

# Standard 4

## Educational Programs



### **DIMITRIOS SINODINOS**     Age 28

Dimitrios came to the U.S. from Greece, and entered GCC as a business major. He was soon approached by ASGCC President Alen Andriassian to join student government, where he served two terms as a senator. At that point, Dean of Student Activities Paul Schlossman encouraged him to run for president. Dimitrios was elected and describes his term as president as being pivotal. He switched his major to political science, and became active in raising the level of student awareness of information, rights and resources. In turn, Dimitrios talked both Dan Wenger and later Antonino Patti into running for president.

Dimitrios received his B.A. in Public Policy cum laude from CSUN, where he also received the Political Science Department's Award of Excellence. He was selected as CSUN's representative to the Leon Panetta Institute, which consists of the outstanding political science graduate from each of the 23 CSU campuses for a semester internship in Washington. He served under House Representative of Foreign Policy Adam Schiff, for 4 ½ months. Dimitrios cites his internship as the most exciting time of his life and says that the intense energy each day was truly invigorating. Dimitrios is currently in CSUN's master's program majoring in Comparative Governments and International Relationships. His future plans are uncertain but he does want to teach and, of course, be involved with student activism and awareness.

Dimitrios says that GCC gave him the drive to be involved. He has learned a lot from his mistakes, believing that "the journey is the key," and that if things fail—you should just go back and fix them! Dimitrios credits Paul Schlossman for teaching him long-term scope, counselor Joe Puglia for being a father figure and providing emotional support, and Alen Andriassian, current Student Services Coordinator, for being his mentor.



## **Standard 4 Committee**

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# standard 4: Educational Programs

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

## 4A General Provisions

*4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.*

### Description

As defined by the California legislature in AB 1725, 1988 (Ref. 4-1), the mission of Glendale Community College, in order of importance, follows:

- 1) “rigorous, high quality degree and certificate curricula in lower division arts and sciences and in vocational and occupational fields,”
- 2) “remedial instruction, English as a second language instruction, and support services which help students succeed at the postsecondary level,”
- 3) “adult non-credit curricula in areas defined as being in the state’s interest,”
- 4) “community services courses and programs.”

The college provides these services for a diverse population. In fall 2002, the credit student population was made up of the following groups (Ref. 4-2):

Caucasian	50%	(32% Armenian, 18% European)
Hispanic	25%	
Asian	11%	
Filipino	6%	
Other	8%	

Women constitute 59% of the credit students and men 41%. Their median age is 28 years, and 11% are returning students. Approximately 49% plan to transfer; 18% are here for vocational, certificate, or job training purposes; and the remainder are pursuing a general education or their personal interest. Two-thirds of our students are non-native English speakers, 70% score below transfer-level English, 83% score below transfer-level Math, and some 900 have disabilities. This diversity of backgrounds, skill sets, and educational goals creates demand for a wide variety of programs and services at the college.

### Transfer program:

Glendale Community College offers a two-year curriculum equivalent to curricula available in the freshman and sophomore years at the University of California (UC), the California State University (CSU), and other four-year colleges and universities in the United States. A comprehensive college transfer program qualifies students for junior standing in most four-year institutions. Students can choose a core set of courses that meet general education breadth requirements. The college has articulation agreements with all UC and CSU institutions as well as most other four-year schools in the Los Angeles basin. All UC and CSU articulation agreements can be found at [www.assist.org](http://www.assist.org). The other four-year school agreements can be found at [www.AICCUtransfer.dagsoft.com](http://www.AICCUtransfer.dagsoft.com) or on the university’s home page.

### Vocational and Technical Education Program:

This program responds to the vocational and job training needs of students and to the business community that supports the local economy. The

college offers comprehensive certificate programs through six divisions: Allied Health, Technology and Aviation, Business, Visual and Performing Arts, Language Arts, and Physical Education. All vocational and technical education programs have advisory committees with representatives from business and industry working with faculty to identify program needs and changes to keep the curriculum current (Ref. 4-3).

### **Pre-College Program:**

The increasing number of students with low levels of English, ESL, and math skills is a significant challenge to Glendale Community College. The college has developed an extensive ESL program and well-articulated ladders of pre-college courses in both English and math. In addition, the college has developed new cooperative efforts to address the needs of basic skills students. Some examples follow:

- The Non-Credit/Continuing Education Development Skills Laboratory and the Language Arts Division jointly offer credit developmental reading and English courses.
- The non-credit Parent Education Department offers family literacy course work taught in two local elementary schools.
- The “Connect with English” ESL telecourse is designed to help high beginning to intermediate ESL students improve their listening and comprehension skills and vocabulary development.
- Glendale Community College, California State University, Los Angeles, and California State University, Northridge English faculty are collaborating with local high schools to align curricula and standards for a seamless transition from high school to college.
- The College Prep English program has developed an English class offered to seniors on seven local high school campuses. This course serves as a prerequisite for college-level English courses.
- Local high school and college faculty have collaborated to align math curricula and grading practices and to improve student advising.
- A social science collaborative between Glendale Community College and area high schools

addresses pedagogy and ways to meet high school standards while still preparing students for the critical thinking skills required in college.

- The Step Up to College program, provided jointly by Glendale Community College and California State University, Northridge staff, works with at-risk ninth through twelfth graders to prepare them for college, providing tutoring, mentoring, and college readiness and financial aid information.
- Two Gear Up grants, one with Glendale Unified School District and one with Los Angeles Unified School District, support a cooperative effort to better prepare students for college-level course work.
- Glendale Community College and local high school faculty collaborate to streamline the transition from high school to college for students who are not native speakers of English.

### **Non-Credit/Continuing Education Program:**

The College provides non-credit/continuing education for residents of Glendale and surrounding communities. All non-credit education is the purview of Glendale Community College through an agreement with the Glendale Unified School District, which offers no non-credit education. This comprehensive program offers classes for seniors, parents, and those needing English as a Second Language instruction, basic skills, high school diplomas, and entry-level job-skills training. These programs, which are offered through our Adult Community Training Center (ACTC) in South Glendale, on the main campus, and at other sites of convenience for the community, include a variety of short-term certificates through the Business Program. With the advent of welfare reform and the desire to reach underserved residents, the college continues to expand its Non-Credit/Continuing Education Programs. The Non-Credit/Continuing Education Program serves as a significant feeder to credit instruction as demonstrated by the fact that approximately 16 percent of students enrolling in credit classes had previously taken non-credit classes (Ref. 4-4). The college provides tours of the main campus and non-credit programs on the main campus to increase and institutionalize matriculation from non-credit to credit programs.

## **Community Services:**

In addition to state-supported offerings, the Non-Credit/Continuing Education Program provides fee-based courses to the community through the Glendale College Community Services Education Program. This program offers a variety of recreational, avocational, self-improvement, and training opportunities in high-intensity, short-term quarterly sessions. The Community Services staff also sponsors a monthly swap meet at the college to raise funds to support college activities. The Community Services program annually enrolls approximately 15,000 area residents and is completely self-supporting. One new initiative is a partnership with the Glendale Unified School District to sponsor a fee-based summer school for area elementary students who would otherwise have no enrichment programs during the summer.

## **The Professional Development Center (PDC):**

Coordinated from its own central office located in Montrose, the Glendale Community College PDC offers training programs for Southern California industry and the local workforce. The PDC is funded by grants awarded by the California Employment Training Panel. The college offers these programs at company sites and at PDC sites located in the southern California region. Since 1985, the PDC's customized, hands-on programs have helped over 24,000 workers from more than 3600 companies. The center's dynamic training approach asks employees to apply new skills to actual job assignments, and since training is always within the context of real work, retention is increased and the benefits are immediate. After participating in PDC training, customers often report increased productivity, efficiency, and higher employee morale.

## **Special Programs:**

The college has developed a number of programs for the educational needs of special groups of students and offers comprehensive support structures to strengthen their opportunities for academic success. Some of the more prominent among these programs follow:

**SCHOLARS:** The Scholars Program offers academically accomplished students the opportunity for more intensive study on a higher intellectual level than is

normally possible in most undergraduate courses. Two programs are currently offered, the traditional Liberal Arts Program and the new Glendale College Science Academy for Science Majors program. Students successfully completing these programs receive a variety of advantages including priority consideration for admission to many universities such as UCLA, UC Irvine, and Occidental College, and, in some cases, guaranteed admission. The Scholars Program has a high transfer rate that has helped place the college among the most successful community colleges for overall transfer (Ref. 4-5).

## **ALLIANCE FOR MINORITY PARTICIPATION (AMP):**

An agreement between Glendale Community College and California State University, Northridge provides scholarships for minority students who are interested in majoring in the sciences, mathematics, engineering, or computer science. Minority students entering this program are not only guaranteed admission into CSUN, and a high probability of acceptance into the UC or CSU system, but also are given a summer bridge/academic enrichment program, a generous stipend, and a multi-function graphing calculator. A faculty mentor is assigned to assist AMP students with any problems they may encounter during their studies at Glendale Community College. Students may apply for paid summer employment in their major after the first year of the program. The college also provides supplemental instruction and tutoring in transfer-level math and science classes.

## **LOS ANGELES COLLABORATION FOR TEACHER EXCELLENCE (LACTE):**

The Los Angeles Collaboration for Teacher Excellence was a five-year National Science Foundation grant pairing five community colleges with five four-year colleges to encourage and support potential teachers in science and math. The grant ended in 2001. LACTE continues as a campus club that supports students interested in teaching science or math. The club sponsors activities such as a Meet the Teachers Roundtable and a Student Symposium.

**SERVICE LEARNING CENTER (SLC):** The Service Learning Center (formerly the Volunteer and Service Learning Center) is in its ninth year of operation and

continues to work with faculty to integrate service learning into course curricula. In addition to curricular projects, the SLC engages in co-curricular projects that serve the community in various ways, such as the Students Talk About Race project, the Cesar Chavez Day of Service, and the Martin Luther King Birthday Celebration. These activities and projects highlight and address issues of diversity, social justice, and community building. The SLC incorporates civic responsibility into the various components of the program. Each year over 100 course sections offer service learning in some form. Approximately 1250 students serve in over 200 different agencies each year. The SLC also trains program staff both locally and nationally.

The Glendale Community College SLC is one of only two community college programs to completely institutionalize this program following completion of the initial grant. The SLC at GCC has been recognized as one of the finest programs of its kind in the nation.

**SUPPLEMENTAL INSTRUCTION (SI):** The college has developed one of the largest SI programs in the California community college system, serving forty different courses with over 100 workshops. Specially trained students lead these workshops. This program, which supports thousands of students each year, has won a state award and is highly appreciated by both its student participants and the faculty members who use it in their courses.

**DIGITAL PHOTO IMAGING:** Digital imaging is an essential experience required in the areas of animation, graphic design, video/media, and photography. Using software and computer hardware, students create images that are digitally enhanced, edited, organized, presented, stored, or made interactive. In 1997 the Visual Arts Program acquired a digital facility allowing animation, graphic design, media, and photography programs to address this digital imaging need. Digital imaging has been incorporated into many of the existing program courses. Advisory boards have been established or recently updated for the animation, graphic design, media, and photography programs. The recently revised photography certificate requires the newly created digital photo course. A web design certificate

was created three years ago, and the animation certificate is currently under revision.

**TUTORS TODAY, TEACHERS TOMORROW (T4):** The T4 program is funded through the State of California under the formal name Teacher and Reading Development Partnership (TRDP). The program serves students whose goal is to become a kindergarten through eighth-grade teacher. In partnership with California State University, Los Angeles (CSULA) and the Glendale Unified School District (GUSD), students complete all of their lower division liberal studies coursework at GCC and then transfer into the CSULA blended multiple-subject program as liberal studies majors. Students complete their bachelor's degree and preliminary teaching credential simultaneously. While at GCC, students are placed in one of five GUSD elementary schools where they tutor elementary school children who are reading below grade level. The students work under the supervision of a credentialed mentor teacher and earn a monthly stipend plus an educational award at the completion of 450 hours of tutoring. Students have received supportive services in the form of cohort classes, academic counseling, an advisor at CSULA, and free books and supplies. Unfortunately, the program has become a much smaller one due to state budget cuts.

**TEACHING U.S. HISTORY:** The Teaching American History program is funded through a U.S. Department of Education Grant aimed at improving the teaching of K-12 History. Glendale Community College and the Glendale Unified School District received a three-year \$1,000,000 grant to improve the quality of U.S. history instruction in the GUSD. GCC instructors teach three traditional courses: two semester-length U.S. History Surveys and the History of California. In addition, the college offers a series of short summer institutes: the Asian-American Experience, the Armenian Experience, the Chicano Experience, and the Native American Experience. The college offered three additional special topics courses in the summer of 2003: the African-American Experience, the U.S. Constitution, and U.S. Historiography. In the future the program will offer a semester-length course on the Armenian experience to provide local K-12 teachers with a broader background in the

predominant culture of the greater Glendale community. There are two interrelated goals of this program. The first goal is to immediately improve the quality of history teaching within the Glendale Unified School District by developing skilled new teachers and by updating the knowledge and skills of current instructors. The second objective is to permanently improve U.S. history education through the development of on-site coaches as discipline-specific resources.

**HIGH SCHOOL OUTREACH:** The college and the Glendale Unified School District have developed several collaborative efforts designed to benefit high school students and to increase high school transfer rates to the college. A full-time counselor who meets with parents and students is assigned to focus on the educational planning, recruitment, and retention of high school students who are coming to the college as Jump Start students.

Among the courses that have been offered are the following:

**Jump Start:** High school students dual enroll at GCC, taking courses such as Electronics or A+ Certification/Computer Repair at the high school site. Upon completion of these courses, Jump Start students are prepared to enroll in the intermediate level courses at the college.

