



Final Assurance Argument

Maricopa Community Colleges
Glendale Community College
Arizona

[Review date: 2/28/2022]



**GLENDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

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Introduction

Glendale Community College (GCC) is a thriving higher education institution located in the West Valley of the Phoenix Metropolitan area in Arizona. A public, associate degree granting institution, GCC is one of the oldest and largest of the 10 colleges in the Maricopa County Community College District. The mission of GCC is [to prepare] students for further higher education, employment, advancement, and successful participation in a global society. GCC services more than 21,000 students during an academic year. Approximately 500,000 students have completed associate degrees, certification programs, industry-specific training, university transfer programs, or credit classes since GCC opened in 1965. GCC offers over 60 academic and career and technical education programs comprising over 200 degrees and certificates. GCC holds a deep commitment to its comprehensive mission, as evident in its strong transfer, career and technical education programs, non-credit and customizable training programs and community partnerships with K-12, business and industry, municipalities, government agencies, and non-profit organizations.

Known for its academic excellence and a commitment to hiring professional, dedicated, and well-trained faculty and staff, GCC provides a haven for a diverse student body that thrives with support services, small class sizes, and engaged faculty. Recognized as a Hispanic Serving Institution by the U.S. Department of Education, GCC's student body reflects the diverse area in which GCC campuses are located. In the 2020-2021 academic year 38% of the student body declared Hispanic, 42% White, 6% African American, 5% Asian and 9% Other. GCC strives to enable and promote upward mobility within the population it serves.

As a tax supported public institution, GCC serves the citizens of Arizona well by safeguarding fiscal responsibility through stewardship and accountability. GCC has had exemplary financial audits, holds reserve funds to sustain the institution during uncertain economic times, and invests in infrastructure such as state-of-the-art buildings and technology to provide an optimal learning environment for our students. GCC enthusiastically submits the Assurance Argument with supporting documents in the Evidence File ensuring our institution continues to meet the Criteria for continued Accreditation.



CRITERION 1

Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

CORE COMPONENT 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

ARGUMENT

1.A.1

Glendale Community College's (GCC) values, vision and mission were developed through a transparent and inclusive process.

In 2009-2010 GCC conducted a review of its mission and vision statements and identified a need to simplify the language of both in order to gain broader recognition. Both statements were rewritten after a series of conversations with employees, students and community members. GCC's mission and vision statements were first adopted and supported by the Governing Board of the Maricopa County Community College District (MCCCD) in 2010.

Mission: Glendale Community College prepares students for further higher education; employment and advancement; and successful participation in a global society.

Vision: Glendale Community College fosters student success by providing innovative, quality learning experiences for all members of the community.

Values: Learning, Quality, Integrity, Inclusiveness, Community and Future-Focused. These values overlap many of the District values and complement the vision and mission statements retained by the College.

GCC's values, vision and mission are publicly available and published on the College website, online Academic Catalog, and print media.

1.A.2

As discussed in 1.A.1, GCC's mission and vision statements are current and reflect the institution's emphasis on providing quality instruction, preparing students for further higher education and employment, and participating in a global society.

GCC "prepares students for further higher education" through its 218 degree and certificate programs, Maricopa University Partnership program, a coordinated transfer program between GCC and over 40 institutions, and commitment to faculty professional development. Additionally, GCC fulfills its mission to prepare students for "employment and advancement" through its Career and Technical Education (CTE) programs and industry partnerships, such as the Microsoft Datacenter Academy partnership for our IT programs and partnerships with local fire departments and ambulance companies for our Paramedic, Fire Science and EMT programs. Finally, the College fulfills its mission of preparing students for a "successful participation in a global society" by offering students opportunities to participate in cocurricular experiences that celebrate diversity and showcases student work in areas of the Arts and Performing Arts enhancing the cultural environment of Glendale, Peoria and the West Valley.

1.A.3

GCC's values, vision and mission clearly identify the nature, scope, and intended constituents of the programs and services provided and reflect how GCC meets the needs of its diverse student population.

GCC's constituents represent diverse perspectives which enrich the institution and strengthen its connection to the communities it serves through programs like See4Vets Math Success Scholarship or being a community supporter in The Hometown Christmas Parade.

Through strong transfer and career and technical education programs, its non-credit and customized training programs such as Behavioral Health Resiliency training and classes for our first responders, and community partnerships with K-12, such as the Early Childhood Education partnership with Peoria Unified, business and industry partnerships such as with WESTMARC, municipalities, government agencies, and nonprofit organizations, GCC exemplifies its mission.

1.A.4

GCC's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Academic Offerings. Offering current and relevant curriculum fulfills both the mission and vision. A total of 553 changes including 48 new courses were processed and approved by the College's Curriculum Committee and District Instructional Councils between 2015-2021. Recently the Vice President of Academic Affairs approved 10 new degrees associated with the Guided Pathways initiative. Guided Pathways provides a clear roadmap for students to achieve their goals in the shortest possible time and at the least cost. The Faculty and Instructional Councils across the District collaborated and the resultant

curriculum maps were collated into nine Fields of Interest. Guided Pathway maps further align with industry needs and will dovetail into the College's high school Dual Education program. Finally, the initiative takes advantage of EdReady, the district's new placement strategy for English, Reading and Mathematics courses, reducing the need for developmental curriculum and streamlining the time to completion.

Student Support. GCC fosters student success through comprehensive tutoring across 40 disciplines coordinated by the Tutoring Across the College program. Tutoring Across the College offers in-person and virtual services at both the Main and North campuses.

