populations in their outreach efforts, (www.glendale.edu/new/services/outreach/index.htm).
 - 10) The kiosk system makes college information available to students at five on-campus and two off-campus sites. Its content is similar to that of the website and MYGCC.
 - 11) Preparation sheets for students' majors are accessed on the college's website using the Transfer Center link. Transferable courses parallel lower-division classes at four-year colleges and universities and are listed by major, (www.glendale.edu/new/services/transfer/BeyondGCC/transfer_programs.htm).
 - 12) The Office of Communications, Marketing and Foundation (CMF) regularly publishes Glendale College Connection and weekly bulletins that focus on events and activities related to the campus community. The office develops mini-brochures that highlight vocational programs and special services on campus. The electronic bulletin board located in front of the campus announces current and future programs and activities, (www.glendale.edu/community/commar.htm).
 - 13) *Gateways* magazine chronicles the developments on the college campus and gives the community an overview of the value the college has to the community. It is a marketing tool to show off our faculty, staff, students, facilities and programs. While focusing on student outcomes, various issues of the publication respond to community needs and interests.
 - 14) The CMF regularly broadcasts its *Gateways* cable television program focusing on the college's recent and upcoming events, programs, and accomplishments (<http://www.glendale.edu/foundation/>).
 - 15) Located at the main entrance of the Admissions Building, the Information Desk is staffed with knowledgeable personnel able to assist students and visitors to appropriate services and their locations. A wide variety of flyers and other materials are made available to students and visitors.
 - 16) In order to meet the needs of our highly diverse population, the Financial Aid Office offers most of its materials in Spanish, in addition to English. The Office also conducts workshops in different languages to assist students and their families in understanding the financial aid process.
 - 17) Counselor-produced literature such as *The Compass* and periodic notices are distributed to their caseload students to inform them of upcoming events, important deadlines, and registration information.
 - 18) In cooperation with California State University, Northridge, the college annually offers *College: Making It Happen Day*. This daylong program is geared to encourage middle- and high-school students and their families to consider the advantages of attending college. It provides information and roundtable discussions regarding higher education, financial aid, and transfer opportunities.

Evaluation

The distribution of information regarding college programs and policies continues to be comparable and in many cases more extensive with that of other two-year colleges in content and circulation. Materials consistent with the description of this standard are

available campus-wide, on the college website, in the college catalog and class schedules, and on kiosks.

The need for a single brochure describing the college's vocational certificate programs still exists. However, current and updated materials on the individual programs are available for dissemination.

The college regularly explores options to provide information to new, continuing, and returning students. The kiosk system, STARS, the college's website, and MyGCC disseminate information to prospective and current students while the college catalog, class schedules, and other hard-copy publications inform the general public.

Plan

The college will continue to keep information current, accurate and complete on its website, catalog, in class schedules, and on campus kiosks. Additionally, the college will pursue other avenues to increase the breadth and quality of information provided to the general community such as local television programs and public presentations.

The college will also continue to explore ways to translate its material and literature into critical languages to ensure equal access to information, and all such translations will be kept current and compliant.

Email continues as a major avenue for communication among faculty and staff. The college will investigate means to extend email communication to students. Development of the student and faculty portals will allow the college to further expand its electronic delivery of information and services as well as utilize the website as the primary source of communication between students and the college.



5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Description

The college utilizes a number of methods to identify and define the educational support needs of its students:

- 1) The Computer Assessment/Placement Program (CAPP) form (Ref. 5-6) is administered as part of the assessment/placement process.
- 2) Question 17 on the college application form (Ref. 5-7) requests that students indicate services that would benefit or interest them. Every new and returning student completes an application form upon admission; therefore, it comprehensively collects information regarding student needs.
- 3) Other methodologies include counseling interviews, referrals recorded on a student educational plan, student orientation sessions, focus groups, follow-up on mid-semester early-alert letters, and the Campus Climate Survey.
- 4) Finally, our shared governance structure provides ample opportunity for faculty members and division chairs to communicate information regarding students' needs.

The college provides a broad spectrum of services in response to identified needs. The services and programs range from learning assistance to financial aid, child-care, and counseling. These support systems are intended to ensure successful completion of the students' educational goals and enhance students' quality of life. The following describes in more detail the services provided by a number of departments and programs.

The Admissions and Records Office processes applications for new and returning students; provides information regarding the matriculation process; plans and implements telephone, on-line and walk-through registration; distributes, collects and processes all drop, early alert, and grade rosters; provides a transcript evaluation service; and processes thousands of requests related to transcripts, verifications, petitions, graduation, and other matters. An information counter at the entry of the Administration Building provides easy access to general college information and necessary materials.

The Academic Counseling Office provides comprehensive counseling and advising services to assist students in defining educational goals,

developing student educational plans, dealing with situational stress, and defining and clarifying decisions related to program completion and transfer. Services are offered through a range of delivery methods including individual appointments, drop-in advisement, workshops, orientation sessions, and student development classes. The college has updated and improved the curriculum for these classes in recent years with the most recent re-introduction of Student Development 101, Freshman Seminar, a one-unit interactive course that focuses on study skills, career development, the transfer process, and time management. The college also has a program to serve students on Academic/Progress Probation that includes group sessions, and individualized counseling, as well as student development classes. Over 30,000 student contacts are logged each year in academic counseling.

The Assessment Center offers placement testing for English, English as a Second Language, Mathematics, and Chemistry. The testing is offered on demand in computerized formats for basic English and math. Group testing for ESL and chemistry is by appointment. The counseling staff provides test interpretation. Each student receives college orientation and counselor assignments at the Assessment Center. These services are available on a year-round basis. The Assessment Center also conducts English placement testing at local area high schools as part of the College Prep English Program.

The Student Employment Services Center offers ongoing assistance to all GCC students and graduates in their search for on- and off-campus employment. Its staff works closely with community organizations and JOBTRAK, an on-line job bulletin board, to provide job referrals to students. The Center offers help in resume preparation, interview techniques, and general guidance through the job search process. The college enjoys an excellent reputation among local employers as a training center, which gives added value to the Job Placement Center's referrals. During the 2001-2002 academic year, the Center had 60,295 on-line contacts, posted 16,821 job openings, and sponsored 25 job recruiters, and an on-campus job fair. The Center also provides part-time on-campus positions to some 1000 students through the Federal Work Study Program and the college's student employment program.

The Adult Re-Entry Center is a unique support program designed to provide adults the opportunity to achieve a higher degree of academic, vocational, and personal fulfillment in a flexible and accessible educational environment. The center provides orientation for new students, academic and vocational counseling, roundtable support groups and referral services, campus tours and events, and student development classes. The center also provides seminars consisting of vocational and educational exploration, personal development, study skills, and individual and group counseling concerning issues such as family responsibility, scheduling problems, and the academic pressures of non-traditional students. The program continues to conduct monthly mentoring workshops and meetings for new and returning adults.