**Robotics:** High school teachers and high school students, scientists, and engineers from Jet Propulsion Laboratory, and Advanced Technology college instructors and college student tutors collaborate in a robot construction competition. Lectures and team building activities are held at local high schools.

GCC faculty also go to local high schools to work with high school faculty and students in the following programs: Animation, Culinary Arts, Media Arts (Video & TV), Cross-segmental tutoring is offered between the college and the high schools in various vocational and academic disciplines.

**CENTER FOR STUDENTS WITH DISABILITIES:** A fully staffed Center for Students with Disabilities provides a wide range of services for those who can benefit from college instruction with the aid of in-classroom or outside-classroom accommodations. Physical access to and modifications of classrooms meet the provisions of Section 504 of the Rehabilitation Act of 1973 (Ref. 4-6).

The Center for Students with Disabilities serves students with verified physical, learning, communication, visual, and hearing disabilities or significant health impairments. Qualified students receive services and accommodations based upon the educational limitations imposed by their disabilities. Special classes in reading, writing, study skills, college orientation, adapted computer technology, and adapted physical education are offered.

**DIVERSITY PROGRAMS:** Glendale Community College is committed to open access and reasonable accommodation to all students. Changes in the cultural and linguistic demographics have necessitated increased staff training, modified curricula, and new instructional strategies. These strategies include videos, discussion groups, ethnic food bazaars, outside speakers, and fund-raising activities. Faculty and staff receive sensitivity training about the needs of an increasingly diverse student and employee population.

Staff development sponsors three significant programs designed to expand awareness of cultural issues:

1. **Cultural Diversity Program** – This program organizes several events throughout the academic year to explore and celebrate the diverse cultures of the college. These activities and workshops are open to all faculty, staff, and students.
2. **Women’s History Month (WHM)** – WHM is a month-long celebration of the contributions of women through history. The celebration includes classroom lectures, special exhibitors, and speakers. Both the campus and the Glendale community are invited to attend events.
3. **Black History Month (BHM)** – BHM is a month-long celebration of the contributions of African-Americans throughout the history of the U.S. This celebration includes lectures, exhibits, and invited speakers. Both the campus and the Glendale community are invited to attend events.

In addition, the Diversity Program sponsors workshop sessions that explore issues of diversity and tolerance in the community and attempts to meet the cultural and intellectual enrichment needs of all students and employees. Finally, numerous other programs aimed at large ethnic groups such as Armenian, Filipino, etc. are also conducted.

**TITLE IX COMPLIANCE:** There have been significant additions in the area of Title IX compliance since the last accreditation report. The athletic departments have added a half-time athletic trainer and a general worker. The general worker assists with the gym set up for the home volleyball, basketball, soccer, and softball games. A full-time women's physical education/health instructor was hired. In addition to her teaching responsibilities, the new instructor has developed a Fitness Instructor Certificate program.

## Evaluation

The credit curriculum remains the core activity at Glendale Community College. The credit curriculum addresses the needs of students transferring to four-year institutions, students seeking terminal AA and AS degrees, vocational certificates, and career-oriented students. During the last five years, the college has implemented an upgraded program review process that has assessed all of the 70+ academic programs at the college (Ref. 4-7). This review effort, combined with increased financial support from the state (1998-2002), has resulted in significant improvements in program quality as well as increases in the size and number of programs offered. Until recent budget cutbacks, the college had increased its full-time equivalent students (FTES) by over 40 percent since the mid-1990s. The number of degrees and vocational certificates conferred had increased by a similar percentage.

The California Senate Office of Research commissioned a study by the Institute for Higher Education Leadership and Policy to examine transfer rates by the California Community College system (Ref. 4-8). Their report indicates that GCC is performing above expectations on transfers to four-year institutions. The data include transfers to private as well as public colleges and universities.

GCC has increased offerings in Continuing Education, including ESL classes, GED, and business office skills. The success of these programs is partly measured by the waitlist, which extends several semesters.

## Plan

Currently there is a huge unmet demand in the community for programs and services in both credit and non-credit areas. In 2002, the voters of Glendale

passed Measure G, which provides the college with \$98 million over a ten-year period for facilities and infrastructure improvements. These funds will be used for new parking structures and classroom buildings at our main campus and at our Adult Community Training Center (ACTC) located in south Glendale. In addition, the college will use funds to remodel existing facilities, upgrade water, power, and HVAC capabilities, and to acquire a modern enterprise software system to coordinate all aspects of college administration. These facility expansions will provide more efficient and effective services to a greater number of students.

In fall of 2003, the college opened its new Cimmarusti Science Center consisting of two new buildings (Cimmarusti Center and Santa Barbara) and two fully remodeled buildings (Camino Real and Arroyo Seco). This state-of-the-art facility is home to the Chemistry, Physics, Math, Geology, and Oceanography programs. New laboratory facilities for Psychology, Geography, Economics, Statistics, and Anthropology are also included in the Science Center. The centerpiece of the Science Center is a new \$1 million Sky Scan digital projection system to teach Astronomy and host special presentations for the community.

The college plans to expand and improve its programs that serve special needs populations through new academic offerings, directed services, and grant funding activities. The college will expand its on-line course offerings, especially "hybrid" sections that use both traditional classroom instruction and on-line learning activities.

The college is in the final stages of completing two years of work on the Educational Master Plan. In the coming years this document will be a blueprint for our academic programs. Additionally, the college is developing procedures to closely integrate the budget process, resource allocation, program review, and planning activities.



*4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced within a reasonable time.*

## Description

All certificate and degree programs are designed so that full-time students can complete the program in two years. While many students take considerably longer to complete certificate and degree programs, others seek to accelerate their time to degree and certificate completion. The college is making major efforts to accommodate both the variety of student scheduling needs and the various levels of student preparedness for college level instruction.

**Entry Skills:** Degree acquisition is affected by the fact that a high percentage of the college's entering students are below basic college level skills in one or more areas and two-thirds are non-native English speakers. For these reasons, the college has instituted ways of increasing student awareness of course entry expectations, better preparing them for college-level courses, and more effectively placing them in courses commensurate with their skills. The changes described below are designed to start students at the appropriate level, thus reducing time to degree by reducing failed attempts.

Recognizing that even classes with no formal prerequisites have minimum skill expectations, in 1994 the college published its first *Course Expectations* book (Ref. 4-9). The book, revised in 2002, is a valuable guide to students and counselors in identifying skill ranges, based on placement in reading, writing, and math. This book is available for sale at the college bookstore. The college catalog also maintains updated information about changes in prerequisites and degree requirements.

The math department proactively encourages high school students to take math in their senior year, even if they are not required to do so, so that they are better prepared for placement in college-level math courses. Also, the math department has created new preparatory (and remedial) math courses, and expanded basic courses from one to two semesters to prepare students for transfer-level classes from college algebra to higher-level courses. The math department also added self-paced classes.

To better prepare high school students for college-level English, the college instituted the Bridge Program, which, in conjunction with seven feeder schools, prepares students in local high schools to write thesis-based essays based on evidence drawn from reading and trains them in developing research

skills. Statistics demonstrate that students in the program have a greater success rate in Freshman English when subsequently enrolling at the college.

In conjunction with English faculty, the college has refined the list of placement tests, effectively channeling more students into the preparatory Composition and Reading class before allowing them to enroll in Freshman Composition. As a consequence, more students who are insufficiently prepared for Freshman Composition are placed in lower-level English classes on entering the college.

With the placement tests in both English and math refined for greater accuracy, students should be more appropriately placed at their skill levels and therefore better prepared to move up to college-level, transferable courses.

## Scheduling:

The college has developed several programs to accommodate student schedules.

**NON-TRADITIONAL SCHEDULING:** In order to use our facilities more efficiently and to offer classes for students who work a traditional work schedule, the college expanded class offerings on Friday evenings and Saturdays. These sections filled indicating student demand existed for such services. For the 2003-2004 academic year these, off-hours services were eliminated or reduced dramatically due to severe budget constraints. The college plans to reinstate these off-hours services as soon as funding permits.

**COMPRESSED SCHEDULE:** Glendale Community College moved to a compressed schedule for the fall and spring terms beginning in fall 2001. These semesters are compressed from 18 to 16 weeks. Daily class schedules were reorganized to accommodate longer class meeting times. As a result of this compression, fall classes begin after Labor Day and end before Christmas. While there was no measurable impact on student success, there was a positive impact on FTES growth and matriculation as well as a more efficient use of facilities. Schedule compression created time for the addition of a winter intersession.

**WINTER INTERSESSION:** A winter session was added in January and February of 2002. Course offerings focus on required classes that support student matriculation. Both the compressed schedule and

the winter session are very popular with students (Ref. 4-9). There was a six percent growth in FTES between the first two winter intersessions with an identical number of classes. Success rates are comparable to regular terms.

**SUMMER SESSIONS:** A second summer session was added prior to the college's previous accreditation. The second summer session offers basic and transfer courses, using the college's facilities during non-peak times. There has been significant growth in both summer sessions since our last accreditation. Both the summer sessions and the winter intersession allow the college to expand the populations it serves. (Budget cutbacks have temporarily reduced summer to a single session.)

**ONLINE, HYBRID, AND TELECOURSES:** Glendale Community College offers a variety of online, hybrid, and telecourses. These courses require less synchronous student participation than traditional courses. Online courses are virtually completely non-synchronous, allowing students to complete coursework according to their schedule. Totally online courses include courses in Computer Science/Information Science (CSIS), Math, and Music.

The college offers several hybrid courses (combined online and onsite) including Accounting, CSIS, and Math. These courses require fewer onsite student hours than traditional courses, combining the strength of onsite student/faculty interaction with the power of media-assisted education. Both the online and the hybrid courses are supported by WebCT, an interactive platform that provides two-way, interactive technologies including video, audio, PowerPoint, discussion boards, chat rooms, and email. The music courses use Etudes software.

The college also offers a number of telecourses in ESL, Child Development, and Psychology. The Credit ESL Division offers telecourses at two levels of English proficiency to serve those students whose schedules do not allow regular college study. The telecourses are designed to help beginning level and high-beginning to intermediate level students improve listening comprehension, grammar, and vocabulary development. Students view videos specifically designed for these levels. These videos are supplemented with additional drills, exercises, and tests administered by the instructor in bi-weekly class sessions.

**PACE:** Project for Adult College Education (PACE) is a five-semester program designed for working adults. These classes meet in the evenings and on Saturdays. Completion of the program provides a transfer AA degree and satisfies the general education transfer requirements of all California state universities. Enrollment has been full in this program since its inception in 1998.

## Evaluation

The number of students completing their academic goals has increased significantly since our last accreditation, including transfers to four-year colleges and universities, associate degrees, and vocational certificates. GCC transfer rates and degree and certificate awards rank among the highest in L. A. County. Entry-to-completion times have been reduced, despite the fact that increasing numbers of students require pre-collegiate instruction before they can succeed in college-level classes.

GCC's success in helping more students achieve their educational goals over shorter time periods is due to a combination of factors:

- Increasing the number of ESL, English, and math class sections that are prerequisites to virtually every academic and vocational program has reduced the enrollment bottleneck faced by many students. The college has attempted to maintain this increase by cutting fewer sections in these three areas even in light of recent budget difficulties.
- GCC continues to balance the number of basic skills classes with traditional university, GE, and elective classes to meet ever-changing student needs.
- Adopting the compressed fall/spring calendar and adding a winter intersession has smoothed the matriculation pathway. Student surveys indicate a strong preference for the new year-round calendar (Ref. 4-10)
- Improved assessment, more accurate placement, better prerequisite schemes, improved college orientation and services for first-time college students, enhanced retention efforts, a new academic counseling model, information literacy workshops, on-line course coordination software,

course redesign and other Title V activities, and various pre-college and student development classes have all contributed to across-the-board improvements in student success. (Many of the efforts listed here are described in detail in other sections of the document.)

- In-service training and collaborative skills sharing workshops have raised faculty awareness of the importance of early intervention.
- Improvements in class scheduling and resource use, have resulted in better filling existing classes and laboratory sections.

## Plan

Buildings remodeled and added with Measure G funds will temporarily provide an abundance of classrooms. This luxury permits more flexibility in matching student work schedules to academic class schedules. More importantly, GCC will continue our commitment to raising student success rates by reinstating the programs and services lost due to budget cuts.

Faculty members and administrators have attended workshops, training sessions, and conferences on learning outcomes assessment techniques. Following this accreditation, a college-wide dialogue will commence for the purpose of incorporating the measurement of student learning outcomes both measuring program success and more effectively allocating institutional resources.

The new ERP system will include a web-accessible student module that will facilitate registration, on-line course enrollment, and, eventually, automated student education plans and degree audit.

The college will continue to track student educational goals at entry and how these goals change over time, using this information to refine programs and services to match student needs.

The college governance structure, in conjunction with the Academic Senate, is implementing Research Across the Curriculum (RAC) and information literacy activities that are expected to increase success and matriculation rates.



*4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

## Description

Each year, the Research and Planning Unit produces data on the efficiency, success, and productivity of all credit instructional programs. As part of program review, college services and non-credit programs produce data that address the efficiency and success of all other college programs. Additionally, program review establishes the relationship of each program to the college's mission and long-range plan.

### Program Suspension:

College leaders use program review data and other data to identify programs that may be reduced or eliminated. Once programs are identified, campus leaders meet with the programs to examine strengths and weaknesses of the program, and to develop a plan for continuance, reduction, or elimination. The plan includes key performance indicators, timelines, accommodation of affected students, and staff retraining. Since the last accreditation, the college has applied this methodology to eliminate the Fashion Design, and Cosmetology programs. The students in these programs have received counseling and assistance to help them complete the programs prior to the program elimination date.

