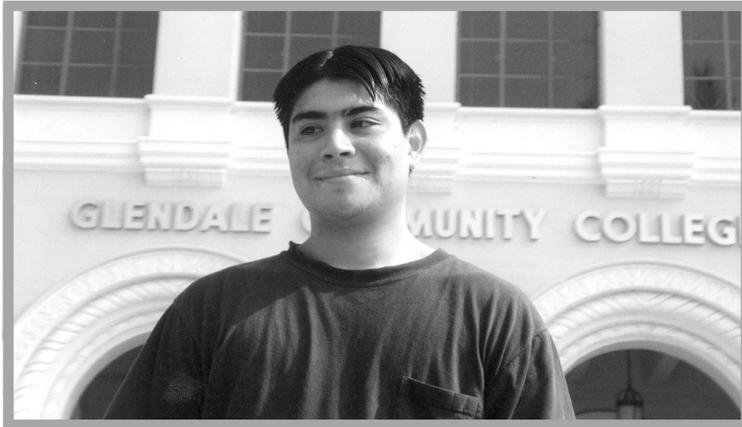


Standard 2

Institutional Integrity



JILDARDO RODRIGUEZ Age 21

Jildardo's educational goal is to become a high school history teacher. His interest stems from the influence and experience he received from both his high school and Glendale Community College history instructors. In a relatively short amount of time, he is completing his transfer requirements for the CSU system. This may seem to be a routine educational progress, but Jildardo's task was just a little more challenging due to the fact that he is blind. He has worked with GCC's Instructional Assistance Center to receive tutoring and proctoring services, and the High-Tech Center has assisted him with a variety of services to convert his course materials into usable alternative formats. Most textbooks are converted into audio files that he stores on his computer, but he still enjoys Braille when reading for pleasure.

The most difficult task along the way was converting his math textbooks into a suitable format. This process involved the assistance of GCC's Math Department and the Chancellor's Office Alternate Text Production Center. Jildardo also assisted our Assessment Center with creating Braille versions of placement tests. He is very pleased now that he has the tools and capability to "scan" textbooks on his own. This will definitely allow him to expedite the process for his continuing education.

In his senior year of high school, Jildardo won an essay contest sponsored by the Foundation for the Junior Blind, allowing him to spend two weeks in Washington D.C. with a dozen other students. He also enjoys playing the guitar. Jildardo plans to transfer to a CSU campus in spring 2004, and has an increasing interest in the San Francisco campus "so that he can see a little more of what's out there!"



Standard 2 Committee

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standard 2: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Description

The Glendale Community College (GCC) Information Technology (IT) staff maintains a web site for the college containing a near verbatim copy of the important print publications listed below. Additionally, this site includes some time specific information that can only be found at this location such as daily class cancellations. Surveys show that 85% of GCC students have access to the Internet.

College Catalog

The catalog (Ref. 2-1) provides information about (a) the mission and educational purposes of GCC; (b) degrees, course offerings, curriculum, transfer information, special programs available for different student cohorts, and the wide array of resources to help students achieve their goals; (c) student fees, financial aid, and refund policies; (d) admission requirements, degree and graduation requirements, certificate programs, GCC course articulation with university general education requirements, and the

academic calendar; (e) the names and training of the faculty as well as the names and offices of GCC administrators and classified personnel.

Traditionally, GCC has printed an annual catalog. However, beginning with the 2003-2004 academic year, the catalog will be published bi-annually with an off-year supplement. Updates are coordinated by an administrative assistant in the Admissions and Records Office. All curricula changes originate at the division level. The faculty members vote to send changes forward to the Curriculum and Instruction Committee. In the Curriculum and Instruction Committee, these changes, if passed, are forwarded to the Academic Affairs Committee for approval. The administrative assistant is present at these meetings and is charged with placing these approved changes on the agenda of the next Board of Trustees meeting. If the Board approves these changes, the administrative assistant implements them in the next catalog, coordinating with the various campus constituencies responsible for each section of the catalog. Periodically, faculty are asked to verify the accuracy of faculty listings in the catalog.