Extended Opportunity Programs and Services (EOPS) at GCC provides educational opportunities and support for non-traditional students who are educationally and economically disadvantaged and who demonstrate the potential to succeed in higher education. These services include assessment interpretation, preparation of financial aid petitions, preparation of student educational plans, and referrals. The program also provides extensive outreach and recruitment at feeder high schools. Last year this effort resulted in 3500 recruitment files and assistance to over 3000 students. Eligible students received book vouchers and grants. The EOPS office also provides services through the Cooperative Agencies Resources for Education, a joint effort between the college and the CalWORKS office, which helps single parents achieve their educational goals and break the welfare dependency cycle. A Summer Readiness Program provides orientation to first-time students planning to start in the fall semester.

The International Student Program provides services to over 500 F-1 visa students. One full-time and one-half time counselor, an International Student Technician, a Student Services Assistant, an Outreach and Recruitment Specialist, and two student workers staff the program. The program offers a complete range of services to students including academic, personal, and vocational counseling; assistance with immigration issues; housing assistance; an orientation program at entry; as well as orientation classes and workshops. The International Student Office and International Student Club sponsor co-curricular

activities. These activities include field trips, welcome receptions, formal dances, a weeklong World Culture week, and observance of United Nations Day and International Education Week. A scholarship program has also been established including the new Presidential Scholarship that is based on financial need and academic achievement. Recruitment efforts in the last two years have greatly increased. The college has expanded its print materials, advertisements, and Internet information for this program including an on-line application. The college now enjoys “sister institution” relationships with universities in Japan and Korea and regularly hosts international visitors (www.glendale.edu/international.htm) .

The Transfer Center serves as a focal point for activities and resources that include individual advisement appointments with the transfer counselor as well as four-year college and university representatives. Resources include catalogs of public and private colleges and universities, a monthly calendar of transfer activities, applications to selected public and private universities, articulation agreements with four-year colleges and universities, reference materials on college majors and programs, and lectures and workshops on school selection, application procedures, financial aid, and scholarships. The center also offers four college fairs per year and group tours to southern and northern California universities.

The Health Center provides a variety of services including nursing and physician hours, vaccines, first aid, mental health and crisis counseling, domestic abuse counseling, as well as information and resources. The center has seen a dramatic increase in its utilization due, in large part, to the shrinking resources in the surrounding community. Students are frequently among the uninsured and underinsured. The Health Center has been very active in soliciting legislation to assist with funding issues.

The Financial Aid Office is committed to the principle that no individual who can benefit from a college education should be denied access solely because of a lack of funds. Therefore, the office administers federal and state financial aid programs, conducts financial aid workshops on-and off-campus, provides one-on-one peer assistance to students completing the Free Application for Federal Student Aid, and provides other assistance to students seeking financial aid. Since 1998, the college’s financial aid program

has grown by over 50 percent. Some additional space and staff have been allocated to accommodate the expanding workload and the office annually reviews administrative procedures in an effort to find ways to improve efficiency and streamline the process for students and staff. Most information is available to students through the college’s website or the campus kiosks. In addition, improvements have been made in the written information available to students, transmission of information to state and federal agencies and overall customer service, including on-line access to all financial aid forms and automatic electronic submission of Cal Grant application information for all students.

The Center for Students with Disabilities (CSD) provides a variety of mandated support services in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and Title V of the California Education Code. Students with verified disabilities may receive services, accommodations, and specialized classes that are designed to provide full access to programs, classes, and activities. In an effort to promote academic success and self-sufficiency, the Center for Students with Disabilities faculty and staff concentrate on providing the most appropriate educational accommodations based on a student’s limitations. Services may include assessment, specialized tutoring, test-taking accommodations, note-takers, readers, mobility assistance, interpreters for the deaf, and academic counseling.

The CSD provides alternate media for qualified students, including electronic access to books and classroom materials, enlarged text and Braille materials. In addition, the CSD provides adaptive technologies for those students who are not otherwise able to access educational materials. The CSD also supports the Workability III program. Guided by the premise that every student has the inherent desire to be a contributor to society, this program focuses its efforts on the placement of job-ready students in suitable employment. Workability III operates in conjunction with the State Department of Rehabilitation. Specialized classes and workshops that concentrate on time-management, improving test-taking and note-taking skills, self-advocacy, and interdependence are also available each semester. Students who attend these classes benefit from the advice of a highly-qualified faculty. Additionally, the CSD provides classes in Adaptive Physical Education

and Physical Reintegration and offers developmental English classes designed for individuals with learning difficulties. The deaf program provides hearing-impaired and deaf students with interpreting and captioning services and English classes taught using sign language. These services and specialized classes provide support in an effort to maximize students' access to campus resources and instructional opportunities.

The Career Center offers students the opportunity to talk to specialized counselors concerning life goals, vocational plans, career options, and choosing colleges and majors. In a relaxed and confidential setting, the staff at the center helps with in-depth career exploration and provides short answers to specific questions. The staff can help the student save hours of research time by using the center's numerous computerized systems that contain information on a wide range of questions related to career choices. The center also offers semester-length and 8-week classes in occupational planning and job search strategies. Other student development classes are designed to give students study in a group format. Computerized interest inventories have increased efficiency in counseling students. The addition of more computerized career resources has greatly enhanced the accuracy, access, and sophistication of the career information available for student and community use. The partnership of the Job Placement and Career Centers produces more cross referrals for students' resume preparation and general job information. The Career Center is a referral hub for all academic counselors, faculty, and community members (www.glendale.edu/new/services/career/).

Non-credit and community service programs are located at the Adult Community Training Center at 1122 E. Garfield Avenue in South Glendale. The facility houses the Continuing Education Office, the Community Services Office, CalWorks, the Office Skills Center classes, a Developmental Skills laboratory, and non-credit ESL classes. It also includes a Job and Career Center providing assistance to students in resume-writing and job search skills, services, and resources. A Mental Health counselor is available to offer short-term, situational, and crisis counseling to students enrolled in any of the non-credit adult education programs. There are also academic counseling services offered by counselors who work primarily with high school diploma/GED,

rehabilitation, and ESL, as well as California Training Benefits recipients. The academic counselors provide services such as transcript evaluation and advisement to students seeking a high school diploma or the GED, and assistance to non-credit adult education students who wish to transition to the credit programs. Noncredit continuing education courses provide educational opportunities for those seeking personal and occupational improvements. Noncredit courses include business education, parent education, GED preparation, ESL classes, basic reading, math, and writing, high school diploma classes, a wide range of classes for retired adults, and home arts. Other courses may be developed to meet the special needs of those desiring general interest studies. Classes are scheduled at various locations throughout the area (www.glendale.edu/actc/).