### Transfer Requirement Changes:

When changes are made in the general education and major preparation requirements for the California State University, the University of California and private universities, college counselors, faculty and staff are notified by campus governance documents and e-mail announcements. The entire staff also has Internet access to Assist, a website that clarifies articulation agreements.

### Certificate Program Changes:

Modifications made to certificate programs are communicated to students and faculty in handout form and through electronic media.

## Graduation Requirement Changes:

Graduation requirement changes are approved by the Academic Senate and disseminated to division chairs and counselors. They are printed in subsequent editions of the catalog and the class schedule and are also available on the Internet.

## Evaluation

Programs are rarely eliminated, but when they are, students are contacted directly to describe optional pathways to reach their educational goals and to offer them various counseling services. Electronic media has greatly enhanced notification to students, faculty, and staff of programmatic changes to transfer requirements, certificate programs and graduation requirements. The college uses the published catalog, e-mail, the college web pages, the student GCC Internet Web-Portal, the Assist web page, the student newspaper, governance meetings and communications (paper and electronic) and Board of Trustee communications to keep students, staff, and faculty updated on all programmatic changes.

## Plan

The current infrastructure and communications procedures used to disseminate programmatic changes are performing at a very high level. When implemented over the next three years, the college's new ERP software system will enhance our effectiveness in this area with new advanced, integrated, and automated tools.

The Academic Senate, the Master Plan Task Force, and the administration are collaborating to establish a permanent policy for program reduction and elimination. When complete, this policy will outline procedures for evaluation, revitalization, and elimination of programs.



*4A.4 The institution provides sufficient human, financial and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of service locations or instructional delivery method.*

## Description

### Human Resources:

In fall 2003, the college had 242 full-time faculty carrying 62 percent of the teaching load, and 509 part-time faculty with 38 percent of the class hours in the credit program. There were 73 administrative managerial positions, of which 26 were administrators, 34 were classified managers, and 13 were classified confidential. There were 373 classified staff positions, both full and part-time. The number of full-time faculty and classified positions has increased significantly in recent years to respond to growth and the needs of our students. Recent state-wide budget cuts threaten to diminish these gains.

### Financial Resources:

The College's Unrestricted General Fund for the year 2002-2003 had \$58.3 million of new revenue: \$33.9 million from the State, \$19.6 million from local sources, and \$4.8 million from various student fees.

### Physical Resources:

Since 1998, the college has built or remodeled the following facilities:

- Remodel of the Campus Center Building, renamed Sierra Madre (SM): This facility provides new indoor seating for franchise food services, a new seating and kitchen area, as well as office space for Human Resources and Campus Police.
- Construction of a new enlarged Bookstore/Student Services Building (J. Walter Smith Student Center): This facility houses a new bookstore, meeting and conference rooms for student government, and administrative space.
- Central Plaza: As part of the Campus Center/Bookstore project, the old bookstore was demolished and a new Central Plaza was constructed to provide a "green belt" area for student activities and recreation.
- Relocation and remodel of the Annex Building (LR): The Annex Building (renamed Los Robles building) was relocated to an upper campus location for the Culinary Arts program. This building provides dining, kitchen, and classroom space in support of the program.

- Aviation/Arts Building Addition (AA): The expansion of this facility added nearly 4000 square feet of classroom and storage space in support of arts programs.
- Construction of two new science buildings and remodel of existing science buildings: The Cimmarusti Science Building (CS) houses a new digital planetarium along with a public exhibit area. This building includes geology and biology lecture halls as well as classrooms, office space, and meetings rooms. The Santa Barbara Building, which consists of classrooms and laboratories, is the fourth building of the Cimmarusti Complex. The project included remodeling the existing Physics/Biology Building, creating upgraded classrooms, lecture halls, and two new labs. The building was renamed Camino Real. The existing Chemistry/Math Building was completely remodeled creating a new organic chemistry lab. The name was changed to Arroyo Seco (AS).
- Addition of the Fitness Center in South Gym: The project doubled the space of the existing fitness center and added a new second floor with seventeen faculty offices and a "Team Room." The name was changed to Verdugo Gym (VG).

### **Technology:**

Recent technological advances on campus include a computer on each faculty and staff member's desk, new student computer labs, and updated science and business labs. There are now nearly 900 computers available to students in 22 labs. The college recently installed central equipment for a fiber optic network. Classroom computer connections are upgraded as each building is connected to this fiber optic network. All college computers will soon be linked with each other and with the Internet. All students have access to email and may receive instruction in its use.

Each year, more classrooms are equipped with computer-compatible projection equipment, and a video-conferencing station located in Human Resources permits communication with off-campus sites. The college is replacing its old management information system (ERP) with a new, state-of-the-art system to improve scheduling, administrative services, student services, and decision-making processes. The college plans to implement the ERP and has opened

the new Science Center. The college has also hired a new Associate Dean who will focus on classroom technology.

### **Evaluation**

In the past six years, the college has hired large numbers of permanent faculty and staff to accommodate a 40 percent increase in enrollment. On the main campus the college has remodeled and built several new buildings.

The college has made similar technological advances during this time span. The campus is fully wired and networked and employees and students have ready access to the latest equipment and software. The college has recently purchased a new ERP software package from Oracle Corporation that will be implemented over the next three years.

During the 2002-2003 fiscal year, statewide budget cuts threatened the remarkable progress of the last few years and 2003-2004 will see even greater cutbacks. The college has had to postpone purchase of over one half million dollars of scientific equipment planned for the new Cimmarusti Science Center. This will force the college to delay several outreach programs to local schools. In addition, the budget shortfall has forced the college into a hiring freeze and a reduction in force eliminating more than 30 classified and managerial positions.

### **Plan**

In the short term (the next two years) the college will negotiate salary rollbacks, cut non-essential expenditures, and seek grant revenues to minimize the impact of budget cuts on students and programs. Once the current financial crisis is weathered, the college will return to the expansion plans that were established with the Measure G Bond initiative, including expanding our non-credit and credit capacity in South Glendale, increasing our parking capacity on the main campus, and completing a new Nursing/Aviation Building. The college also plans to build a new multipurpose building to house our one-stop student services operation and to upgrade our physical education and music facilities.



*4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.*

## Description

Glendale Community College provides academic advisement to all students through a strong decentralized counseling program. In 2002, the college dramatically changed academic advisement by moving to a counselor caseload system. Each new student is assigned to a counselor or unit. The counselor or unit is the contact person and the connection for the student to the college. All counseling departments have moved to this new model.

Academic Counseling, Admissions and Records, Adult Reentry, the Center for Students with Disabilities, Extended Opportunity Programs and Services (EOPS), and International Students provide advisement as part of their services to students. The Career Center and the Transfer Center provide career and transfer advisement/information to students. Additionally, academic advisement and counseling services are available at the Adult Community Training Center.

A variety of programs provide counselors with information regarding student advisement, including monthly College Services Division meetings, monthly academic information sessions, attendance at other divisions' monthly meetings to remain abreast of developments in each division's curriculum, weekly staff meetings for each counseling unit, conferences, and various Staff Development workshops. A new Counselor Portal with up-to-the-minute information was initiated in 2002. One of the goals of the new Counselor Portal is to ensure that all counselors have easy access to current student information. This portal is on the Web.

Counselors assist students with the preparation of their own individual Student Education Plans (SEP). Counselors also provide special advisement to students on academic or progress probation in a variety of modes including classes, workshops, and individual appointments.

Counselors in the Student Services Unit, which includes Academic Counseling, Adult Re-Entry, Career Counseling, and the International Student Center, along with the counselors in Admissions and Records, EOPS, and the Center for Students with Disabilities provide advisement through a variety of delivery modes including the following:

- individual appointments
- drop-in individual counseling
- orientation workshops
- a variety of Student Development courses including Student Development 100 - College Orientation, Student Development 101 - Freshman Seminar; Student Development 103 - College Orientation for International Students, and Student Development 104 - Orientation for Students with Disabilities.
- special workshops available to all students on a variety of current topics
- visitations to classes to make students aware of services available on campus
- visitations to local high schools for recruitment and advisement
- visitations to the Adult Community Training Center site

The Extended Opportunity Program and Services (EOPS) and the Center for Students with Disabilities (CSD) provide services for students who meet the guidelines for these special population programs, and academic advisement to their special populations in the following ways:

- EOPS has bilingual counselors for advisement.
- The Center for Students with Disabilities has a counselor who uses sign language as well as sign language interpreters to provide advisement when working with students who are hearing impaired.
- The Center for Students with Disabilities also offers advisement information in Braille.

## Evaluation

Academic advisement programs are many and varied at Glendale College. The college makes an effort to inform all counselors of the activities of each unit

and to inform the faculty and staff. However, there is always the danger that one or more student populations will “fall through the cracks.” The college addresses this potential danger with multiple meetings to gather and disseminate information. In addition, teaching faculty often assist by providing counseling on an informal basis.

## Plan

Academic advisement is an important part of the services provided to students at the college. The following initiatives will enhance efforts to improve quality academic advisement:

- The college plans to build a new student services/classroom structure that will support one-step services for students.
- The college will continue implementation of the counselor caseload system.
- The college will provide software for a Student Education Plan and Degree Audit as part of the new ERP.
- The college will expand access to SEP, Degree Audit, ASSIST, and other online information to students and counselors.
- The college will expand both the Student Portal and the Counselor Portal.
- The college will investigate ways in which instructional faculty can assist students with career information and employment opportunities.



## 4B Degree and Certificate Programs

*4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.*

### Description

The mission of Glendale Community College is disseminated to the general public, students, faculty,

and staff through our catalog and on our website. The institution’s degree and certificate programs provide direct support for the five major components of the mission as specified in AB 1725. Thus, all degree and certificate programs of the college fall under one or more of the mission’s programmatic aspects:

- lower division arts and sciences degrees and transfer programs
- vocational educational degree and certificate programs
- English as a Second Language and remedial (basic skills) instruction
- non-credit/adult education
- community services/extension programs
- economic & workforce development

The college has designed its objectives to meet these program components as a comprehensive public community college. The program functions which meet the objective are:

- Associate in Arts/Associate in Science: Education toward the granting of AA/AS degree(s) is provided in accordance with approved graduation requirements. General education and major coursework form the core of the required curriculum, the balance being electives.
- Education for meeting the lower division requirements of a university or a four-year college: The college offers many courses which are equivalent to those available in the freshman and sophomore years at the University of California, the California State University, and other colleges and universities in the United States.
- Education beyond the high school level for vocational competence and/or occupational certification: Training programs are offered for many occupations in business and industry. Certificates are awarded upon completion of the requirements for the occupation-centered curriculums.
- Pre-Collegiate Basic Skills: Educational programs prepare students for collegiate level work.
- Education beyond the secondary level for personal improvement: Recognizing the needs of post-secondary students for education which may lead

neither to education in a higher institution nor to vocational preparation, Glendale Community College offers a diversity of courses which satisfy intellectual curiosity and provide knowledge about and appreciation of our universe.

- Non-Credit/Continuing Education level: A comprehensive program includes basic education, courses leading to the high school diploma, citizenship, English as a Second Language, career and vocational classes, and courses that satisfy the many special interest needs of the community (e.g., Community Service courses).

Each of these six program functions provides an essential component of the mission's mandate in specific ways. While each of the programs offers courses to fulfill the needs of the community, and thereby the mission of the college, they each address different but frequently overlapping functions. Nonetheless, the various instructional units take a consistent approach to degree and program design to ensure coherence and comparability across disciplines, clientele, and venues. Specifically, all courses of any variety are scrutinized as to their compliance with the Mission Statement and appropriate placement within divisions or their respective departmental units.

### **Degree Programs:**

Glendale Community College confers the degree of associate of arts or associate of science upon the satisfactory completion of 60 semester units and the filing of the Petition for Graduation in the Office of Admissions and Records. A broad but rigorous curriculum characterizes the graduation requirements for the AA and AS degree, with 18-24 units concentrated in a major and the remaining units covering a wide range of knowledge and skills, including 18 semester units in General Education.

Three degree options are available based on student needs and interests. The AA degree in General Education Transfer Studies allows students to complete their general education requirements for transfer. This degree also allows students to complete major preparation for their upper division course work to come. Transfer students must choose between a 37-39 unit core Intersegmental General Education Transfer Curriculum (IGETC) or the 39-unit Cal State Breadth certification of the college.

Students who do not seek to transfer may choose among 17 possible majors and receive an AA degree upon graduation. Three of these majors—Foreign Language, Health Science, and Interdisciplinary Humanities—have two or more options for major coursework. The non-transfer (terminal) AA degree requires 18 units in the major.

The AS degree requirements provide a practical yet challenging array of coursework designed to prepare students for the vocation of their choice. Because of its emphasis upon specific training and knowledge necessary for particular vocations, the AS major requires completion of a certificate of 24 or more units. The AS is also a non-transfer (terminal) degree.

### **Vocational and Technical Education Degree and Certificate Programs:**

Although the programs vary, each is designed for specific skill sets for students to prepare to enter the workforce, transfer within the career pathway to the four year university, and/or to upgrade current job skills while employed. For each degree and certificate option, the length, breadth, depth, sequencing, and synthesis of learning are set by the faculty with help from advisory committees with representatives from the community, local high schools and universities, community-based organizations, parents, labor, business, and industry. The Academic Senate, which is composed of representatives from all academic sections of the campus, makes final recommendations regarding the curriculum to the Board of Trustees.