An electronic version of the catalog is provided on the GCC web site at www.glendale.edu/pdf/catalog/2003/. The specific task of transferring an accurate version of the catalog to the GCC web site is entrusted to a member of the GCC IT staff. The Office of Communications, Marketing and Foundation is responsible for overseeing that the design of the catalog is consistent with other current college publications and with the most current GCC marketing intentions.

Class Schedules

Also prepared and published in print are class schedules for the fall and spring semesters as well as

one for the summer session(s) and the winter intersession. Class schedules (Ref. 2-2) are published approximately two weeks before registration begins for the corresponding semester.

The Office of Curriculum Management prepares the class listings and other information in the class schedules after receiving the pertinent information from the division chairpersons and other offices. This preparation occurs over the course of four revisions that gradually verify and update room and instructor assignments, resolve time conflicts, and otherwise ensure accuracy. This office has altered the procedures for preparing the catalog by allowing some division chairpersons to enter data directly into the computer system. In the future, division offices will enter all such information. The specific task of transferring an accurate version of the class schedule to the GCC web site is entrusted to a member of the GCC IT staff.

Unlike the college catalog which appears on the GCC web site but remains constant, the class schedules on the web site change on a daily basis as corrections and updates such as room or instructor changes are made.

The Office of Communications, Marketing and Foundation (CMF) oversees the design of the class schedule to ensure consistency with other college publications and the most current GCC marketing intentions. Mailers (Ref. 2-3) and postcards (Ref. 2-4) listing some of the information in the class schedule designed by the PIO are sent to the residences within and near the college district as a marketing tool.

Student material fees are not noted in the course listings in the schedule.

Student Handbook, Faculty Handbook, and Recruitment Brochures

The Office of Admissions and Records has prepared a student handbook (Ref. 2-5). This handbook was identified as an important resource for students and many were upset when it was announced that the budget cuts were going to cut the publication of this student resource. With the help of financial aid outreach, the handbook was redesigned and published in the fall 2003 semester.

A faculty handbook (Ref. 2-6) was most recently distributed in fall, 2003. The Office of Student Services

recruits students for college attendance from local secondary schools via the Office of School Relations and Student Outreach. In addition, the Office of College Services supervises the recruitment of students from outside the United States by sending a representative of GCC to other countries. Brochures (Refs. 2-7 and 2-8) are used in these recruitment efforts. Again, the CMF oversees the design and proofreading of the copy.

Signage

The electronic sign on the corner of Verdugo Road and Mountain Avenue, which the CMF coordinates, flashes messages about GCC classes and events. The marquee on Verdugo Road in front of the college, operated by the Theater Arts Department, displays information about campus events.

Broadcasts and Advertising

The CMF broadcasts an interview show, *Gateways*, on the public access channel of the local cable company to residents of Glendale and surrounding local communities. A new show is created every two weeks and runs six times in the two-week span. These broadcasts highlight and promote the strengths of GCC and do not purport to be unbiased analyses of GCC programs. The CMF runs print ads in the Glendale News Press and local high school newspapers and yearbooks on a regular basis.

Other Marketing Material

The GCC Professional Development Center (PDC), which does contract, fee-based job skills training, publishes its own marketing material (Ref. 2-9). The Office of Community Services publishes its course offerings schedule (Ref. 2-10) for its fee-based courses in each of its quarters. Printed schedules are mailed to residences near the college. The CMF prepares fund-raising brochures and other printed material, and the Office of Human Resources (HR) sends out flyers to recruit new employees (Ref. 2-11). For new faculty members, the division that seeks the faculty member creates the copy for the brochure under the supervision of HR. In the case of classified employees, the appropriate managers submit any special qualifications needed to be included with the boilerplate job specifications language for the position advertisement. In addition, the Alumni Newsletter (Ref. 2-12) is published by the CMF. *Gateways* magazine, a semi-annual publication from the

president's office, is also published by the CMF Office. It chronicles developments on the college campus during the previous six months and is mailed to approximately 2,500 residences and businesses in Glendale and surrounding areas. Many other programs on campus also produce brochures to advertise their services or functions such as the Math Science Center or Journalism (Refs. 2-13 and 2-14). All these descriptions of college programs and services are extensively promoted on the college web site.