The Office of Student Affairs administers a wide variety of services and activities to help students broaden their educational experiences at Glendale College. Under the direction of the Dean of Student Affairs, the office provides administrative support and supervision to the Associated Students of Glendale Community College (ASGCC), the Glendale College Bookstore, the ASGCC Business Office, the Scholarship Program, School Relations and Student Outreach, the Service Learning Center, Student Activities, the Early Childhood Education Literacy Program, Tell Me a Story, Tutors Today/Teachers Tomorrow, and the Men's and Women's Intercollegiate Athletic Programs. Several units operate directly from the Office of Student Affairs including the Student Activities Program, ASGCC, and student clubs and organizations, the Scholarship Program (with more than \$2 million in scholarship funds and 500 annual awards), and Student Judicial Affairs. Additionally, the office manages an emergency loan program to assist students who need temporary assistance with purchasing books and school supplies.

Evaluation

Glendale College has an extensive system of student support services. The Health Center and the Center for Students with Disabilities are held as statewide models for replication. The depth and breadth of the college services unit is supported by a student-centered philosophy shared by all of the service programs. In addition, the state has designated the

Adult Re-Entry Center as a pioneer and exemplary program for the past 29 years, one of the first Adult Re-Entry Centers at a community college in the state of California.

Increasing demands coupled with budget deficits and legislative mandates regularly challenge all programs. The service programs employ an increasing number of strategies, such as multiple delivery methods and technology, to meet the needs of diverse, non-traditional, and new-immigrant populations.

While the number of student educational plans completed for students has steadily increased, there still remains the need to provide a student educational plan for each matriculated student. Many students still make only brief contacts with counselors during the drop-in service hours that do not sufficiently meet their needs for counseling, advisement, and student educational plans. To improve this situation, the Counselor Caseload Program assigns a counselor to all new students so that they receive adequate counseling services.

The mentoring program for students developed jointly by the Adult Re-Entry Center and the American Association of University Women recently received recognition from the Governor's Office.

The International Student Center expanded its office space five years ago and now offers a workspace for students. The center now offers an expanded housing assistance program. The numbers of international students grew proportionately with the college until fall 2001. Since September 11, 2001, the new visa issuance process has made it a challenge to maintain that growth rate.

From 1998 to 2002, the number of students served by the Center for Students with Disabilities increased 33 percent. The college has a burgeoning population of deaf students; the cost of interpreting services threatens a disproportionate impact on the center's budget. Special English classes for deaf students show promise in increasing written language skills and reading comprehension. Serving newly immigrated non-English speaking students continues to challenge the staff. Section 508 of the Rehabilitation Act and requirements for producing instructional and other printed materials in alternate media placed a new level of compliance and workload demand on the program.

During spring, 2002, 13 new adjustable work stations placed in computer labs around campus significantly increased the number of accessible labs. The addition of new buildings and remodeled older buildings removed many pre-existing architectural barriers. Transporting mobility-impaired students is an on-going challenge that will be alleviated by the completion of the new college services building and elevator project. The program's faculty and staff now number 27 including recent additions of one full-time and one-half time new high tech specialists, one full-time learning disabilities specialist, one half-time adapted physical education specialist, and one full-time alternate media specialist.

The Matriculation Site Visit Team recognized the Career Center as a model program. Student demand dramatically challenges the staff each year. Student participation in the Student Activities program has increased slightly in recent years. Students formed new clubs and organizations and increased participation in the governance process of the college. Student participation in student activities will probably increase with the occupancy of the new facility.

Plan

The college completed its research and chose a new enterprise system that will integrate administrative, instructional, and support records and functions. It is hoped that a paperless environment can be achieved with the enterprise system. In 2001, all student service units engaged in a Process Engineering exercise that resulted in a new service delivery model based on the counselor caseload concept and the implementation of the new enterprise system. Phase I has been implemented and is currently being assessed. Section 3.6 of the Master Plan describes the new improved service delivery plan (Ref. 5-8). Members of the College Services Division will continue to have an Annual Retreat that facilitates exploration, discussion, and evaluation of strategies, policies, upgraded information and interventions to help improve the services and programs.

The Technology Mediated Instruction Committee and the Technology Mediated Services Committee will continue to convene regularly to help evaluate their respective needs in order to better instruct and serve students using technology.

In light of the recent cutbacks with the state budget, the college should:

- Maintain the staffing in the Career and Job Placement Centers
- Increase student awareness of Student Development classes
- Establish additional scholarships for Adult Re-Entry students
- Continue EOPS involvement in all areas of campus life to be sure the concerns of disadvantaged students are considered in the decision-making process
- Continue to increase the outreach efforts for the International Student program and to meet the challenges of new regulations, particularly the implementation of the Student and Exchange Visitor Information System (SEVIS)
- Expand the Transfer Center university tours and liaison with area colleges and regional organizations
- Continue to streamline the disbursement process of financial aid
- Develop a fully accessible college website for students with disabilities
- Develop a plan for CSD staff to maintain currency and increased knowledge in their fields
- Evaluate student needs through increased communication via a variety of media such as satisfaction surveys



5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Description

The involvement of students in planning, support and development services is fostered through shared governance, which insures the representation of all constituencies of the college: administration, faculty, classified staff, and students. The Associated Students of Glendale Community College (ASGCC) Legislature appoints student representatives to a wide variety of

committees. All elected officers of the ASGCC are mandated to serve on at least one governance committee during their tenure. Students have two voting members seated on many major governance committees.

During the first month of each semester, the student legislature formally appoints two student representatives to each governance committee. Students are prepared for their service through a faculty-led orientation designed to teach them about the governance system and their responsibilities.

These responsibilities are:

- 1) Preparation for all committee meetings by reviewing the agenda and minutes of the previous meeting and/or meeting with the committee chair to discuss relevant issues prior to meeting;
- 2) Attendance at all meetings or assignment of an alternate in the event of absences (Note: attendance is strictly enforced; students missing more than 25% of meetings may be subject to removal);
- 3) Submission of reports on committee business to the ASGCC Legislature; and
- 4) Maintenance of consistent communication with the committee chair.

The Spring Student Survey, conducted by the Research and Planning Unit, queries students about recognition, usage, and satisfaction of college services tri-annually. Students are randomly selected in both day and evening classes across all disciplines. Program managers use the data to modify and improve their programs. The 2001 survey results are attached (Ref 5-9).

Evaluation

Through committee representation, students have participated in the planning and evaluation of program policies and procedures. Their on-going feedback assists in the evaluation of the depth and breadth of services. For example, when tutoring hours were decreased during recent budget cutbacks, students protested strongly to the Student Affairs Committee and obtained redress of this particular issue. Student input has been responsible for major revisions to college policies and regulations. These policies include

student conduct, sexual harassment, crisis intervention procedures, fees, matriculation, prerequisites, and visitors on campus. Direct student involvement helps to determine what is most beneficial to students.