### **Certificate Programs:**

Certificate programs designed for the AS major are programs of 24 or more units and are commonly two-year endeavors for the student due to the sequential nature of the curriculum content. Certificates are of two types to meet a number of student needs. Some certificates, such as Animation, Theater Arts – General, Aviation Airframe Maintenance and Overhaul, and Real Estate Certificates are of a two-year nature (24 or more units), and are designed to act as majors for the AS degree or as a Certificate for those entering the workforce. Other certificates, such as Computer Operator, are one-year certificates (less than 24 units) they are designed only for job retraining, skills update, and/or personal interest, and do not qualify for the AS degree.

## **Non-Credit/Continuing Education:**

While non-credit continuing education programs do not lead to credit certificates, Glendale College educators with credentials, degrees, and experience in their areas equivalent to those of credit faculty design and implement these programs with demonstrable rigor and breadth. The Non-Credit English as a Second Language Division, for example, offers a wide range of courses including an academically-oriented track for students who so choose. All non-credit and continuing education courses are brought through the governance committees for review and approval in a similar fashion to that of credit courses. The college also plans to offer non-credit certificates in the future.

## **Evaluation**

The depth of offerings, though prioritized in importance from lower division/transfer programs to community services, reflects the college's commitment to a genuinely community-based curriculum which serves the requirements and aspirations of our clientele. It is from direct support of the mission that such comprehensiveness stems. Degree and certificate programs largely fulfill the ends for which they were created with our transfer program, for instance, being one of the more successful among the California community colleges. Thus, the Associate in Arts for General Education transfer students functions successfully while fulfilling the stated mission of the college. Community Services addresses a function identified by the mission and does so with fiscal, educational, and community success.

While the breadth of offerings fulfills the mission of the college, it also has been an area of concern as to integration and "bridging" among the various programmatic entities arising from the mission. This lack of integration is not generally due to the various locations away from the main campus where some programs primarily function, but rather stems from having few formal or informal venues for faculty and staff from various programs (even those predominantly offered on the main campus) to interact. Efficiencies of effort and scale could be achieved through greater intra-collegiate collaboration, particularly across the programmatic functions. For example, the Credit and non-Credit ESL divisions could plan to meet once or twice per year to coordinate and collaborate.

The college degrees and programs are quite consistent with Glendale's mission as a community college. Transfer programs are well designed and consistent with university expectations, as shown by the successful transfer of so many of GCC's students. Certificate programs are also well designed, but enrollment in some of them has been weak.

## **Plan**

The college can improve coordination, mutual enhancement, and efficiency among the units which represent the four prioritized functions identified in the college's mission statement by developing and maintaining more formalized avenues of communication and planning. A communication plan could be initiated through the Academic Senate, or the administration, or by other methods.

Creative use of a variety of the college's functions to meet community demand has been a strength of the college. Foreign language programs, for instance, are offered both through our credit language program as well as our community services program. In times of budget austerity, some of the burden of providing these courses can be transferred from the credit to the community services program. Other areas of overlap between credit divisions and their non-credit counterparts, particularly Business and English as a Second Language, should benefit from stronger coordination and collaboration.

The certificate programs that are struggling for enrollment will need to be redesigned or marketed more effectively. Also, with the exception of the Animation, Microsoft Office Specialist (MOS) and Fitness Specialist Certificates, Glendale has created few new certificates in recent years. One option being considered is a joint certificate with the ECT and CS/IS departments. In addition, the curricula of some certificates have been organized into modules, while others have been shortened by allowing students to demonstrate competency through testing out of some of the required courses. Such efforts toward streamlining and collaboration underscore the direction and potential productivity that greater inter-divisional cooperation can foster.



*4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.*

## **Description**

Glendale College has committed itself to clear and thorough identification of degree and certificate content, objectives, and student mastery of knowledge and skills through having a wide variety of dissemination methods, including our catalog, website, class schedule, program brochures, and other media. Current and prospective students are able to determine a given program's entry and completion requirements, learning objectives and expected outcomes, as well as how the program fits into future career or academic pursuits.

### **Catalog:**

The college catalog is the primary source of office information regarding all of our degree, certificate, and transfer programs. The catalog specifies requirements for entrance, sequence of courses for matriculation, and degree or certificate completion in order to ensure students' understanding of a given program and their success in fulfilling it. We identify certificate programs not only in terms of content but also in view of their probable value in employment (Ref. 4-3). The catalog also individually describes each course that makes up any part of a certificate or degree program. Recommended preparation and/or prerequisites are listed for each course to allow the student and counseling staff to determine the appropriate sequence of courses for any certificate or degree program or transfer preparation.

### **Course Outlines/Class Overviews:**

Course outlines contain the content and requirements—including prerequisites or recommended preparation—for all courses. The individual course descriptions and prerequisite information in the catalog must match the course descriptions and prerequisites specified in the most

recent iteration of the course outline on file in the Office of Instruction and in the appropriate division office. The course outline represents the original source information for the course at the college. Faculty members usually initiate and write the course outlines relevant to their field. The course outline is the source for the course content and prerequisite information given in the class overviews (Ref. 4-11) that instructors write for their classes each semester. Each student receives the instructor's class overview by the second week of the semester. Division chairs review the class overviews to ensure thoroughness and adherence to the course outline on file. Thus the college reinforces a clear and consistent dissemination of the most basic course and program content and requirements.

### **Class Schedule:**

Each semester the college publishes a class schedule which contains information about courses and their prerequisites as well as general education requirements for degree and transfer (Ref. 4-12). In addition to the course description and prerequisite/co-requisite information, notes under each course alert students to any other special features of the course, such as credit/no-credit status, availability in the Study Abroad Program, specific days/hours of lecture vs. lab sections of a course, availability of Supplemental Instruction, WebCT, and so on. The appropriate program managers and division chairs prepare the entries for each semester as well as any special notes. Furthermore, chairs and the Associate Dean of Curriculum Management edit the schedule to ensure consistency with the college catalog.

### **Career/Major Pathway Brochures:**

Brochures describing departments, programs, and/or majors are distributed as an information resource and recruitment tool (Ref. 4-13). These brochures are available at a number of on-campus and off-campus locations and are always available in the Administration Building in wall-mounted displays or on the information counter at the main entrance. This material remains available to the public during evening hours after the Registrar's information window has closed. Such publicity gives shorter descriptions but refers the student to other sources that can provide more detailed information, including

the GCC website, an email contact for the program, campus location, and telephone number. Most of the programs introduced in brochures, such as the Scholars Science Academy or the Emergency Medical Technician, make program content, objectives, career preparation and competencies clear enough that prospective students have an excellent basis upon which to evaluate the program.

### **Other Media:**

Also used to publicize the pertinent information about degree and certificate programs are flyers, radio and television advertisements, signage on campus, and printed advertising in local publications. Many such efforts are supported in part by our Glendale College Foundation. Mini-brochures, for example, provide concise and useful overviews of specialized college programs in a professional-quality, visually attractive brochure format. In several divisions, faculty are putting course information material on the college website. This material also offers information about the teacher, which may help students choose a section in the case of multiple-section courses. In addition, the college now produces a weekly television program called Gateways, which is aired on the local cable access channel, to publicize new and existing programs of study. This effort is sponsored by the Glendale College Foundation and provides significant outreach not possible through other more limited and/or more expensive media.

### **Articulation:**

All transfer courses are appropriately articulated and associate degrees are granted upon completion of transfer and local requirements. Certificates and diplomas are awarded upon successful completion of programs which have demonstrated levels of achievement or established equivalences (Ref. 4-14). Additionally, academic and vocational high school and college instructors of like disciplines meet to align curriculum, review core competencies, and determine evaluation methods, including industry, state, and course standards.

### **Evaluation**

Information about degrees, certificates, and courses is widely available to students and presents an accurate

picture of what college programs are, where they lead, and what the expected learning outcomes are for the student. However, although the catalog lists all courses required for each AA major and certificate, none of the majors and only some of the certificates have a description listed in the catalog. Also, none of the majors and certificates list a recommended sequence for completing the required coursework.

### **Plan**

All majors and certificates should have a clear description in the catalog. Also, when possible, all majors and certificates should list a recommended sequence for completing the required coursework. Furthermore, objectives or expected learning outcomes should be stated in the catalog for the AA degree and the associated majors for this degree. Chairs of divisions which have purview over majors should undertake this written specification of the program objectives and learning outcomes for the next iteration of the college catalog and immediate publication to the college website.



*4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.*

### **Description**

The college specifies expected learning outcomes in virtually all of the media that identify programs and certificates. For most programs and certificates, there is a natural articulation between the expected outcomes of the individual course that make up the program and the identified outcomes of the program overall. The fluid nature required of the response to the need for adaptive academic programs results at times in the development of a certificate or program being formulated to include already existing courses (often from various divisions) or the development of new courses to fulfill a need of an existing program or certificate. Therefore, the college first specifies all expected student learning outcomes in the course outlines of the courses that are part of the program.

### **Course Outlines:**

Since 1999, all division chairs and program managers have received the Glendale College Curriculum Handbook, which was a joint production of the Curriculum and Instruction Committee and the Academic Affairs Committee (Ref. 4-15). In addition to identifying the approval criteria for courses and programs, it provides a template for faculty who are either initiating new courses or substantially revising existing ones. The course outline clearly delineates “course exit standards” as well as the methods of evaluating students’ degree of compliance with those standards (Ref. 4-16).

Furthermore, all course outlines clearly specify the subject matter to be covered, the intellectual skills to be acquired, the learning methods used, the affective or creative capabilities to be developed and/or the specific occupational skills to be mastered. Each course outline states the course exit standards in measurable terms and all degree-applicable courses include critical thinking and writing components. These documents are filed with the Instruction Office and are used by the instructors to prepare their classes. Most of the information stated in the outlines is incorporated into the class overviews to ensure proper student notification as well as consistency across different sections of the same course.

### **Class Overview:**

Because of the academic freedom inherent in our teaching environment, instructors are free to approach the curriculum with a wide range of pedagogical strategies. In order to keep students informed of these different approaches, the college adopted in fall 1996, Board Policy 6141.7 (Ref. 4-17), which requires instructors to set forth their course content and objectives, required texts, and means of evaluation in a document called the “class overview.” Faculty often refer to such overviews as syllabi though they are titled “Class Overview” on documents provided to students and the respective division or program office. This document must be presented to the student during the first two weeks of instruction. While faculty members differ in their methodologies and approaches to fulfilling course objectives, the exit standards as specified by the course outline must be maintained and evaluated by the instructor. Furthermore, since the development of an ethical and

responsible participant in our society is an overall aim of all of our instruction, the college catalog and most class overviews refer to the college’s “academic honesty policy.” This policy clearly defines plagiarism and other forms of academic dishonesty that could jeopardize achievement of student learning outcomes.

### **The Catalog:**

The Glendale College Catalog identifies programmatic outcome expectations for students. Any student pursuing a certificate must achieve an average of “C” or better in all course work and at least 12 units must be completed at Glendale College in order for the certificate to be awarded from the institution.

### **Student Learning Measurement:**

Within the class overview presented to students at the beginning of each class is a list of required exit standards for the course. Students performance is measured and graded based on their ability to meet the course exit standards objectives (expected learning outcomes). Student mastery of course subject matter is certified by attainment of a “C” or better in the class. Additionally, some course work, notably in certain English and ESL writing classes as well as certain math levels, includes student completion of uniform departmental examinations, some of which are scored holistically. Such departmental requirements and procedures are usually identified in an individual instructor’s class overviews as given to each student.

Since English, ESL, and math are largely sequential programs, they have developed rigorous strategies for ensuring students’ achievement of learning outcomes, often through instructor in-servicing and on-going mentoring programs. In the past year the Credit ESL Division, for example, initiated a Course Mentor Program in which full-time instructors were assigned to mentor both newer adjunct faculty and adjuncts with new course assignments. This program built upon the already existing Course Leader Program of the division whereby full-time faculty act as resource people for a given course for any faculty who request their expertise. The division conducts extensive training, norming, and standardization of exit criteria to ensure students achieve clearly specified learning outcomes.

## Evaluation

The objectives for the Transfer AA degree and the AS degree are clearly stated in the catalog. However, no overall objective for the terminal AA degree and its associated majors is stated in the catalog.

Students must clearly demonstrate achievement of stated learning outcomes, competencies, and skill standards by their achievement of satisfactory grades (of “C” or better) in individual courses and the accumulation of a GPA greater than 2.0 to receive a certificate or degree. Critical thinking skills, writing across the curriculum, and curriculum integration across disciplines are considered as students demonstrate their ability to obtain information, develop conclusions, express themselves, and make decisions.

The college is consistent across disciplines in the measurement of student achievement. Students eligible for English 120 or ESL 151, for instance, find their skills applicable to Business Administration 106. Furthermore, in the past English and Credit ESL have conducted joint norming and holistic grading of final essays. Documents in which rubrics or expected outcomes are stated are often shared between the two divisions and help to achieve uniformity of student learning college-wide.

The college has data on the success of its students after they transfer or enter the workforce, and there is considerable anecdotal evidence that the college is well regarded by transfer institutions and in the workplace. Our students transfer and tend to succeed as well as, or better than, “native” university students. Employer feedback through advisory committees is also positive. These are indications of the validity of our measurements of student learning and competencies, including industry recognition of skill sets taught in the vocational and technical education programs resulting in employment.

## Plan

More effort should be made to follow up on our students after they leave the college to measure their success and the adequacy of their preparation. The Research and Planning Unit should pursue this issue through a written, telephone, and/or email survey of students who have transferred within the first semester, and at the end of the first and second years

after transfer. In addition, the anecdotal reports that many faculty have of their post-transfer successes should have an appropriate vehicle for dissemination, such as the faculty newsletter or the Chaparral, in order to continually motivate faculty to enable student achievement of learning outcomes. It is the individual cases, after all, that make up the statistical goal we wish to achieve as an institution.