Evaluation

Since the time of the last accreditation in 1998, two major occurrences that have impacted this subsection of Standard 2.

First is the effort on the part of GCC to address the recommendation of the previous accreditation team that the college "establish policy and procedures to coordinate all college publications to ensure consistency, accuracy, and timeliness...." To this end, the college has placed the Public Information Office, all communications, and marketing under one office headed by the Communications, Marketing and Foundation Director. Although this has improved the consistency of the appearance and accuracy of GCC's publications, it has not fully solved the problem. Some gaps remain.

The second major occurrence is the explosion in the use of the web site by our students and prospective students. It has been a highly commendable undertaking for the Office of Admissions and Records to get the catalog and class schedules on the GCC web site. This has proven to be a tremendous convenience to our current and prospective students and has been very useful in updating information as it changes in the schedules. However, now every program and branch of the campus, from the Scholars Program to the PDC, the hiring process to the recruiting process, is promoted on the web site. The director and coordinator of every one of these programs is capable and well-intentioned, with mistakes limited only by that person's individual prowess. The college would benefit from having a policy for updating and independently checking the accuracy of information for our programs.

Some preliminary steps to mitigate this problem have been undertaken. Class schedule accuracy is now

increased by the division chairperson's ability to directly enter data into the master computer system. This process has been enhanced by a strict time line policy implemented by the Office of Curriculum Management and the college's purchase of Resource 25 software. The college has purchased a new enterprise system that will further simplify the scheduling process and improve the accuracy of reports required by state and federal agencies. The Student Fees Committee has recommended that course material fees be noted in each course offering where applicable in the class schedule.

Additionally, the CMF has devised a mini-brochure format that it offers to campus programs to help them advertise their services or resources to their target markets. This commendable new approach is both more cost effective in marketing and disseminating information as well as more focused. These mini-brochures are also posted on the web. Lastly, the distribution of the faculty handbook does not occur every year.

Plan

Although great strides have been made since the last accreditation visit in trying to coordinate all college publications to ensure consistency and accuracy by consolidating and centralizing much of the campus publishing, more needs to be done to validate the accuracy of the material.

A governance committee should be established to formulate procedures consistent with the college mission to upgrade, standardize, and maintain all materials published by the college, including a timetable for revision for each page of the GCC website. This committee should establish policies and procedures so that all publications are checked and signed off by the administrative manager responsible for that area.

In addition, and probably more importantly, publications (including web publications) need to be checked on an annual basis to determine if they need to be updated. Managers for each publication need to follow a procedure and schedule to have material checked before it is authorized. The college needs to create a centralized service bureau for publications, website entries and duplicating. It should be noted that if the publication of the student and faculty

handbooks is too costly in these difficult budget times, it would be helpful to have the material published on the GCC website with appropriate links from the faculty menu for the faculty handbook and from the GCC portal for the student handbook.

Regarding student fees, the college is encouraged to publish a note designating material fees for each course offering in the class schedule.

The producers of the *Gateways* program should expand their broadcast offerings to include all constituencies and create an archive library.



2.2 The institution has a readily available governing board-adopted policy protecting academic freedom responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Description

The previous accreditation committee agreed with the college's recommendation to develop a policy on academic freedom. The "Academic Freedom Policy," which appears in Board Policy 4092 (Ref. 2-15), was approved by the Board of Trustees in December of 1999.

Evaluation

The task of developing such policy fell to the Academic Senate. The Senate created a task force to develop a draft statement on academic freedom. The task force was chaired by Dr. Peggy Renner and enjoyed a wide representation from the campus community. It was a task force decision to combine the Academic Freedom Policy with an academic responsibility policy. The work of the task force was approved by the Academic Senate and moved through the governance structure via the Academic Affairs Committee and the Campus Executive Committee and was subsequently approved by the Board of Trustees.