The ASGCC was also actively involved with faculty and administrators in opposing the state budget cuts. Students and faculty mailed 8000 postcards to the State Governor and legislators to make their opposition known. They also set up an advocacy website, made classroom presentations, and participated in on- and off-campus rallies. The ASGCC allocated \$10,000 to support the protest.

The Spring Student Survey is for the most part a quantitative tool employing a scale format to elicit feedback. There exists a need to gather qualitative data from students as well. Continued student interviews or focus groups could assist the student services managers and staff by having students voice their feelings about the adequacy and quality of college services, as well as providing an arena to generate suggestions for improvement.

The ASGCC installed feedback boxes in the Administration Building, the San Gabriel lobby, the San Rafael lobby, and the Library lobby to allow students to express feelings, make suggestions, and recommend remedies. The ASGCC provides cards for these boxes and collects them weekly. The ASGCC Campus Relations committee reviews suggestions and sends them to the appropriate departments or addresses the suggestions directly.

The ASGCC has initiated several new activities to inform students of how and why the Legislature affects the decision making process of the campus community and the procedure for presenting their comments to the ASGCC. The ASGCC officers make classroom presentations each semester about the function, location, and procedures of the legislature. The ASGCC also sets up information tables during the first weeks of each semester to assist, inform, and recruit students. The ASGCC-sponsored Inter-Organization Council also gives club representatives an opportunity to bring issues to the table for discussion and action. These concerns are presented to ASGCC representatives on governance committees, who, in turn, pass them on to the campus wide committees.

Plan

The college should investigate and implement student focus groups to address questions and campus concerns. The college should also implement brown bag lunches for students to discuss campus and class related frustrations among themselves and with elected student officers. The college should continue to develop vehicles to solicit comment from all students such as the feedback boxes. Adequate student representation on governance committees should continue.



5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other biases and are regularly evaluated to assure effectiveness.

Description

The admissions process at Glendale College begins with the application packet (Ref. 5-10), which outlines each step for admission, i.e., personal college identification number, assessment, and orientation information. Admissions personnel also provide counseling information, a listing of special programs, and Student Telephone-Assisted-Registration System (STARS) directions. The college application packet includes information on additional student support programs such as the Career Center, Adult Re-Entry Center, and the Evening Childcare program. The Dean of Admissions and Records regularly reviews the Admission Application to insure that it is friendly and that it is available in many places on campus. In addition, an on-line application is available.

Glendale Community College has a well-developed and comprehensive assessment system. The Research and Planning Unit, in consultation with the relevant academic divisions, regularly evaluates placement tests. The college validates placement systems according to the methods published in the state Chancellor's Office's Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges. The initial validation of placement instruments requires evaluation of test bias; subsequent revalidation requires evaluation of other biases such as disproportionate impact.

Currently, the college uses the Chancellor's Office approved College Placement Test (CPT) for English and math tests, as well as the California Math Diagnostic Test for student placement. Most recently, the Research & Planning Unit submitted revalidation information on cut scores and disproportionate impact for the locally developed English Language Essay Sample and the ESL Listening/Speaking Test. Both tests received approval. In addition to the aforementioned instruments, the college uses several second-party instruments.

On high school campuses, the college provides COMPANION (to the CPT), math and/or English tests to some juniors and seniors for placement into GCC's math and English courses. The U.C./C.S.U./CCC Chemistry Diagnostic Test has also been approved and is used effectively. Although the use of the CAPP reporting software and the College Board/CPT has been working well for several years, the college continues to evaluate additional assessment instruments and is moving internally and with vendors to provide on-demand computerized testing for all areas. Additional information on validity, reliability, effective non-test bias, disproportionate impact, and the effectiveness of cut scores is kept on file in the Research and Planning Unit.

Evaluation

As a matter of course, the goal of assessment has been to ensure at least a 70 percent student success rate of initial student placement. The college is meeting or exceeding goals in all the assessment areas. The Research and Planning Unit regularly monitors the assessment process to ensure that placement outcomes are consistently satisfactory and testing procedures are not biased against new populations. All of these activities are coordinated by the Assessment Committee and are a shared-governance effort. Concern for student success has led to the development of curriculum specific to the amelioration of weaknesses identified through assessment. Research data collected from the assessment process is regularly shared with the English, Math, and ESL divisions for their consideration with curriculum development.

Two FTE Student Assessment Lab Assistants, one PTE Student Assessment Lab Assistant, and one FTE Student Assessment Lab Technician staff the

Assessment Center. Due to budget constraints, the staff no longer includes any hourly proctors. Testing is available year-round, and the schedule includes day and evening hours. Due to budget constraints, the Assessment Center is no longer open Saturdays.

Plan

The college should continue to monitor the assessment process for effectiveness and make improvements with the use of technology. Currently, the college is exploring the use of "Write Placer" software that can provide immediate feedback on student essays. In approximately two years, Student Services will work with the relevant academic departments (English, math, and ESL) regarding any changes in assessment practices.

Funding and space are ongoing concerns. With the implementation of mandatory placement testing, the Assessment Center will require additional resources and space to accommodate the demand. Fully computerized instruments will facilitate efficiency. There will be adequate space allotted in the new Student Services Building to accommodate this essential service.



5.6 The institution provides appropriate, comprehensive, reliable and accessible services to students regardless of service location or delivery method.

Description

The college continues to make a significant effort to ensure that its services are available to and used by its regular daytime, evening, weekend, off-campus, and online students. It increases its use of existing electronic media and explores new technologies to provide information and services to students. The college is still intent on providing services responsive to evolving student needs and is using technological advances, funding opportunities, and the addition of new staff for that purpose.

Several vital service programs expanded evening hours, including the Child Development Center, Academic Counseling, Job Placement, the Career Center, Financial Aid, the Health Center, EOPS, Center

for Students with Disabilities, Adult Re-Entry, the Transfer Center, and the International Students Program. The Learning Center maintains academic and writing tutorial services as well as supplemental instruction opportunities. The Transfer Center organizes university fairs for both daytime and evening students each semester.

In addition, the Adult Community Training Center provides advisement to assist ESL, Workforce Investment Act and high school students in their transition to the college. Students also take advantage of credit workshops, tutoring, case management, assessment, and course placement. The college encourages students enrolled in any of the non-credit adult education programs or classes to seek counseling, support, and referral assistance from the mental health counselor. The Job Placement and Career Centers provide assistance in developing resumes and cover letters, filling out job application forms, preparing for job interviews, job search assistance, and employment-related fax and telephone services.

Student Development 100, "Student Orientation to College", is offered in 4-, 6-, and 16-week formats. These classes, in addition to being offered on campus, are also available via WebCT, an Internet online curriculum tool used to supplement classroom instruction. In addition, students can access an online orientation program on the college's website.