*4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.*

## Description

The college has extensive general education requirements to ensure that every student who receives an AA/AS degree will have some introduction to the content and methodology of the major areas of knowledge, including the humanities, the natural sciences, the social sciences, English, and mathematics. Broad course representation is provided (Ref. 4-3 and 4-12; see also section C). The college also has a cultural diversity degree requirement (Ref. 4-3), which consists of one course indicated as a cultural diversity (CD) course. This requirement continues to provide for understanding, empathy, and reciprocity among the diverse student population. The Academic Senate has also passed resolutions intended to further our understanding of cultural diversity by developing Staff Development workshops, funding the coordinator of Black History Month at the same rate as the coordinator of Women’s History Month, and expanding our library holdings on materials on ethnic and cultural diversity.

Each specific “major” emphasizes one particular field of knowledge appropriate to that major. The requirements are listed in the college catalog, as are all the requirements mentioned above (Ref. 4-3).

## Evaluation

The college continues to emphasize in its mission the importance of providing a significant introduction

to broad areas of knowledge, theories, and methods of inquiry. Its AA degree has 18 required units of general education and a separate US History/American Institutions/State & Local Government requirement, yet it does not neglect the “major” or English and math skills. The college’s fine record in its number of transfers attests to the balanced preparation of its students.

The Research Across the Curriculum Task Force of the Academic Senate has addressed the issue of information competency (Ref. 4-21). The college, however, has not yet addressed the issue of technology competency. As information technology continues to deploy among typical American households and student populations, the lack of a specified technological competency can create unnecessary inefficiencies in instruction and its breadth.

## Plan

The Academic Senate will continue to examine the role of Information Technology in educational programs. The development and implementation of a comprehensive plan to disseminate and utilize knowledge of IT across disciplines and units of the college, including students, instructional faculty, and administration, is now essential. Academic divisions must address specific IT components and enhancements to existing degree programs, particularly for the majors under their purviews. Minimum standards in IT competency should be established college-wide and integrated into course outlines of both general education and major courses. IT graduation requirements and assessment methods should also be developed.



*4B.5 Students completing degree programs demonstrate competence in the use of language and computation.*

## Description

Glendale College graduation requirements ensure satisfactory evidence of proficiency in mathematics and English. The math requirement may be met through various math courses, a Technical Education

course (Technical Mathematics II), or an equivalent course at another accredited institution. Students also demonstrate computational competency through the completion of majors such as Biological Sciences, Business Administration, Health Science, and Physical Science, all of which transmit a core computational knowledge.

Students demonstrate language competencies through various means as well. The general education requirements are aimed in part at providing students with the opportunity to improve their communication and critical analysis skills while examining cultural values. The Humanities requirement typically includes a foreign language, literature, or philosophy course. One of the Language and Rationality requirements is an English composition class, and the other is a Communication and Analytical Thinking class. The English composition requirement for graduation may be met through specific courses in English, ESL 151 (Reading and Composition V), or Business Administration 106 (Written Business Communications).

## Evaluation

The pervasive language and computational components of the various majors, the mathematics requirement, and the Humanities and Language and Rationality requirements ensure student competency as well as a broader knowledge base. In addition to the statewide requirement of 18 units of general education there is significant representation of English and math skills, which are frequently reinforced in the various majors. Our rates of degree completion and transfer attest to our students’ achievement of such core competencies.

Although the current graduation requirements address the need for student competency in various forms of written English communication, the statewide Academic Senate, as well as Glendale’s Academic Senate, is considering raising the graduation requirement in English composition to the equivalent of our English 101 (Freshman English) course. While arguments both pro and con may exist, it is essential that the Senate and Senate electorate fully explore the proposal so that the college’s final stance on the question is defensible, sustainable, fiscally feasible, and enhances student demonstration of language competencies.

Additionally, faculty of the Speech Program of the Language Arts Division and faculty within the Credit ESL Division who teach listening and speaking could enhance overall student competency in oral communication through the initiation of formal collaborative efforts.

While written communication skills have been identified and addressed, the matter of oral communication skills seems less clear. An exploration of the feasibility of including a speech or oral communication course for the Associates degree may be advisable, particularly given the large percentage of non-native English speakers within the college's student population. Speech is a transfer requirement at the CSU system, and some speech courses satisfy the CSU critical thinking general education requirement. Furthermore, since the three higher-level listening and speaking ESL courses also qualify for CSU transfer credit, their appropriateness for a possible speech requirement should be evaluated.

## Plan

The GC Academic Senate will discuss the implications of the proposed change in the graduation requirement which would require all students to complete English 101 or the equivalent. Since this issue will be decided at the level of the statewide Academic Senate, GCC faculty need to be aware of the proposed change and its implications for college resources.

The faculty of the Speech Communication Department of the Language Arts Division who teach listening and speaking should initiate collaborative efforts with Credit ESL to enhance overall student competency in oral communications.



*4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.*

## Description

In vocational and technical programs, the course outlines include course exit standards which reflect industry skill standards where applicable that students must achieve in order to pass the class. Glendale College provides certificates of completion for students

successfully completing vocational and technical programs (Ref. 4-14).

The college receives feedback on its programs and its graduates from approximately thirty active advisory committees. Each committee meets at least once a year to review and modify the college's occupational certificate programs so that they correlate with current job requirements. GCC is also a participant in the Labor Marketing Information/State Student Follow-Up Survey (LMI/SSFS). The Chancellor's Office MIS data, including the Core Indicators and resulting participation, retention, success, and employment trends combined with the local labor market data are also used. Information gathered on vocational and technical program students is invaluable in determining the relevance and effectiveness of the vocational and technical curriculum. The data collected is necessary to secure future funds, based on the number of economically disadvantaged students enrolled in vocational and technical programs, from the Carl Perkins Act. VATEA funding also addresses special populations and individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

The college is an active member of the Verdugo Workforce Investment Board (VWIB) and its sub-committees where the Executive Vice-President of Instruction serves as a representative of the council's public sector. The relationship between the VWIB and Glendale Community College has been determined to be a statewide model for establishing a framework by which to distribute school-to-career funding.

## Evaluation

Although these programs have no formal tracking system to quantify student placement, informal tracking in programs such as Aviation, Computer Repair Technician, Culinary Arts, and Child Development indicates a job placement rate exceeding 85 percent. Employers familiar with the Vocational and Technical Education programs often hire graduates directly through the reference of the

instructor without conducting a job search. MIS data includes tracking through EDD unemployment insurance information. MIS data, however, does not include people employed in the military, or those working free lance or as entrepreneurs.

## Plan

Data received from the Labor Marketing Information/ State Student Follow-Up Survey (LMI/SSFS) will be used to continue to expand and refine the College's occupational offerings in order to meet the ever-changing employment needs of the greater Los Angeles area to enhance and support the training for the local economy. Students should be surveyed at one year and again at two years after receiving certificates.

In light of current national, state, and local economic developments, such as welfare reform and state education budget limitations, the college should continue to work with the Verdugo Workforce Investment Board to ensure greater School-to-Work correlation thereby making the most of established opportunities in times of limited resources.



## 4C General Education

*4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.*

*4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.*

## Description

All programs leading to an Associate in Arts or Science degree require 18 semester units of general education. The college catalog specifies the unit requirements for a variety of majors and provides a complete list of applicable courses. General education requirements

for transfer are listed separately from those for majors. General education requirements for the AA degree, the AS degree, and the AA degree with transfer, however, are not listed separately.

The criteria for general education courses are spelled out in Title 5 of the California Administrative Code, and the Glendale College requirements and catalog closely follow its format and philosophy. The Curriculum and Instruction Committee, the Academic Affairs Committee, and the Academic Senate all examine specific courses for compliance with Title 5. The approval form for new courses (Ref. 4-18) requires seven to nine signatures verifying various aspects of compliance. New course proposals must be accompanied by a rationale for transferability and must be so certified by the Academic Senate. The senate periodically revises graduation and general education requirements, most recently in the 1997-1998 academic year.

## Evaluation

All pertinent information is listed in the catalog, although the organization of this information is confusing for some students who require assistance from the counseling staff. Some students consult the Assist.org website directly to obtain up-to-date information regarding course articulation and transfer requirements.

The general education requirements are listed under the *GCC Graduation Requirements* and *University Graduations Requirements* sections of the GCC catalog. To avoid taking unnecessary classes, students must have clearly defined educational goals, since the GCC AA and AS requirements, the requirements to transfer to CSU and UC, and the requirements to transfer to private colleges and universities are all different.

## Plan

The college has recently purchased an Enterprise Resource Planning (ERP) system. Separate degree audit and student education modules will be purchased in order to automate and simplify the process for students to monitor their pursuit and completion of GE requirements by the 2005-2006 academic year.



*4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.*

## Description

Under the general education requirements for the AA or AS degree, the student must complete 18 semester units of specific coursework in the following areas (Ref. 4-3):

Natural Science

(3 semester units)

Social Science

(3 semester units)

Humanities: Interdisciplinary Humanities

(3 semester units)

Arts, Foreign Language, Literature or Philosophy

(3 semester units)

Language and Rationality: English Composition

(3 semester units)

Communication and Analytical Thinking

(3 semester units)

In addition, by local rule, students must demonstrate knowledge by either coursework or examination in the following areas:

American Institutions

State and Local Government

United States History

Community Health and Personal Hygiene

Community First Aid and CPR

Physical Education/Dance Activities

Students must take a three-unit cultural diversity course. Students satisfy the requirement by selecting one of the approved cultural diversity courses as part of their program of study. The college also has a Study Abroad program to provide students with greater knowledge of foreign countries and their cultures. It is a credit program offered in selected semesters to an increasing number of students.

Finally, the Academic Senate has adopted an information technology competency requirement that recommends the infusion of computer knowledge into required courses and an information competency (RAC) recommendation in keeping with the proposed system-wide information competency requirement.

Under the general education requirements for the transfer AA degree, the student must complete either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements (Ref. 4-19). In addition, students must also satisfy the local requirements mentioned above in American Institutions, state and local Government, United States History, and Cultural Diversity.

## Evaluation

Glendale Community College's general education requirements, with the addition of the local requirements are among the most stringent in the California community college system, and the college has always maintained very high academic standards, providing a solid foundation in the content and methodology of the major areas of knowledge. Of particular note is the Interdisciplinary Humanities program, which is an excellent comparative introduction to some of these major fields. GCC students who transfer to four-year institutions perform at or above native students in those institutions (Ref. 4-2 and 4-20). This is a testament to the efficacy of our rigorous general education standards.

The cultural diversity requirement improves empathy and reciprocity within the diverse student population. The intermingling of students of different backgrounds and ethnicities in college classes, labs, workshops, and daily activities reinforces this requirement.

A number of classes are already emphasizing information technology literacy. For example, many mathematics and physical science courses, almost all business courses, and many English composition courses feature computer components. This list will increase substantially in the next few years.

The Academic Senate has developed a policy supporting research across the curriculum (Ref. 4-21). The goal of this initiative is to promote information competency within our student

population, focusing on the development of three primary skills: (1) the ability to recognize the need for information, (2) the ability to locate appropriate information, and (3) the ability to evaluate information that has been collected.

The Academic Senate has also developed a policy concerning writing across the curriculum (Ref. 4-22). Writing Across the Curriculum (WAC) is based on the principles that (1) faculty in all disciplines value good writing, and (2) that writing can be used to promote the learning of course content throughout the curriculum. WAC recognizes the diversity of writing conventions across the curriculum and attempts to provide support for this diversity in a manner that enhances the effectiveness of class-related writing.

## Plan

The college will perform a thorough assessment of the impact of both the Research across the Curriculum and Writing across the Curriculum initiatives to make certain they produce the expected improvements. In addition, we are implementing pilot programs, especially in the social sciences, to increase prerequisites in order to improve success and retention rates. The Math Division has reworked the pathways for students taking the college algebra/pre-calculus/calculus sequence. The college is attempting to make relatively more seats available in our pre-college basic skills curricula (math, English, and ESL) and to encourage students to take these courses before attempting transfer-level classes.

The college has sent numerous faculty and administrators to conferences with the latest research on Learning Outcomes Assessment. Extensive in-service programs and the implementation of these techniques is planned for the next three to four years.



*4C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.*

## Description

Rigorous graduation and other local requirements combined with present college course offerings and services encourage students to develop knowledge and skills in oral and written communication, quantitative reasoning, and critical thinking. Through a wide range of courses offered across the curriculum, students are required to analyze and synthesize information, and to demonstrate original thought and critical thinking in both oral and written assignments. Through the Academic Senate-mandated WAC program, the college provides institutional support for faculty across the disciplines who use writing in their courses, underscoring for students the central role of writing in the thinking and learning process. Features of the program include an Online Writing Lab, enhanced resources and tutoring formats in the college's Writing Center, and faculty development events aimed at addressing the writing-related needs and concerns of faculty across the disciplines. The college's library, in conjunction with recommendations of the Academic Senate, has broadened its offering of information competency workshops and classes, has experimented with pairing library and college-level English classes, and is collaborating with faculty in other disciplines to infuse the critical thinking skills of information competency across the curriculum.

## Evaluation

The college has moved decisively to require students to develop advanced writing and communication skills through a variety of methods, including the following: remodeled curricula in basic skills classes; technology intermediated instruction, tutoring, and writing lab opportunities outside the classroom; emphasis of writing across the curriculum; rigorous quality control using holistic testing and statistical analysis of success rates; collaboration with local high schools to improve readiness specifically in writing skills, math skills, and critical thinking; revisions of the math curriculum, including self-paced classes and new pathways to college-level math for those students who test below the college level when entering GCC. Resources need to be devoted to implementing the recommendations of the Research Across the Curriculum Committee in regard to information literacy and the library science programs needs to be more fully integrated into the instructional programs of the college.