The Academic Freedom Policy appears in Board Policy, the Faculty Handbook, and on the college web site.

Plan

The college may wish to find additional avenues to disseminate the Academic Freedom Policy to the faculty and college community. Some methods include discussing the policy at Faculty Institute Day and during the new faculty orientation.



2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Description

The GCC District Board has established a policy of academic freedom which appears in Board Policy 4092. This policy is also available in the 2003-2004 Faculty Handbook and on the GCC web site.

Additionally the "Glendale Community College Faculty Ethics Statement" (Ref. 2-16) appears in the Faculty Handbook, is official college policy, and appears on the college web site on the Academic Senate page.

Compliance with this policy is assured in several ways. State law mandates that divisions collect and maintain on file each semester every instructor's syllabus. Division chairpersons review these syllabi on a regular basis. Divisions perform a periodic faculty evaluation process, including peer, administrative, and student review, designed to bring to light any lapses in objectivity or fairness. Additionally, the college has an established grievance procedure, as detailed in the student handbook, college catalog, and on the college web site, and is available to students who feel they are not being treated fairly by college staff.

Evaluation

This accreditation committee polled division chairpersons to ask if there have been student complaints or commendations concerning fairness and objectivity in the classroom. Of the 15 divisions, only two of the divisions, Social Science (which houses the Political Science program) and Language Arts (which houses the Communications Programs), reported student feedback, either positive or negative.

Commendations included students' comments that instructors in their classes that deal with such issues are largely objective; most excel in presenting all sides of the issue and distinguish well between their personal views and the empirical evidence if, indeed, instructors' personal views are made known at all. Complaints generally did not exceed the limits imposed by academic freedom and were acceptable good-faith perceptions of truth based on personal values. The one notable exception followed the established grievance guidelines and resulted in the permanent removal of the adjunct instructor from the classroom.

Plan

None.



2.4 Institutions which strive to instill specific beliefs or world views, or to require codes of conduct of faculty, administrative and support staff, or students, give clear prior notice of such policies.

GCC does not subscribe to specific beliefs or world views. It does have a faculty code of ethics, which is based on a standard AAUP code and is handled as explained in Section 2.3.



Section 2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Description

The college has in place Board Policy 6133 (Ref. 2-17) on academic honesty and the consequences of violating this policy. The language of Board Policy 6133 is published in the catalog and student handbook, and instructors are required to include in their course syllabi a discussion of academic honesty and the consequences of dishonesty.

Evaluation

Board Policy 6133, which deals with student academic honesty, meets the standard. In the last accreditation, the committee cited inconsistency in the wording in different publications. This issue has been resolved. The catalog reflects the Board Policy verbatim.

Plan

To make the academic honesty policy statement more widely available to students, Board Policy 6133 should be displayed on the MyGCC Student Portal. The college is currently revising the student discipline policy as well as the Board Policy and Administrative Regulations.



2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description

The Glendale Community College District Board of Trustees established a policy of equity and diversity for students called the Student Equity Plan which appears in Board Policy 5020 (Ref. 2-18). It is designed to meet state mandates for equity in student access and success by setting equity as a goal, conducting ongoing research to evaluate equity in student access and success, training staff on equity matters, and investing in technology appropriate to achieve equity.

Although the college's Student Equity Committee has temporarily suspended its oversight activities, some elements of the plan have been acted upon. Research has identified first generation/immigrant college students as being at the highest risk, and the college has focused its attention on these students with special mentoring programs. The Title V Grant and the Gear Up Grants have provided funding for partnerships with the Glendale and Los Angeles Unified School Districts to institute programs at a number of high schools in these cities to work with at-risk students.

Outreach efforts have been increased through the use of *Gateways*, a TV show that informs the community about programs available on campus to help students succeed. Mini-brochures, the Tutors Today/Teachers Tomorrow Program (T4), and student ambassadors all work together to reach at-risk students and increase the odds that these students will attend and succeed at college. Sadly, the T4 Program was scaled back in June of 2003 due to budget constraints. Further, the Office of School Relations and Student Outreach is active in promoting student access and success. The Research and Planning Unit continues its statistical analysis of student equity and reports its results in its Campus Profile and via program review.