MyGCC, the student portal, is available to students online. It provides information such as unofficial transcripts, class schedules, cancelled classes, personal financial aid information, registration dates, and other information vital to students.

The Office of Admissions and Records has fully implemented STARS (Student Telephone-Assisted-Registration System), which accommodates both continuing and new students. It features a wait-list component and automatically checks prerequisites. Also, an online application form is available on the college's website. Online registration is slated for implementation in fall, 2003, and other services will be implemented with the enterprise system.

The college provides updated computer workstations for each counselor with access to Internet resources, articulation, transfer information, and email. Counselors communicate with their caseload students via email. In addition, CounselLink, a new online

resource under evaluation this year, assists counselors in obtaining important information needed to facilitate educational planning and transfer, as well as downloading and printing college petitions and forms.

Students continue to obtain grades, class lists, book lists, registration, and financial aid award information on kiosks. Kiosks contribute to the efficiency and productivity of vital campus services and offices by reducing lines at the Admissions and Records Office and at Financial Aid.

Evaluation

The College Services Division provides comprehensive and extensive services to a diverse student body. The Matriculation of students from admissions to goal completion, as well as all college service programs, are monitored and evaluated for innovation and responsiveness annually. Improvements in service delivery continue to be evident. Services have been expanded to include more evening hours. The division evaluates and implements technological advances to improve efficiency and productivity in service delivery.

While assessment and counseling services are available at the Adult Community Training Center, they are not adequate to reach the over 6000 students currently enrolled. Additionally, new state funding and regulations will necessitate the expansion of activities and services for the non-credit student population.

The institution provides minimal weekend services and, though the current state budget situation is unlikely to improve in the near future, the need to increase the number of student services offices available during the weekend is still evident. The educational programs of the college have struggled to include more instruction on Saturdays. The college maintains a PACE program that requires additional counseling services, library use, and utilization of the learning assistance programs.

The college continues to explore use of the educational cable television channel to deliver services such as student development classes and financial aid workshops.

Plan

The college will continue to investigate the provision of services in distance-learning formats, as well as

the addition of community-based kiosks. STARS and online services will improve with the implementation of the ERP system.

College Services will also continue to use new information technologies to improve the availability and accessibility of matriculation processes. Also, effective use of new technology in student and caseload services will require increased efforts to provide appropriate training and cross-training of all service personnel through Staff Development.

The college will apply for government funds and implement a non-credit matriculation program to further assist non-credit students.

Lastly, with all the information, public and confidential, that is being disseminated and accessed through the college, it is important for the college to stay in compliance with the Family Educational Rights and Privacy Act (FERPA). The FERPA Committee meets regularly to confer and discuss oversight issues. In addition, the FERPA Committee expanded its responsibilities to include faculty and staff training programs. The Dean of Admissions and Records is writing an informative article on FERPA which will be published in *The Grapevine*, a newsletter distributed by email to faculty and staff. In addition, FERPA is reviewed at Academic Information Meetings and Student Affairs.

Glendale Community College is committed to protect student records and information and will continue to evaluate its current and future policies and explore additional strategies and resources to maintain compliance with FERPA.



5.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

Description

The college has a large number of activities to address its diverse population and assesses and develops programs as issues arise. Generally, the campus climate is viewed as safe, accepting, and friendly. The administration addresses the few isolated racial and ethnic issues in effective and positive ways.

The college's Student Equity Plan (Ref. 5-11) includes information on student outcomes by gender, age, disability status, and ethnic group. Annual updates to student outcomes data are included in the Campus Profile (Ref. 5-12), published annually by the Research and Planning Unit. Student equity and campus climate have been periodically studied through surveys and focus groups. The publication "Assessment of Campus Climate, Spring 1995" (Ref. 5-13) reports on a 1995 student survey of climate issues with results reported by gender, ethnicity, and age group. Students were positive about the campus climate, but Asian students, young students, and white male students tended to be less positive than other students. Follow-up student focus groups indicated that ethnicity differences in perceptions of the college were not widespread, and that classroom tensions exist between older and younger students.

Campus climate and student equity were studied again in the 2003 spring student survey, the results of which appear in *Student Views 2003* (Ref. 5-14). Again, the results showed that students are positive about most aspects of campus climate (except parking), but that younger students have less positive perceptions than older students. Gender and ethnicity differences are relatively small.

Student equity issues are also addressed in the instructional program review document. Section 3 (Ref. 5-15) of the document provides program-level data on student enrollment, retention, and success for each of the ethnicity, gender, age, and disability groups defined in the Student Equity Plan. Programs compare their outcomes with college-wide averages and address any notable student group differences.

The college created a faculty release-time Diversity Coordinator position. The coordinator organizes culture-based lectures, workshops, and panel discussions. A variety of films focused on cultural issues provide additional opportunities for dialogue. These campus programs address diversity and support students of different backgrounds.

The Alliance for Minority Participation (AMP) has increased the number of ethnic minority students involved in the sciences over the last nine years. The program started with approximately 30 students involved and has, over the years, developed into a full-fledged program. Currently, there are over 70 students who participate in the program every year.

The college always plans activities in February to commemorate Black History Month. Milestones in African American History are highlighted in lecture, film series and readings. In addition, March is designated as Women's History Month with presentations, discussions, and workshops on particular women in history and women issues both within classrooms and outside of the classroom. Both events have gained popularity over the years.

Campus clubs reflect the diversity of the student population. These clubs reflect the cultural, academic, and recreational interests of students. The Scholars Program and Alpha Gamma Sigma are academic organizations that draw significant numbers of students each semester. Cultural clubs include the Association of Latin American Students, OLHE, Armenian Student Association, Filipino-American Student Association, Asian Pacific Islander Movement, Persian Students Association, and the United Cultural Council. Some related academic clubs are the Pre-Med Club, Psychology Club, Anthropology Student Association, and Dance Club. General interest clubs include People Against War, the Pep Club, the Student Art Association, and the Chess Club.

The Center for Students with Disabilities (CSD) provides a supportive environment designed to meet the academic needs of students with disabilities. The program offers: Adapted Physical Education and computer courses, proctoring and classroom accommodations, student computer workstations equipped with various assistive technology, a loan program for Braille Note, a device for portable note taking b blind students, positioning aids, conversion of print to alternative formats, counseling services, the Instructional Assistance Center, the High Tech Center, workshops for faculty and staff through Staff Development, workshops for school district counselors and faculty specialists, workshops for parents, tours for high school students from Glendale, Burbank, Los Angeles, and Pasadena, two student clubs: the Deaf Culture Club and Delta Sigma Omicron. The center is also sometimes invited to act as advocate/ advisor for Individual Educational Plan (IEP) meetings at high schools.