## Plan

Through local and statewide academic senate leadership, a broad campus consensus has been achieved to expand writing across the curriculum and research across the curriculum, including cutting-edge information literacy. The recently completed Educational Master Plan 2003 (Ref. 4-23) contains several goals and strategic initiatives to expand our continuing efforts to integrate our efforts in communications skills, quantitative reasoning and critical thinking into a holistic approach to student learning. We must now develop assessment tools for measuring the success of these new programs in terms of student learning outcomes, and provide the necessary resources to implement programs such as information literacy.



## 4D Curriculum and Instruction

*4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. The processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.*

### Description

Glendale College has established a thorough and carefully articulated set of processes for establishing new educational courses and programs and for evaluating existing ones. The general criteria used in both cases are the ones established by the state. At Glendale College, the faculty have the primary responsibility for curriculum development, while the divisions and campus committees such as Academic Affairs, Curriculum and Instruction, and Campus Executive facilitate and oversee development and implementation. Current state and local regulations and all college-specific procedures are codified in our Curriculum Handbook, which is distributed to all division chairs, program managers, administrators, and individual faculty as needed when a course is to be created or significantly revised (Ref. 4-15).

## Establishing Program Curricula:

When a division wishes to establish a course or an educational program, it must fulfill five criteria as established by Title 5: (1) appropriateness to mission, (2) need, (3) quality, (4) feasibility, and (5) compliance.

1) **Appropriateness to Mission:** The stated goals and objectives of the proposed course or program must be consistent with the mission of the community colleges, as formulated in Title 5, Paragraph 55130(b)(5) and 55180, as well as with the mission and Educational Master Plan of Glendale College (Ref. 4-22). The proposed curricula must be designed for lower-division students, and for credit towards a degree, purposes of transfer, occupational preparation, or career supplementation or upgrade. Courses that develop the ability of students to succeed in college level course and non-credit, continuing education instruction also fall within the mission.

2) **Need:** There must be a demonstrable need for the course or program in the region the college serves that meets the stated goals and objectives of the mission. The division must survey the college community and/or service community to establish the need for the course or program. Frequently, the need for new courses and programs is initiated from outside sources, such as the California State Universities or corporate and industry interests in our region. The Research and Planning Unit is instrumental in helping the divisions establish need.

3) **Quality:** The division must also establish quality, i.e. that the courses within the program are designed to effectively meet their objectives as well as the overall goals and objectives of the program. Course Outlines of Record must meet the standards outlined in the Curriculum Handbook, which includes a complete template and instructions for the initiating faculty.

4) **Feasibility:** The division must establish that the college has the fiscal, physical, and human resources to maintain the course or program. A feasibility study includes cost analysis and there must be a commitment to offer the course at least once every two years.

5) **Compliance:** Finally, the division must establish compliance; i.e., the program must comply with all other laws applicable to it, including federal regulations and licensing requirements.

Once the program is found to meet the five criteria, the division presents its findings to Academic Affairs. If the latter approves the program, the division then writes the curriculum for the individual courses within the program. When this is completed, the entire program is presented to the Curriculum and Instruction committee and then to Academic Affairs. Upon approval, the program is presented to Campus Executive and then to the Board for final approval. Once approved by the Board, the new program is sent to the Chancellor's Office for state approval. Individual courses follow the same procedure but do not need the preliminary program approval from Academic Affairs.

### **Revision of Existing Program Curricula:**

Substantive changes in existing courses or programs must go through the curriculum process (Ref. 4-15), including approval by the campus governance committees of Curriculum and Instruction (C and I) and Academic Affairs. Usually such revisions do not require specific approval of the Board of Trustees. A division may bring minor changes in existing curricula directly to C and I for approval. (C and I forwards the item to Academic Affairs as information only.) Substantive changes include changes in units, hours, lecture/lab ratio, course exit standards, and changes in prerequisites, co-requisites, and advisories. Minor changes include changes in course name, number, or title, catalog description, note, or repetition. A complete list of changes and their implications is given in the Curriculum Handbook (Ref. 4-14). Section two of the program review document (Ref. 4-24) also addresses issues of curriculum currency. Programs evaluate courses and content, pre/co-requisites, transfer and articulation, and learning methods.

### **Evaluating Educational Programs:**

Glendale College began its formal Program Review process in 1992 and has significantly revised it for efficiency and comprehensiveness since that time (Ref. 4-24). The basic purpose of program review is to maintain and enhance the vitality and responsiveness of instructional and support programs and services with regard to the mission and goals of the college and the needs of the community. The program review process creates a more complete understanding of the institution, its strengths and weaknesses, capabilities, and constraints so that faculty, staff,

students, and administrators can make informed decisions.

Program Review operates under the following principles:

- A. All institutional components are included in the review process.
- B. The program review cycle is ongoing, requiring that each institutional component is evaluated at least once between Western Association of Schools and Colleges (WASC) accreditation visits. Programs receive new data each year allowing them to reassess any component of the evaluation at any time during the accreditation cycle.
- C. Program review is an important resource for the accreditation process and state-wide accountability.
- D. A steering committee, the Program Review Committee (PRC), manages the program review process and provides leadership in keeping the process current to the needs of the institution. The committee is composed of broad-based college representation including faculty, administration, and classified/staff.
- E. Quantitative and qualitative measures are used when evaluating programs and services, as specified in AB 1725 (Ref. 4-1) and subsequent legislation.
- F. To ensure the success of program review, the participation, cooperation, and approval of all constituencies is essential. It is of particular importance that college personnel be active participants in the design of the review and the definition of criteria appropriate for their area.
- G. The Academic Senate is responsible for the process of program review as described in AB 1725 and subsequent legislation.

Program review is an integral part of the Educational Master Plan for Glendale Community College. In oversight of the process, the college established the Program Review Committee (PRC), a shared governance committee consisting of the standing committee, members, and optional positions. The standing committee consists of the Program Coordinator, the Instructional Services Manager, and the Director of Institutional Research. The members

of the committee consist of the following: one Administrative and one Information Technology Services/Human Resources representative (both of these positions are appointed by the Superintendent/President), one Administrative Services/College Services representative appointed by the Vice-President of College Services, one classified representative appointed by the CSEA President, and four faculty representatives, two appointed by the Academic Senate and two appointed by the Guild. The PRC and/or the Executive Vice President may each appoint an optional representative, including faculty.

The PRC's mandate is to facilitate the process for reviewing existing instructional and support programs, thus enabling the college to use the review process results as a basis for institutional improvement, college-wide decision making, and resource allocation. The PRC also must provide leadership in keeping the process current to the needs of the institution.

The college empowers the PRC to carry out a number of specific functions:

- a. Develop and improve the self-study documents for program study managers, and establish evaluation criteria to be used in accordance with the GCC Educational Master Plan.
- b. Manage efficient processes for the completion of program review self-studies and validations.
- c. Develop validation committees for program review self-studies.
- d. Make recommendations to the Academic Senate and vice presidents as appropriate regarding changes in the program review process.
- e. Disseminate program review products (including results and reports).
- f. Adapt the program review process to scheduling changes.
- g. Continually improve and adjust the document and the process in order to meet the changing needs of college programs and to provide useful information to campus decision makers.
- h. Align the Program Review process with the college's Mission Statement, Educational Master Plan, and the Standards for Accreditation.

Programs are divided into three areas for the purpose of Program Review: Instructional, Service, and Management/Administrative. Presently, the PRC evaluates all three areas. Every program on the GCC campus is evaluated once in every six-year cycle (years three and six are devoted to evaluation/revision and accreditation review, respectively); thus, 25 percent of all programs are reviewed each year of years one, two, four, and five. Each program conducts a self-study using the program review self-study document. The program being studied establishes its self-study committee appointed from the full-time faculty or classified staff of the given program as appropriate. The committee is chaired by a self-study manager(s) selected collaboratively by the division chair and program faculty, or by the program administrator. The chief function of the self-study committee is to complete the program review self-study.

The self-study examines demand, curriculum and learning methods, student success and equity, program management, personnel, facilities, and equipment. The study uses data from a variety of sources, including institutional research, faculty surveys, student surveys, and various archival data. The study specifically addresses program strengths, weaknesses, goals, needs, actions, and assessment measures. Additional areas addressed include user satisfaction, value to students, the community, staff, and the college as a whole as well as the capacity to respond to future needs.

For each instructional and student support service, the self-study is appraised and critiqued by a validating committee comprised of two full-time faculty and one classified staff. An effort is made to select one committee member who has a communication link with the program being validated. The PRC reviews the two documents it receives (from the program self-study and the validating committee) and distributes a final report to the program. Summaries of all reviews are disseminated to college leaders and resource requests are forwarded to the appropriate decision-making entity.

The program's duty is to address the recommendations for self-improvement and act on them. In fact, the list of recommendations is intended as the basis for program goal setting. The Program Review recommendations for improvement are instrumental in the program's placement in the

prioritization of program enlargement, budget, equipment allocation, and room allocation. The final product of all the self-studies the college undertakes is disseminated in the following ways:

- summary reports are forwarded to Campus Executive;
- resource allocation requests are forwarded to appropriate decision makers;
- boilerplate quantitative data is forwarded to vice presidents;
- targeted information is forwarded to appropriate campus leaders;
- summary data from the program review six-year cycle is forwarded to the Master Plan Task Force and campus leaders.

## Evaluation

The college has a well developed formal process for course and program development contained in the new Curriculum Handbook, as well as criteria for elimination of individual courses. The Curriculum Handbook Committee was co-chaired by the chairs of this Curriculum and Instruction Committee and the Academic Affairs Committee to produce this thorough and highly useful reference for the college to follow. In the years since the handbook became available, the processes of course and program development have become much easier for divisions and individual faculty to comply with so that they may concentrate on the rigor and content they propose to provide.

GCC is just finishing the last year of its Instructional Program Review cycle before the accreditation review year (when no programs undertake a full review). While the program review process by its very nature entails significant research, writing, and meeting commitments, the response of those involved has been predominantly positive (Program Review Exit Survey, Ref. 4-25). Program review has facilitated positive changes in many programs. It has forced programs to identify both their weaknesses and strengths, and it has also frequently assisted administration in seeing the need for new instructors and/or facilities in programs. Program review has been initiated in College Services and Administrative Services as well.

The program review process is very thorough, but it remains time-consuming. The process has become more objective as the Research and Planning Unit has produced more accurate and useable hard data. The use of these data, coupled with data produced by each program using program-wide surveys, has raised the level of hard data used in program review. The balance between quantitative and qualitative data is maintained by providing narrative opportunities to explain the data.

The Program Review document (Ref. 4-24) lists which year each program is evaluated so that all concerned may actually now plan years in advance. Programs complete a major review every six years. The programs also complete an automatic update after three years. These documents create a portfolio for each program. Programs receive new electronic documents containing current data each year, and they may update their document at any time. These updates are validated by the PRC.

The division chair appoints a study manager (usually a tenured, full-time faculty member from the program) to write the self-study report. The study manager is paid a stipend to perform this task (generally in May, after the reports have been validated). There is no release time associated with the task. Released time is given only to the position of Program Review Coordinator.

There has been considerable improvement in the process by the establishment of a reasonable time line for each program and the administration to respond to the PRC's suggestions for course and program improvement, budgeting, space allocation, and supply allocation.

## Plan

The Curriculum Handbook has been in place for several years. However, it would now be appropriate to review and/or revise policies established in January 1999. A Technology Mediated Instruction (TMI) section should also be added.

Although the current Program Review process has resulted in much greater success and acceptance than the initial system of 1992, the PRC should continuously improve the process in the areas of process efficiency, accuracy of data, and balance between objective and

subjective data analysis. Thus, formative evaluation of the review process should continue. The Academic Senate as well as other programmatic sectors should receive timely reports on the assessment of the program review process, and steps should be taken to revise procedures and practices as needed.

The PRC has developed a proposal to incorporate the assessment of student learning outcomes into the program review process for the next instructional program review cycle. The proposal includes an assessment of the level of measurement of student learning outcomes that exists in each program, a campus-wide assessment of the techniques involved, and the inclusion of the measurement as a requisite for validation of resource allocation requests. The Academic Senate revision began to address this issue in the fall of 2003.

While compliance with the process is high—100 percent in the last two years (Ref. 4-25)—it is important that the program review process be linked to college-wide planning and resource allocation if it is to continue its success. The Academic Senate and administration have formed a joint task force, the Budget Process Revision Task Force, to further articulate these processes. The task force has recommended modifications to the program review process including the following:

- Strengthening the program review validating committees—validating committees would be expanded to five to six members and the members appointed through the governance process.
- Modification of the timeline to synchronize the planning, program review, and budget processes.
- Creation of direct data links from program review to decision makers, providing data in a timely manner, and in a format that is easy for decision makers to interpret.
- Formation of an expanded Budget Review Committee to prioritize campus-wide resource allocation requests and to align these requests with the college master plan.
- Shortening the program review cycle to four years for all non-vocational programs.

Key to the success of these modifications is ensuring that planning, program review, and budget processes

are integrated so that the processes create and communicate information in an articulate manner.



*4D.2 The Institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs, regardless of service location or instructional delivery method.*

## Description

Glendale College maintains a diversity of offerings with a variety of instructional delivery methods and venues. In addition to its main daytime campus offerings, the college serves students in a variety of ways. In terms of schedule, it offers a complete evening program, Saturday classes, and the PACE program. In terms of location, it offers classes at two satellite campuses, in various rented classrooms in the Glendale area, at its field station in Baja California, in its Study Abroad program, on industrial sites, and in its Distance Education program. In terms of format, it offers open entry/open exit classes in non-credit/adult education, and, in some cases, it has developed the option for students to take classes in a prolonged or condensed time frame. Finally, it offers a variety of delivery methods for campus and other classes, such as multimedia, Computer Assisted Instruction (CAI), collaborative learning, and learning communities.