The Staff Development Center maintains its commitment to ensuring that faculty and staff are able to serve a multi-cultural community through its staff development program. Four years ago, a Coordinator of Diversity position was established to enhance the awareness of students, staff, and faculty of the rich diversity of the GCC population and the surrounding greater Glendale area. The coordinator is responsible for selecting and presenting a variety of activities open to the GCC family as well as coordinating with the City of Glendale's diversity program. The center offers numerous workshops and programs designed to demonstrate ways to enhance the educational experiences of diverse student populations. The college has active programs for Black and Women's History Months. It sponsors ethnic food fairs, film festivals and discussions, lecture series, and workshops designed to educate and inform all involved in the educational experience of students at GCC.

In addition, to enhance the diverse student population and to create an atmosphere of tolerance, GCC supports several cultural and religious student organizations.

Evaluation

The college equity programs are extensive and encompassing, and college faculty and staff are attuned to the needs of a diverse student body. The Staff Development Office and the Diversity Coordinator continue to offer diversity training and activities for students, faculty, administrators, and staff. The Research and Planning Unit continues to

monitor equity and recommend corrective measures as needed. The college already has a telephone guide to connect non-English speaking callers with assistance in their native language and is exploring the possibility of instituting multilingual automated phone assistance as well. The Title V grant includes a research component to identify and address the cause of lower success rates by Hispanic students, especially in English and math. The Title V grant also provides funding to identify at-risk students at the time of entry or placement and to provide them with proactive interventions via their caseload counselor.

Plan

As a result of recurring faculty and staff changes, there is a continuing need to address general diversity training for staff to ensure that employees develop the appropriate commitment to the Staff Diversity Plan and the knowledge to carry it out. The college should investigate the possibility of providing automated information in multiple languages. This task should be assigned to a specific campus committee that will be responsible for regular updates.



2.7 The institution demonstrates honesty and integrity in its athletic programs.

Description

Glendale Community College's (GCC) Health and Physical Education Division is mandated, as a member of the Western State Conference (WSC), to follow the California Association of Community College's Athletic Code. As required, the division chair reviews the guidelines provided in the code with all coaches at least annually, and the college's superintendent/president signs a statement confirming that these reviews have taken place.

In 1998, the division underwent its second WSC-mandated program review (Ref. 2-19). The first was in 1990. At that time, the WSC had recently ordered that each of its members undergo program review every six to eight years. (As a non-instructional program, athletics had not been a part of the regular

GCC program review process. Athletics is part of Student Services and is now on a regular review cycle.)

Both WSC program reviews consisted of extensive self-study followed by a visit by a WSC committee. Areas evaluated included procedures followed for potential violations of athletic code, procedures for confirming athlete eligibility, academic achievement by athletes, academic support for athletes, recruitment procedures, demographics, and gender equity among athletes, programs, and staff.

Evaluation

The 1998 program review visitation report, prepared by the WSC committee, concluded that the Health and Physical Education Division adheres to both state and WSC athletic codes and that quality programs for student athletes are provided. Numerous commendations were given in the report, including high commendation for the work of Jim Sartoris and Terry Coblentz, directors of the men's and women's programs, respectively. The report commended efforts the division has made toward raising equity between men's and women's programs, but also expressed some remaining concerns about this issue. Since 1998 however, these concerns have been addressed. Salaries of coaches of men's vs. women's teams, for example, have been made consistent. When interviewed, Terry Coblentz expressed no discontentment over the ratio of male to female athletes, access to facilities or other division resources by women's teams, spending per athlete, or any other gender-related issue.

Numerous other recommendations made in the WSC visitation report have also been implemented. Interviews conducted with Jim Sartoris and Troy Davis (academic advisor for the athletic program) did not reveal any perceived problems with recruitment efforts, eligibility checking, student athlete demographics, or academic support for athletes. Furthermore, a college-wide email survey of division chairs indicated that the athletic program does not request special treatment for its athletes from academic departments.