Each year the International Student Program sponsors a week of activities showcasing the cultures of the international student population. Their annual fashion show and food fair fill the quad with students, faculty and staff. The week culminates with a dinner-dance

hosted by international students. With attendance of 150-200 faculty, staff, and students, the dance is a popular event. In November, the program sponsors International Culture Week by having students make presentations about their cultures and experiences in America.

Students Talk About Race (STAR) is a recent addition to the Service Learning Center offerings. It provides opportunities for 60 to 70 Glendale Community College students to become facilitators serving 1000-1200 students in local middle and high schools in programs that discuss racism, sexism, homophobia, and stereotyping.

The ASGCC also sponsors cultural events on campus. Armenian Genocide Day, Cinco de Mayo, Cesar Chavez's birthday are recognized annually. The Inter-Organizational Council supports these events with grants for campus-related projects.

The First Year Experience (FYE), a federally funded TRIO Grant from spring 1997 through Spring 2001, was a positive experience and a stepping stone for some of the new ideas such as the Welcome Center for new students, College: Making It Happen Day for underserved and low income students, the National Outreach Program, and the development of more student lounge space for student clubs to meet and socialize. Unfortunately, the Summer Bridge Program, an intensive math and study skills workshop, has been discontinued due to loss of funding.

The Spring Student Survey that includes some of the questions used in Campus Climate Survey will replace the Campus Climate Survey mentioned in the previous report. The results of this survey will be distributed in summer 2003.

Multilingual employees staff many offices of the college. Currently, students who need translation can receive help in the following languages: American Sign Language, Arabic, Armenian, Chinese, Czech, Farsi, Tagalog, French, German, Hindu, Indonesian, Italian, Japanese, Korean, Laotian, Portuguese, Romanian, Russian, Spanish, Thai, and Vietnamese.

Glendale Community College is also in partnership with local high schools, middle schools, and elementary schools to help address the issues of student preparation and success at the college level. Counselors work with students in mostly low-income

immigrant areas of Glendale and the neighboring Los Angeles communities.

Evaluation

There are many worthy activities on campus making scheduling of events challenging. Distribution of the master calendar and the Weekly Bulletin to various campus offices is helpful, but the college needs to be sure that the information in these items reaches all students. My GCC and the *El Vaquero* will facilitate the flow of information.

The new Diversity Coordinator schedules lectures, films, field trips, and panel-led discussions for students and staff to explore current cultural issues.

Plan

The college will create an online master calendar to help with planning events on campus for all constituents and will address the issue of potential competing activities.

With the implementation of the ERP system, student notification of events and programs will strongly improve.

The Master Planning Committee is considering alternative student activity hours.

The college will create email accounts for students to provide a way to inform students about campus activities.

When state funding improves, the college should reinstate the FYE program. This program, funded through federal TRIO monies, was extremely effective for first generation college students. When federal funds were withdrawn, the college was unable to maintain the program.



5.8 The institution supports a co-curricular environment that foster intellectual, ethical and personal development for all its students and encourages personal and civic responsibility.

Description

Glendale Community College encourages students to play an active role in campus life through participation

in student government, clubs and organizations, and other campus leadership programs.

Associated Students of Glendale Community College (ASGCC)

The ASGCC is the official student government organization and voice of the student body. The ASGCC Legislature meets weekly to approve expenditures, establish and review policies, and coordinate programs and services that benefit students. Staffed by twenty-one elected officers and five appointed representatives, the Legislature consists of the following standing committees: Executive, Finance, Administration, Campus Activities, Campus Relations, and Campus Organizations. The Dean of Student Affairs, the Student Activities Coordinator, and an academic counselor serve as advisors to the organization.

The ASGCC administers a substantial annual budget (Ref 5-10) that supports more than one hundred campus departments, activities and services. The ASGCC Finance Committee develops and manages a budget that is funded via a voluntary student activities fee. Included in the budget are two grant programs that finance grant proposals from faculty, staff, and students. Campus Project Support (CPS) grants provide faculty and staff with funding for special projects while Student Organization Support (SOS) grants fund initiatives from student clubs and organizations.

The college encourages students to participate in ASGCC and club-sponsored activities during the campus activity hour held on Tuesdays and Thursdays from 12:00-1:00 p.m. The ASGCC and student organizations utilize the activity hour to hold club meetings and sponsor a well-rounded selection of events that include cultural, educational, social, and philanthropic programs. The ASGCC has also co-sponsored programs with faculty such as Aids Awareness Week, Domestic Violence Awareness, Women's History Month, and Black History month.

ASGCC officers also play an important role in campus governance. Every ASGCC officer is required to serve on at least one governance committee, and each committee has at least two student members. The Student Affairs Office provides orientation and training sessions for student representatives on governance committees. These representatives are required to

attend their assigned committee meetings and submit regular reports to the ASGCC Legislature.

The J. Walter Smith Student Activities Center and Bookstore project was finished and occupied in January 2000. The ASGCC agreed to finance the construction of the new facility through revenue it earns from the Glendale College Bookstore, a business enterprise of the ASGCC. The new bookstore has vastly increased space that provides measurably improved service during rush periods as well as expanded retail and storage areas. The Student Activities Center now has centralized reception and administration areas. The ASGCC gained executive offices, workstations, and a conference room. The new building also features a 1300 square foot open space with workstations and meeting areas for 35 student organizations. The 2400 square foot conference center divides into three separate conference rooms. The conference facility is available for use by campus and community organizations to host special events, meetings, banquets and seminars.

Student Affairs Office

Under the direction of the Dean of Students Affairs, the Student Affairs Office coordinates a wide variety of activities, programs, and services that broaden student educational experiences outside of the classroom. The goal of the Student Affairs Program is to provide students with opportunities to develop leadership skills through participation in student government, campus leadership, and college governance. Cultural programs, campus activities, and student clubs and organizations provide additional avenues for student involvement.

Supervised by the Student Affairs staff, thirty-eight clubs and organizations give students opportunities to explore special interests and serve the campus community. Students may choose from an array of clubs organized around four themes: academic achievement, cultural, religious, and special interests. Each organization has a faculty or staff advisor who provides guidance during meetings, supervises club activities, and oversees club finances. All student clubs gather together during the bi-weekly Inter Organizational Council (IOC) meetings coordinated by the ASGCC.

The Student Affairs Office organizes numerous student leadership development programs including

leadership retreats for student government members at the beginning of each semester. In addition, the staff conducts ongoing training for student leaders through IOC in-service training, leadership workshops, and targeted advising for student clubs and organizations.

Student government leaders also attend several conferences throughout the year. These typically include the CalSACC Presidential Summit, the CCCSAA Student Leadership Conference, the San Diego State University Leadership Institute, the Community College League of California Student Trustee Workshop, and the National Conference for Student and Women Leaders in Education. The ASGCC also sponsors student club member participation at various conventions statewide and national conventions.