In regard to instructional delivery method, students in some credit courses have the option of taking a class in one semester or two. For example, Math 141, a one-semester, beginning algebra class, may be taken in two semesters (Math 145/146) by students who require more time on task. ESL students, on the other hand, have the choice of taking a class in the fifteen-week format or in half that time in a select section of the grammar and writing sequence. The latter is an option that is often selected by F-1 Visa students. All these classes are treated as ordinary classes and are administered the same way.

The college offers telecourses, teleweb courses, and makes use of the Internet for completely online courses as an instructional medium for distance education. It also offers CAI classes that make

extensive use of computer technology for training purposes. These classes must also go through the regular development process at the college, but their monitoring is focused more on the quality of the instructional material. Students enrolled in these classes must pass the same rigorous exams as their colleagues in regular classes. The class schedule has a complete list of all these courses (Ref. 4-12).

GCC ensures quality of offerings through:

- Student evaluations
- Peer evaluations
- Follow-up on student complaints
- Department meetings to discuss pedagogy
- Anecdotal discussions with students
- Testing
- Success rates in sequential courses
- Supervision by division chairs (faculty members who still teach)
- Faculty selection through the tenure process
- Staff development for faculty in pedagogy and content
- Skills sharing at brown bag lunches
- Standards established by Senate/Academic Affairs
- The Technology Mediated Instruction and the Instructional Technology Committees
- Shared governance committees

## Evaluation

The college is dedicated to maintaining high quality programs and services in all locations, as evidenced by the strong commitment to a well-defined course and program evaluation process that is applied to all instructional units of the college regardless of site location or instructional delivery methodology. All individual courses and programs must go through the same very rigorous approval process. Faculty selection, course content, methods of presentation, and methods of evaluation are the same regardless of service location or delivery method. The college has instituted a new subcommittee of Academic Affairs, the Technology Mediated Instruction (TMI)

Committee, to ensure that courses offered either fully or partially on-line are delivered in a manner consistent with the course outline.

Rigorous evaluation of classes and instruction is meant to be undertaken for all class sections regardless of time of day or location of offering. Some classes taught by adjuncts and/or at off-campus sites may not be reviewed as thoroughly as they should be, particularly in divisions where there are too many classes for division chairs to evaluate and where appointment of a designee is difficult or impossible to accomplish.

## Plan

The college should review its modes of instruction on a regular basis. In particular, it should survey evening and Saturday students to determine whether the college could better meet the special needs of these two groups. The college should consider offering more credit classes at off-campus locations to better serve the needs of the community. In particular it should rent classrooms in such heavy-traffic areas as downtown Glendale and Montrose, where the college once owned a well-utilized site popular in its community. This is especially important for evening students, since evening classes on the main campus fill quickly.

The college has recently attempted to purchase property in south Glendale adjacent to the Adult Community Training Center (ACTC). The college should survey students and the community in south Glendale to determine which courses and programs should be offered at this site. It is natural to assume that certain credit basic skills, ESL, math, or courses of interest might be offered at the expanded location as they once were at nearby Glendale High School of the Unified School District. The feasibility of such credit offerings at satellite sites depends in great measure upon the responsible divisions' ability to monitor and evaluate such offerings. Without attention to the needs of chairs and program managers in regard to adequacy of released time or remuneration for designated faculty with oversight responsibilities, quality may not be assured.

The college should periodically survey students and faculty to see whether all classes are taught with the same rigor regardless of hour or day. Students could be asked questions regarding the frequency and type

of exams, whether classes meet for the stipulated amount of time, the types of classroom activities, and the number of assignments given. Special programs could produce surveys to see if students are satisfied with the content and quality of instruction. Faculty who have had experience in teaching a course during both day and evening hours could be asked their assessment of a number of factors, including adequacy of facilities, time allotment, increased seat loads of the evening sections, quality of student participation, and evidence of mastery of learning outcomes.

The college needs to continually reassess how it serves its students and the community at large. The Institutional Research unit is a good vehicle for such assessment.



*4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.*

## Description

General grade significance and grading policies are published in the college catalog and student handbook; they are the ones commonly found among colleges and universities in California.

General criteria for evaluating student performance are identified in the course exit standards and assignments and methods of evaluation sections of the course outline submitted for each course. The application of those criteria is the responsibility of the individual instructors who are required by Board policy, and advised by the Instruction Office, the division chairs, and the Academic Senate, to clearly state their grading criteria in their course overviews and to discuss grading criteria with their students. Division chairs request instructors' course overviews to confirm that they contain clearly stated grading policies.

Ensuring that the grades awarded in courses are consistent with student learning, performance and achievement is left to instructional divisions. They are responsible for developing and enforcing grading and credit standards for their courses. In many cases

such grading standards are based on faculty consensus reached at division meetings. In some courses, divisions even give common or partially standardized final examinations to achieve greater consistency. In pre-transfer English composition classes, for instance, every student's final composition is read and scored by at least two teachers, and the student's mark on the composition is a combination of these scores. Divisions have ongoing discussions about new methods of testing and evaluating students, including group projects, collaborative projects, graded homework, open-note exams, take-home exams, self-paced courses, common finals, and computerized testing.

In addition, division chairs receive copies of grade distributions within their divisions (as well as within the entire college), so they can determine whether grading has in fact followed the stipulations of the registrar and division requirements. Faculty evaluations are negatively affected for instructors in any discipline who have been lax in supplying students with written policies for grading criteria in their course overviews. Instructor evaluation forms quantify how clearly the instructor states course objectives and how closely the instructor conforms to those objectives. The instructor's ability to assist students in meeting objectives is given particular attention by all evaluators during the tenure process and in periodic evaluations thereafter.

Several other grading possibilities are used at the college. Independent Study options are available in each division, and their grading criteria are developed on a case-by-case basis. There are also Credit/No Credit courses, and regular courses where students can elect to be evaluated on a Credit/No Credit basis. In both cases criteria are the responsibility of the divisions concerned. A complete list of these courses is found in the college catalog.

The college also offers credit by examination in some areas, particularly for students to test out of some of the local graduation requirements. The College Level Examination Program (CLEP) is used for some of these tests and so the college has become a CLEP site center in order to administer these tests on request. The granting of Advanced Placement credit has been expanded throughout the college. In general, scores of 3 satisfy graduation requirements for the Associate degree while scores of 4 and 5 satisfy requirements for CSU breadth and IGETC certification. In each of

these cases, divisions establish their own guidelines for granting credit. A full listing of courses for which these various types of credit by examination are available is in the college catalog.

## Evaluation

Efforts by individual divisions to review, revise, and enforce grading criteria and credit standards continue to become more systematic and thorough. The Research and Planning Unit assists by publishing retention and success rates for each division in the *Campus Profile* (Ref. 4-2) and by statistically analyzing such variables as success rates, flow-through rates, grade point averages, and retention rates for individual courses. Still, there is a continuing problem with grading consistency within divisions and between divisions. In highly sequential disciplines such as mathematics and English, for instance, students who earned a grade of “C” in the prerequisite course often have low success rates in subsequent courses. Grading variations are due to variables such as the quality of teaching, the instructor’s grading and testing philosophy, the quality of the class an instructor “inherits,” the level of the class, and the prerequisite criteria.

Some instructors do not supply students with course overviews, and too few students read grading policies in the catalog or in the instructor’s course overview. Students and faculty are frequently unaware of the credit/no-credit option for courses they are teaching and its procedures, benefits, or limitations for those students who may elect it.

## Plan

Grading problems are best handled at the division level, by the division or by the division chair. The statement of grading policies in each instructor’s course overview should be enforced at the division level. Each division should determine expectations for grading consistency across the division, potential reasons and implications for deviation from any established norm (whether higher or lower), and the evaluation of norms within the context of academic freedom. Grading standards in sequential disciplines where prerequisite mastery is needed to continue in the sequence are a major issue that needs further discussion at the division and department level.

The Research and Planning Unit should continue to play a major role in identifying course sections whose students have poor success rates in subsequent courses and identifying courses with overall low success rates. Such research into lack of success must fully explore all variables, including time of day, day of the week, instructor, classroom, materials used (particularly if varying from those usually required for the course), and above all, the success rates of the students who make up the class section. In particular, the issue of “inheritance” of a student group perceived as underprepared in a sequential course must be addressed. The problem requires continued statistical analysis of flow-through rates of “C” students. Division-wide grading guidelines should be disseminated to all faculty and students.

The college should stress the importance of consistency of coverage of course material (especially important in highly sequential disciplines), and grading based on students’ mastery of objectives. A partially standardized final exam, or common final exam, may help alleviate the problem of some instructors not covering the entire curriculum. (In certain multi-section math classes, for instance, a list of topics to be covered by the final and a set of sample questions are sent to all instructors involved in order to standardize the evaluation.)

Although marked improvement in grading consistency has been seen at the English 120 and ESL 151 level since the implementation of their respective common examinations, the problem of grading consistency still needs to be addressed. Even though students’ scores on holistically-scored departmental exams have been shown to be the best predictors of student success in the next level, too high a percentage of students who have failed the holistic examination pass the course with a grade of “C” or better. Although the number has decreased, the divisions should continue to hold discussions about this problem.



*4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of*

*transfer between institutions are established, efforts are undertaken to formulate articulation agreements.*

## Description

Glendale Community College has many ways of accepting course work to satisfy the requirements for the degree and certificate programs. High school course work can be used in two ways, through formal 2+2 agreements and the granting of Advanced Placement Credit. Patterns of equivalencies between high school and college courses, are determined by same discipline faculty through the use of curriculum alignment, common assessments, and curriculum competencies to promote a seamless transition.

Course work from other accredited colleges and universities is evaluated through the Office of Admissions and Records. Evaluators use a number of methods to certify equivalency. Articulation agreements and California Articulation Number System (CAN) agreements are two of the ways credit is evaluated (Ref. 4-26). When formal agreements are not available, discipline faculty are consulted. Foreign transcripts must be evaluated by an outside agency (such as Credentials Evaluation Service). Information on approved transcript evaluation services may be obtained at the Office of Admissions and Records or the International Student Center.

Data collected by the college's Research and Planning Unit regarding articulation are regularly analyzed to help determine the effectiveness of articulation programs and to provide direction for beneficial changes. Those students who have been accepted by the college with transfer units are then compared in Core Indicator areas such as success, retention, and completion.

The college articulation office has established course-by-course majors and articulation agreements and general education articulation agreements with more than forty colleges and universities in California. The college is a participant in the CAN System and has over one hundred courses approved, a fact which places it in the upper third of all colleges in the program.

The college's Research and Planning Unit regularly analyzes, evaluates, and disseminates information about the number, performance and satisfaction of

the students, based on annual Chancellor's Office MIS data, regular GCC surveys and on statistics supplied by the University of California, California State University, and other transfer institutions.

Special programs such as Scholars, LACTE, and the Alliance for Minority Participation have helped to establish alliance and transfer agreements between GCC and four-year schools; LACTE is a partnership with Occidental College, AMP with CSUN, and the Scholars graduates are highly regarded at UCLA and most other California universities.

## Evaluation

The college has developed a very successful variety of joint programs and partnerships with both the community and GUSD. In particular, the English Bridge Program with local unified school districts has served as a successful, functioning model for other outreach and collaboration efforts. Credit ESL has followed the lead and has created an ongoing partnership with counterparts of the Unified School District in order to ensure that transferring students from GUSD are successfully counseled, placed, and matriculated once within the college environment.

Articulation activities for the college with other two-year and four-year institutions have greatly improved with the expansion of ASSIST. In addition, the college was one of the founding members of The Presidential Summit, "a voluntary association of two-year and four-year public colleges and universities whose primary goal is to create a system in which a qualified student may move freely from one campus to another in the region, from one level to another, and from program to program in a timely fashion without repetitive course and/or other procedural requirements."

A full-time articulation officer has been in place for over ten years. As a result, articulation activities with four-year colleges and universities have grown, the curriculum planning process has benefited, and faculty are now more deeply involved in the articulation process. Additionally, more teaching and counseling faculty as well as students themselves are utilizing the ASSIST website to learn about articulation agreements relevant to their interests.

The Research and Planning Unit has collected data on GCC transfer history to UC schools and CSU schools (Ref. 4-2). During the past decade (through

the 2000-2001 academic year), the college has been able to maintain its high transfer rates, with an impressive 136 transferring to UC in the past year. While down from our peak in 1996-1997, transfer rates remain consistently strong. The number of fall semester transfers to CSU has increased in each of the past two years. Moreover, the performance of upper division students who have transferred to CSU is positive. Fall-to-fall persistence rates for these students at CSU has increased relative to the previous two fall semesters, and students have been able to maintain similar grade point averages at CSU schools in comparison to their GCC records. GCC also ranks highly among community colleges in transfer to the University of Southern California, a private institution. Additional, anecdotal evidence of transfer student success is frequently obtained by programs such as the Alliance for Minority Participation (AMP) and the Scholars Program.

## Plan

The college's successful English and ESL bridge programs with local high schools should now be emulated to create formal liaisons between other GCC departments and the appropriate departments in those same districts. The long-term good will generated by such good practices should be sufficient motivation, but the success of the students involved in these programs must be assured.

The college should create formal liaisons between each GCC division and the appropriate divisions in the nearby community college districts, UC, and CSU campuses. Informal relationships have long been the tradition among our faculty and those of local UC and CSU campuses in like fields, and such relationships have benefited the college in the past. A more formal approach could ensure greater transfer student success and thereby promote a productive and lasting symbiosis among all local institutions.