Plan

Continue to maintain the high standards of the athletic program.



2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.

Description

The committees of Glendale Community College (GCC) faculty, staff, and administrators working on the accreditation self-study have each received the Accreditation Commission's standards and a set of guidelines for preparing the self-study. Committee chairs and designated writers have received training on self-study guidelines. The college has a tradition of well-prepared self-studies and full cooperation with the Accrediting Commission and its representatives.

Evaluation

Materials and training received by accreditation committee chairs and writers have stressed the need to conform to the standards and requirements of the Accreditation Commission, and to be candid about problems and weaknesses discovered during the self-study. The coordinator of the self-study has been very responsive to the committee requests for assistance.

Plan

The campus is in the process of developing a comprehensive campus approach to implementing student learning outcomes. The SLO Task Force will be looking for ways to address the use of SLOs in a manner that addresses the new Accreditation Standards that is respectful of campus-wide interests, and then determining ways to measure those outcomes. The Program Review Committee will also be developing ways to incorporate SLOs into its self-study document.



2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Description

Current policy regarding integrity in college representation assigns major responsibility to the authors of the individual publication. The previous accreditation process recommended that the college assign responsibility for accuracy and consistency of publications to the Public Information Office (now the Office of Communications, Marketing and Foundation). This has been done. In addition, in 2002 the college established a web oversight committee. Despite these actions, much of the responsibility for the currency and accuracy of the various publications of the campus falls to the professionalism and work effort of those assigned to produce the various publications.

Evaluation

As a result of growth, the increase in electronic publication, and the popularity of web-based publications, it is difficult for any one person to ensure the integrity of every publication. Thus, the responsibility of maintaining the integrity of the various publications and web sites falls to several individuals on campus, and the currency and accuracy of those publications are dependant upon the professionalism, work ethic, and efforts of those assigned the tasks. While efforts have been made to resolve these problems (i.e., assigning responsibility for oversight to the Office of Communications, Marketing and Foundation), the steps taken are insufficient. The college's commitment to academic freedom and the ownership of academic content areas further complicates the issue. In addition, specific individuals have developed procedures to ensure the accuracy and currency of published materials, but there is no guarantee that these procedures will be followed if these individuals were to leave the college.

Plan

Although great strides have been made since the last accreditation visit in trying to coordinate all college publications to ensure consistency and accuracy by consolidating and centralizing much of the campus publishing, more needs to be done to validate the accuracy of the material. A committee should be established to formulate procedures consistent with the college mission to upgrade, standardize, and

maintain all materials published by the college, including a timetable for revision for each page of the GCC website. This committee should establish policies and procedures so that all publications are checked and signed off by the administrative manager responsible for that area on an annual basis.

In addition, and probably more importantly, publications (including web publications) need to be checked on an annual basis to determine if they need to be updated. Managers for each publication need to follow a procedure and schedule to have material checked before it is authorized. It should be noted that if the publication of the student and faculty handbooks is too costly in these difficult budget times, it would be helpful to have the material published on the GCC website with appropriate links from the faculty menu for the faculty handbook and from the GCC portal for the student handbook.

References

- 2-1 College Catalog
- 2-2 Class Schedule
- 2-3 Recruitment Mailer
- 2-4 Postcard Announcing Summer Registration
- 2-5 Student Handbook
- 2-6 Faculty Handbook
- 2-7 Student Outreach Brochure
- 2-8 International Student Recruitment Brochure
- 2-9 PDC Brochure
- 2-10 Community Services Brochure
- 2-11 Human Resources Flyer
- 2-12 Alumni Newsletter
- 2-13 Math Science Center Brochure
- 2-14 Journalism Brochure
- 2-15 Board Policy 4092 (Academic Freedom)
- 2-16 GCC Faculty Ethics Statement
- 2-17 Board Policy 6133 (Academic Honesty)
- 2-18 Board Policy 5020 (Student Equity Plan)
- 2-19 WSC Athletic Program Review Self-Study