Student Development 171, Student Leadership, is a required class for ASGCC officers and is open to all students who are interested in developing their leadership skills. Taught by the ASGCC faculty advisor, SD 171 addresses the fundamentals of student leadership including ethics, leadership theory, parliamentary law, group dynamics, campus governance, conflict resolution, and problem solving. Students may enhance their knowledge of leadership through National Field Studies 148, a class also taught by the ASGCC faculty advisor. This elective course provides summer backpack and outdoor experiences that include formal leadership instruction.

Evaluation

The college places a strong emphasis on the student leadership, campus involvement, and participation in out-of-class learning activities. The well-financed ASGCC Legislature, fully-staffed Student Affairs Office, and dedicated student activity hours are evidence of the college's commitment to promoting campus life. The new Student Activities Center provides student leaders with an exceptional facility in which to work, meet, socialize, and establish a sense of community among diverse groups.

The ASGCC provides students with numerous opportunities to develop leadership skills and enhance their classroom learning experiences. Student leaders benefit from valuable organizational management experiences, and their participation in campus governance exposes them to real world decision-making processes. A strong financial base enables

the ASGCC to have a significant and positive impact on college life by sponsoring student services, campus activities, and co-curricular offerings that directly benefit students.

Students may explore and promote a variety of interests through the diverse array of student clubs that enrich campus life. However, some clubs suffer from lack of strong student leadership or committed advisors. The Student Affairs Office needs to recruit more faculty and staff to serve as club advisors. Faculty should encourage students to become active members of the college community through participation in the student organizations.

Plan

The college will maintain and expand current student development and leadership training opportunities for students and will promote enrollment in Student Development 171. The college will continue to recruit more faculty and staff sponsors as the numbers of clubs expand. The college allows faculty to use their club sponsorship as flex hours as an incentive for participation.



5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

The college completed a comprehensive survey of each program and department which has record maintenance mandates and compiled the information in the following table:

Type of Student Records Maintained in your department and where	Time Period Records are Maintained	Method of Securing Records	Are Records Maintained Confidentially (Y/N)	Describe Procedure for Retention	Who has access to the records
Academic Counseling	Files are kept for active students for as long as students are active. When students become inactive files are kept for an additional two years.	Metal file cabinet	Yes	Records need to be kept as long as students are enrolled in the institution. A report is requested each term from IT to determine status of students.	Counselors, office staff
Assessment Center: Assessment Tests	CPT & ESL Tests--6 months; FAA--2 years; Results maintained on College VAX for 5 years	Metal file cabinet	Yes	Student testing records are maintained for period set by academic department.	Assessment Manager and staff members
Athletic Department: Student athlete records are maintained in the Student Affairs Office, separate from the Athletic Department	5 years	Fireproof file cabinet	Yes	Student athlete records are retained indefinitely.	Dean of Student Affairs and the Eligibility Secretary
California Opportunity and Responsibility for Kids (CalWORKs)	5 years	Locked file cabinets	Yes	Files set up as new enrollees enter classes. Inactive student files are kept in a separate drawer.	Case managers, administrative staff
CalWORKs/GAIN/Welfare-to-Work files are stored in the CalWORKs office SF114. Enrollment, Financial Aid, and DPSS information is in each file.	5 years	Locked cabinet	Yes	Records are stored confidentially and annually reviewed.	Staff & DPSS monitors/auditors

Type of Student Records Maintained in your department and where	Time Period Records are Maintained	Method of Securing Records	Are Records Maintained Confidentially (Y/N)	Describe Procedure for Retention	Who has access to the records
College Police: The GCC Police department does not maintain Student Records. We maintain crime reports in accordance to State and Federal Justice Departments. Many records contain names of persons who might also be students but records are not segregated.	Various periods as required by law.	Locked cabinet	Yes	Department of Justice Retention Schedules	Courts, District Attorney, and others as permitted by law
Community Services: Registration Forms	5 years	File boxes	Yes	Records are retained permanently	Director, Program Assistants, Clerk
Continuing and Community Education: Continuing Education positive attendance summary	3 years	Locked Office	Yes	Files are rotated	Dean, Division Chairs, Faculty
Continuing and Community Education: Continuing Education student registration forms	3 years	Locked Office	Yes	Files are set up each semester, old files moved to storage	Dean, Division Chairs, Faculty
Continuing and Community Education: G.E.D. educational development test results are maintained in the office of the GED Proctor	Permanent	Locked file cabinets	Yes	Updated monthly	GED Chief/Alt., Examiners, Proctor, Office Staff
Continuing and Community Education: High School Diploma Graduates– stored in file room at ACTC Campus	Permanent	Locked file cabinets	Yes	Set up for new students	Counselors, Office staff
Continuing and Community Education: Traffic School-related papers/letters, certificates & audit reports	5 years	Fireproof cabinet	Yes	N/A	Instructors and staff
CSD: Records maintained in Center for Students with Disabilities	All current and unenrolled–5 years	Fireproof cabinet	Yes	Files are set up annually for new students and updated for returning students	Faculty and approved staff

Type of Student Records Maintained in your department and where	Time Period Records are Maintained	Method of Securing Records	Are Records Maintained Confidentially (Y/N)	Describe Procedure for Retention	Who has access to the records
EOPS/CARE: Student EOPS/CARE files are maintained in the EOPS Annex	Current, eligible student records are maintained while student is enrolled. Files are maintained for eligible students for one semester. Files of eligible students that have missed more than one semester for the program are stored for 5 years	Current files are in file cabinets, stored files are in cardboard boxes	Yes	Files are created for students that meet specific EOPS/CARE eligibility requirements. Files are updated each term.	Director, staff, counselors and student workers
Financial Aid Office: Financial Aid Applications and Awards Information	Student files—3 years after the last award year, or if federal loan—3 years after the student's last date of attendance	Fireproof file storage facility		After July of each award year, files for students who have not yet applied for aid for the subsequent year are moved to storage and files that have met the 3-year limit are shredded	
Health Center: Health records—students	10 years	Cabinet/server	Yes	Files are set up as needed	Appropriate Health Center staff
International Student Office: Applications and counseling records	5 years	Locked file cabinets	Yes	Rules are set by federal law	Office staff, counselors, dean
Job Placement Center: Student applications and off-campus referrals	2 years	Computer system	Yes	Records are deleted after 2 years of inactivity	Manager, Student Services Tech., and Student Serv. Assist.