Research activities on transfer student performance and continuing student enrollment patterns should be expanded.

The college should continue to use existing programs such as Scholars, AMP, Service Learning, and LACTE as a means for establishing contacts and greater articulation with local high schools and universities.

Now that all teaching and counseling faculty have Internet access, they must receive training on how

to access articulation agreements via ASSIST and individual college and university home pages. Efficient and relevant curriculum development requires faculty to be informed of how current and proposed courses fit into statewide curricula and programs.



*4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.*

## Description

In recent years traditional classroom instruction in many subject areas has changed significantly. Supplemental collaborative learning workshop program (SI) sections have enhanced course section offerings across a number of disciplines with great success. The college's Supplemental Instruction Program, one of the largest in the state, acts as a service to students enrolled in SI classes. These non-graded, tutor-administered study sessions are coordinated with the instructor and usually produce significantly improved pass rates for the given class section that they supplement.

Another change to the traditional instructional modality is that more classrooms now have integrated technology enhancements such as computers, projectors, VCRs, and large screens. Instructors are thereby utilizing multimedia more and more in classes which did not specifically require its use in their original planning but which can benefit from the technology mediated instruction. Faculty in our most technologically advanced classrooms are able to use Microsoft PowerPoint presentations or Internet searches or programs as integral elements of instruction. Significant effective traditional lecture courses or sections of courses persist. In addition to traditional or technology-enhanced classroom instruction on-campus, the college offers a variety of types of courses, including web-enhanced, hybrid, online, and telecourses/teleweb courses to meet the needs of its students. These alternative modes of instruction provide students with increased flexibility in scheduling, commuting, and instructional time without compromising quality. The wide range of delivery systems from the most traditional to the fully

online, distance modality provide students with the greatest range of alternatives to address their needs. The college library's website was specifically developed as a statewide model of library support for distance learners and online learning resources can be incorporated in online hybrid classes.

Telecourses/teleweb courses are classes in which the content of the course is primarily delivered through taped presentations that are broadcast through cable or available to students on VHS tapes. Teleweb courses are an expansion of traditional telecourses in that they incorporate web-based instructional experiences to complement the material delivered through video presentations.

The three major ways Glendale is currently using the web for instruction under the definition of these methods are:

- **Web-enhanced:** Courses that meet in a classroom setting during all class hours but make use of the World Wide Web for communication, out-of-class assignments, and learning resources.
- **Hybrid:** Courses in which some weekly class hours are completed by students online while others hours take place in a classroom setting.
- **Online:** Courses in which students complete all their coursework via the Internet (although some online classes may require that students travel to campus for a class orientation and/or exams).

In 1999, GCC licensed the WebCT (Web Classroom Tools) course management system to support web-enhanced, hybrid, and online classes. Since then, the use of WebCT has widely grown with currently over 200 courses and 5000 students using WebCT each semester in either a web-enhanced, hybrid, or online mode. Approximately 85% of classes are using WebCT in a web-enhanced mode, with 10% of the usage supporting hybrid classes, and 5% supporting online classes.

These alternative modes allow students to choose from a variety of course types that fit best into their personal and educational needs. The class schedule utilizes notes and special listings to make students aware of alternative modes of instruction for a given course or program (Ref. 4-12).

## Evaluation

GCC has made great strides in the last five years in the area of offering a range of delivery methods and instructional modes that provide students with a variety of course types to meet their educational needs. To date, the college offers a variety of courses in non-traditional modes that allow students flexibility on a course-by-course basis, but not programmatically. The college needs to expand its offerings and strategically develop new courses that enable students to complete certificate programs or fulfill degree requirements either through one or many modes of instruction (e.g., can take all courses online, or all hybrid—or mix and match hybrid with traditional courses).

There is also a need to review the mix of course delivery methods as each mode (telecourse, online, hybrid, web-enhanced) requires its own set of support needs. On this point, the college has been vigilant in reviewing various modes for appropriateness and ability to support. The number of telecourses has consistently been low, and an increasing number of telecourses are incorporating instructional resources delivered via the Internet rather than television broadcasts. This trend towards blended delivery modes can be achieved through the use of WebCT and by incorporating video rather than relying on Intelecom to develop additional teleweb courses.

## Plan

The college's divisions need to specify targeted course offerings, including what mix of delivery modes that should be offered and whether certificate programs or degrees should be offered entirely online as well as in the traditional format. Divisions need to determine what courses, programs, and certificates they want to develop courses in and the college needs to provide them the support to develop or acquire instructional content to enable the development of these additional courses.

Greater utilization of Supplemental Instruction should be encouraged at the instructional administrative and divisional levels. Many faculty and students remain unaware of the benefits of the SI Program, and newer faculty may have little knowledge of the procedures for establishing and maintaining SI for their class section(s). The SI Program and coordinator should

consider making presentations to the entire faculty and individual divisions with regularity.



*4D.6 The institution provides evidence that all courses and programs—both credit and non-credit/adult education—whether conducted on or off campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract, and other special programs conducted in the name of the institution.*

## Description

Since the adoption and dissemination of the standards outlined in the Glendale Community College Curriculum Handbook, much uniformity has been achieved in the design and approval of all courses and programs regardless of location, delivery systems, or their purpose as credit or non-credit. No course or program is exempt from the procedures set forth. At any given meeting of the Curriculum and Instruction Committee, newly initiated or revised course outlines from the most current continuing education proposal from the non-credit, fee-based Community Services Program to the most academically rigorous, transfer level of any core discipline may come forward for consideration and approval. Offerings from the Professional Development Center usually go through the demanding evaluation of the free-market entities they serve.

The more newly developed Technology Mediated Instruction (TMI) courses provide unique opportunities for conveying information and communications and are seen by the college as an instructional tool. Courses that use this tool are held to the same standards both in course objectives and quality as courses taught in a traditional mode. Hybrid, online, and telecourses must go through the regular development process at the college.

A course previously approved in the traditional mode can be taught as an online, hybrid, or telecourse if approved through an additional and separate process that includes reviews by the Division, the Technology Mediated Instruction (TMI) committee, Division

Chairs, Tech Review Committee, Curriculum and Instruction (C and I), Academic Affairs, Campus Executive, and the Board of Trustees. This is a relatively new process. In the past, proposed courses taught in TMI mode were approved through the regular development process as well as the Division and Instructional unit. This less formalized approach worked well to promote instructor entry to TMI. Now that teaching using online resources has become more mainstream, the college is able to more clearly delineate the formal process. The course approval process is now being formalized with courses taught in the TMI mode retroactively completing the necessary paperwork and reviews.

For these courses, ensuring the quality of instruction and equivalence to the traditional mode are paramount. The TMI Committee plays a key role in the approval process. TMI reviews the course to insure that instructor-student contact is regular in timing and effective and that the technology is able to support the instructional objectives.

Focus groups and peer mentoring are conducted to support instructors' ability to carry out the course and continually improve their instruction as well as share best practices. Success, retention, and attrition rates for TMI courses are kept and compared to traditional courses with the intention of reviewing that students are achieving course objectives as well as have similar retention and attrition rates to those enrolled in the equivalent traditional course. Students in these classes must pass the same exams as students in regular classes and must achieve the same educational objectives.

## Evaluation

Administration and evaluation of all programs fall under rigorous guidelines. For example, timelines and frequency of faculty evaluations are established and specified by Human Resources for both credit and non-credit offerings whether on the main campus or at a satellite or rented site. Administration and division chairs maintain responsibility and oversight no matter what the site, time, or day of offering may be.

The maintenance of high quality programs and services regardless of instructional and delivery mode has been enhanced by the specification of procedures for course and program development, program review, faculty evaluation, and institutional research and

planning. The Curriculum and Instruction Committee now also gives additional scrutiny to TMI courses. A new subcommittee of Academic Affairs, the Technology Mediated Instruction (TMI) Committee, ensures that courses offered either fully or partially on-line are delivered in a manner consistent with the course outline.

All individual courses and programs, regardless of service location or instructional delivery method, go through a very rigorous approval process and evaluation after implementation.

## Plan

The college is retroactively using the course approval process formulated by the TMI sub-committee to ensure that all TMI courses have gone through the formal process. GCC is in the process of developing a standard form that all TMI courses will complete as part of the TMI review. This form needs to be completed by all instructors who plan to teach a course in a TMI mode.



*4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Education.”*

## Description

The “Guidelines for Good Practice: Technology Mediated Instruction” ( Ref. 4-27) focus on insuring high standards of curriculum and quality, integrity, and effectiveness of distance learning. Title 5 Regulations requires courses taught using distance education to be approved by separate action of the curriculum committee. Courses taught in a hybrid, online, or telecourse mode are evaluated by the TMI committee as part of the approval process. The TMI committee’s role is to ensure that the course objectives can be met using the proposed technology. To this end, TMI is in the process of constructing a form to be completed by all instructors intending on teaching an approved course in a TMI mode. This form pays particular interest to the methods proposed to foster

instructor-student interaction, methods by which the technology will support the ability for students to achieve the course objectives, as well as to insure that the instruction and exercises are on par with the units earned.

All distance-learning courses are taught by the same qualified instructors who teach traditional courses. A broad range of services are available to support instructors teaching in a distance learning mode. Workshops that focus on technical and pedagogical issues are offered through Staff Development. The college has also put considerable resources into developing support for distance learning courses as evidenced by the addition of an Instructional Technology Specialist position that supports the Associate Dean of Instructional Technology.

Under the direction of the Associate Dean of Instructional Technology, the college also provides graphic designers, programmers, and a WebCT administrator to support faculty and students in courses utilizing instructional technology. These positions support faculty in a broad range of services such as the development of workshop and training materials, available in workshops and on the website, as well as one-on-one consulting and support in developing instructional materials and TMI courses. A Student WebCT Help Desk, staffed primarily by student workers, is also available to support faculty and staff in fielding technical questions as well as helping instructors convert documents to the appropriate media and publish to WebCT. This Helpdesk is available by phone, email, or on a walk-in basis from 9:00 a.m. to 7:00 p.m. Monday through Thursday and Friday from 10:00 a.m. to 1:00 p.m.

## Evaluation

The college has demonstrated an ongoing commitment to provide and support a broad range of services and training for faculty and students in distance learning courses. The college pays special attention to ensuring a comprehensive approach to TMI that addresses student services as well as instruction. The Technology Mediated Services (TMS) committee focuses on insuring that support services are available for both traditional and distance learning students in a variety of modes. The resources and services will need to continually expand in order to support the needs of instructors and students. Many

of the resources have been supported through Title V funds. These services have become integral to providing quality TMI courses and need to be maintained if not expanded in the near future. Funding provisions need to be made that ensure ongoing support for investment in hardware, software, and human resources.

The program has rigorous academic standards and readily meets the “principles of good practice.” The college has made a significant commitment to developing the program beyond its current reach. The college evaluates the program as it does all others. Grade distribution reports are made available to division chairs and administrators, and student satisfaction is surveyed periodically. The college also files a distance education report every year with the Chancellor’s Office (Ref. 4-28), responds to an annual request for distance-learning information from the Chancellor’s Office by completing the online survey sent to all community colleges.

## Plan

The college must continue to research the fiscal efficiency of electronic delivery systems. To the extent that they may allow lower overall cost while maintaining rigorous standards and equivalencies with

traditional modes of delivery, they should be developed and implemented rapidly. The newer hybrid courses appear particularly promising and such offerings should be expanded.

Now that much of Glendale’s community base has both the equipment and the technical knowledge to participate, more on-line offerings should be pursued.

The college must continue to analyze new distance learning offerings to ensure that they are consistent with the Principles of Good Practice in Distance Education.



*4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with the applicable Commission policies and guidelines.*

Glendale Community College does not currently offer curricula in foreign locations to students other than U.S. nationals, the Study Abroad Program and the Baja Field Studies Program located in Baja California, Republic of Mexico serve U.S. nationals.

## References

- 4-1 Assembly Bill 1725  
<http://www.academicssenate.cc.ca.us/LocalSenates/AB1725.htm>
- 4-2 Campus Profile
- 4-3 Glendale College Catalog
- 4-4 Non-Credit and Credit Cross Enrollment
- 4-5 TAP Conference: Admissions Update
- 4-6 Section 504: Coordinator's Handbook
- 4-7 Program Review-Order of Programs  
<http://www.glendale.edu/programs/list.html>
- 4-8 Institute for Higher Educational Leadership & Policy-Transfer Rate Study
- 4-9 Course Expectations book
- 4-10 Student Success Task Force Report (2002-2003) <http://www.glendale.edu/senate/>
- 4-11 Course Overview (sample)
- 4-12 Class Schedule
- 4-13 Career Major Pathways
- 4-14 Certificate of Completion
- 4-15 Curriculum Handbook  
<http://www.glendale.edu/senate/>
- 4-16 Course Outline (sample)
- 4-17 Board Policy 6141.7, Course Prerequisites
- 4-18 Approval Form for New Classes
- 4-19 Assist Website  
<http://www.assist.org/>
- 4-20 Continuation and Persistence Rates
- 4-21 Research Across the Curriculum  
<http://www.glendale.edu/senate/>
- 4-22 Report of the Writing Across the Curriculum Task Force to the Academic Senate, <http://www.glendale.edu/senate/>
- 4-23 Master Plan (2003)
- 4-24 Program Review
- 4-25 Program Review Exit Survey
- 4-26 California Articulation Number System (CAN),  
<http://www.can.csus.edu>
- 4-27 Technology in Education: List of Senate Publications,  
<http://www.academicssenate.cc.ca.us/Publications/distance>
- 4-28 Distance Education Report