Type of Student Records Maintained in your department and where	Time Period Records are Maintained	Method of Securing Records	Are Records Maintained Confidentially (Y/N)	Describe Procedure for Retention	Who has access to the records
Job Placement Center: Student Employment Records are kept in the Job Placement Center	5 years plus or including 1 year after termination of employment	Locked file cabinet	Yes	Files are set up for student workers and updated for returning students	Manager, Student Employ. Tech., and Student Serv. Assist.
Student Affairs Office: Student incident reports and disciplinary files and any supporting documents are maintained. Student athletic records are also maintained in the Student Affairs Office	3 1/2 years	Locked file cabinet	Yes		
Tuition: Student employee time records are maintained in the Payroll Office	Permanent	File cabinet or bankers box	Yes	Files are set up for each academic year	Payroll employees
Tuition: Student fee payments and refunds are maintained in the Student Fees Office	5 years	File cabinet or bankers box	Yes	Files set up for each semester	Student fee and accounting employees
Workforce Investment Act (WIA) Trainees: Student applications are maintained in the Adult Community Training Center, Community Services administrator's office	1 year active, 2 years in storage	Locked file cabinets	Yes	File updated monthly for 1 year, moved to college storage thereafter	Case managers, administrative staff

Evaluation

The college diligently complies with industry standards as well as federal and state regulations for retaining and archiving student records. Most offices are able to guarantee secured back-up files of student records through affiliation with an outside agency database (Athletic Commission, US Department of Education, etc.) or by maintaining duplicate records on the college's VAX system as well as the department's own computer programs (Financial Aid files, EOPS records, Assessment).

Although the college's long-range plans include electronic storage of records, only the Admissions Office has successfully incorporated record imaging into its procedures, at this point. Other programs store archived records in designated secure sites, but the records are kept in cabinets that may not be fire retardant or otherwise disaster-proof. The need for additional campus-wide record storage space continues to be identified as a college-wide problem, both because of space restraints and cost. Finding alternative methods of record storage that meet federal and state regulations, while keeping within the college's space and budget restrictions, is a concern for all programs.

The Admissions and Records Office takes responsibility for remaining up to date on FERPA and other state and federal regulations regarding confidentiality, and informing other departments when changes occur. Following FERPA guidelines, the college recently changed its policy to allow for disclosure of student directory information.

Protecting student confidentiality and privacy rights is a college priority. In order to provide a secure method for disposing of documents and papers with student identifiable information, the college contracts with a shredding service.

Plan

The college plans for a new enterprise system that includes the incorporation of document imaging. The installation of an enterprise system will allow the college to move toward its goal of becoming a paperless environment and provide the means for electronic maintenance and storage of records with appropriate levels of security.



5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Description

The college evaluates its student services through a number of governance-related activities and annual reports submitted by all departments. In addition, College Services administrators and staff participate on most governance committees, including those charged with oversight of the delivery of student services and student life. Student Affairs is a major governance committee that oversees subcommittees for Assessment, Matriculation, International Students, Student Fees, and Technology Mediated Services.

Program Review

Every six years, a program review committee consisting of faculty, staff, and students evaluates each College Service area. The procedures for Program Review are established through governance and include an extensive written evaluation of program effectiveness, student satisfaction, and staff interviews. Review results proceed to the Program Review Committee and the Governance Executive Committee. It is the intent of the Governance System to base budget and planning decisions on Program Review recommendations.

College Services Annual Report

At the end of each academic year, each College Services area manager reports significant accomplishments or changes that have occurred in their student service areas during that year. This information is organized into an annual report by the Vice President of Student Services and distributed to the Board of Trustees and other offices on campus. The report presents discussions, program descriptions, accomplishments, and goals in a way that exemplifies the College Services' philosophy of providing an array of inter-related services for the purpose of facilitating access and success for all students at Glendale Community College.

Tri-Annual Student Satisfaction Survey

Every three years, the Research and Planning Unit surveys approximately 15 percent of the student body about their familiarity with various Student Services, how often they use the services, and whether the programs are effective. The survey allows students to voice their opinions of College Services programs and this information is then used by the individual services to measure program effectiveness and develop strategies for program improvement. The most recent survey results were published in the "Student Views 2002: Results of the 2002 Spring Student Survey" (Ref. 5-9). In addition, the annual "Campus Profile" provides demographic information used to evaluate student service needs and to target specific services.

Faculty Evaluations

Opportunities for student comments on the performance of College Services counseling and teaching faculty are available through evaluations conducted at the conclusion of each semester. The results of the evaluation are tabulated and maintained as part of the individual personnel files.

Staff Meetings

Department deans and program coordinators meet weekly with the Vice President for College Service Cabinet meetings. In addition, most College Services areas conduct regular weekly or monthly staff meetings. Academic Information meetings and College Services Division meetings occur on a monthly basis. The college holds full-day retreats several times a year to discuss major issues, such as the implementation of the case-load counseling model and long-range planning for College Services.

Process Engineering Program (PEP)

PEP strategies were used by managers and staff to develop plans for a reorganization of College Services, establishing the counselor caseload model, and to set standards for evaluating potential computer systems. College Services view process engineering as an effective tool for evaluating and improving programs.

Program Reviews

In addition to campus-generated activities, categorically funded programs are subject to federal and/or state review or audit. EOPS, CSD, and Matriculation submit annual program plans and evaluations to the California Community Chancellor's Office as required by Title V. In addition, during 2002, the Chancellor's Office conducted program reviews of EOPS and CSD. The EOPS and CSD convene Advisory Committees of college and community representatives each semester to review and evaluate the programs. The Matriculation Committee meets monthly to review the Matriculation Plan and program. This committee makes recommendations for revisions to Student Activities. The Financial Aid Office submits required annual federal reports, such as the FISAP and provides all information requested by the California Student Aid Commission.

Evaluation

College Services departments evaluate themselves regularly through a variety of means. Planning is done on an inclusive basis with a high level of staff involvement. The college applies process engineering principles whenever possible to provide a sound rationale for changes that are made in services or organizational structure. In compliance with the recommendations of the last accreditation report, the student satisfaction survey provides students with a means for relating feedback on the effectiveness of student service programs. However, this report provides fairly general information and needs more specific student feedback collected at the department level.

Plan

Each major College Service area will continue to implement surveys and/or focus groups in order to receive regular student feedback on the specific services and programs that it offers. Each area will also generate recommendations for improvements.

REFERENCES

- 5-1 College Catalog
- 5-2 Schedule of Classes
- 5-3 Student Handbook
- 5-4 Public Information Mailer
- 5-5 Community Services Educational Pamphlet
- 5-6 Assessment CAPP Form
- 5-7 College Application
- 5-8 Master Plan, 3.6
- 5-9 Spring Student Survey
- 5-10 College Application Packet
- 5-11 Student Equity Plan
- 5-12 Campus Profile 2002
- 5-13 Assessment of Campus Climate, Spring, 1995
- 5-14 Student Views 2003
- 5-15 Program Review Self-Study, Section 3
- 5-16 ASGCC Annual Budgets, 2002-3, 2003-4