Residential Library faculty and skilled Library staff meet student information resource needs. The library offers Information Studies (IFS) courses, which prepare students for work in information-rich settings. The librarians have created subject and class research guides that directly embed into Canvas shells for student support. Library faculty and staff support teaching and learning through an interactive Library website featuring 24/7 help through "Ask a Librarian" and online databases.

The Counseling Department supports a learning environment that encourages career, personal or academic growth, and offers crisis response for GCC students and the community. Individualized personal or academic counseling is available which promotes overall student success and academic goal achievement.

The Disability Resources and Services Office (DRS) provides resources, services and academic accommodations to enable students with qualifying disability documentation to achieve success in their educational goals.

The Veterans Services Center provides a "one-stop" service for veterans, assisting them with transitioning from military life to the academic environment, getting academic support and moving into a civilian career. In 2014, GCC was named a Veteran Supportive Campus and a Military Friendly School.

Two academic clubs Phi Theta Kappa (PTK), the national honor society, and Psi Beta, the Psychology honor society, prepare students for further education, employment and successful participation in a global society. PTK provides opportunities to develop professional and leadership skills, earn scholarships, explore career paths and expand each student's view of the world. Psi Beta's mission is to encourage professional development and psychological literacy of students by promoting and recognizing excellence in scholarship, research and community service.

Enrollment Profile. GCC's diverse student enrollment profile is consistent with its stated mission and vision and is reflective of the surrounding community. The College is designated as a Hispanic Serving Institution; as of Fall 2021 almost 40% of its student population is Hispanic. The most recent semester enrollment data show the median age of students is 24 with 57% female and 43% male. Most students (70%) attend the College part-time, 94% are Maricopa County residents and over half (57%) are first generation college students.

1.A.5

GCC clearly articulates its mission through public documents that collectively demonstrate a clear sense of purpose and a comprehensive approach to fulfilling its mission.

The GCC mission is clearly articulated and supported through GCC's vision and values, all of which are publicly accessible through the College website, Academic Catalog, the College's Strategic Plan: Focus 2024. The mission statement reinforces GCC's commitment to being student centered.

In 2018, the College President initiated a comprehensive review of the GCC values, which resulted in a cross-functional task force that identified guiding principles of employees and students, conducted several focus groups, hosted listening sessions and ultimately developed a set of six core values for the College. These values further support GCC's Strategic Goal II: Improve GCC's Operational Effectiveness.

SOURCES

- AO Microsoft Datacenter Academy
- AO Phi Theta Kappa Eligibility
- AO Psi Beta Membership
- AO Tutoring Across the College
- EV Hometown Christmas Parade Flier
- EV Hometown Christmas Parade Flier (page number 4)
- IR Early Childhood Education Program Review Assessment
- IR Early Childhood Education Program Review Assessment (page number 12)
- IR Glendale and Peoria Census Facts
- IR Headcount Trend Academic Load
- IR Headcount Trend Age
- IR Headcount Trend First Generation
- IR Headcount Trend Gender
- IR Headcount Trend Race Ethnicity
- IR Headcount Trend Residency
- IR Military Friendly School Email
- IR Westmarc Member List
- M Resiliency Training Workshops
- OD 10 New Degrees
- OD 2021-2022 Academic Catalog
- OD 2021-2022 Academic Catalog (page number 6)
- OD 2021-2022 Academic Catalog (page number 144)
- OD AZPost BHS Approved Classes
- OD Degree and Certificate List
- OD EdReady Case for Change
- OD EMT Program
- OD Fire Science Program
- OD Paramedic Program
- OD Transfer Partners Full List
- OD University Partnerships
- P Enrollment for Veterans
- P Faculty Professional Growth
- P Psi Beta Mission
- P Veteran Supportive Campus
- PD 2021-2024 Strategic Plan
- PD Values Announcement
- PD Values Employee Survey Results
- PD Values Student Focus Groups Results
- PD Values Vision Mission
- SS Ask a Librarian
- SS Counseling Services
- SS Disability Resource Services
- SS Library Research Guides
- SS Student Clubs
- SS Veterans Services

CORE COMPONENT 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

ARGUMENT

1.B.1

Glendale Community College (GCC) demonstrates its educational role is to serve the public through its commitment to providing affordable education that can lead to a successful academic career and through the development of an educated workforce with future-focused skills.

Providing an affordable education begins with strong partnerships and programs with local high schools. Creating a seamless transition from high school to community college is the primary mission of dual credit programs such as Dual Enrollment, Concurrent Enrollment, Achieving a College Education (ACE) and the Hoop of Learning Program. All of these programs give students the opportunity to earn college credits while still attending high school.

District articulation agreements establish a commitment to serving the public by helping students transfer seamlessly to the university without repeating coursework. Articulation agreements support block transfer of coursework, the transfer of the Associate Degree and its components and establish a framework for Associate in Applied Science (AAS) graduates to maximize their transfer credits. GCC promotes transfer opportunities through on-campus partnerships with state universities, strong partnerships with universities who offer concurrent enrollment programs (Ottawa-Nursing CEP, Western New Mexico University BioTech Program, and NAU Communication Program), and sponsoring transfer fairs each semester at both the Main and North campuses. Some transfer partners offer tuition discounts and scholarships for Maricopa employees looking to advance in their careers.

Through advisory councils, GCC faculty from Career and Technical Education (CTE) departments meet with representatives from West Valley businesses to develop and maintain curriculum relevant to surrounding community workforce needs. GCC's 24 advisory councils represent the voices of a variety of stakeholders supporting the College's diverse career and technical programs. Advisory council meetings are facilitated by a faculty occupational program director and include an agenda. Meeting minutes are recorded and filed in the Office of the Dean of Instruction. Meetings address program updates, concerns, labor market information, future trends, and a review of student learning and job readiness preparation as it relates to the field of study.

Three programs illustrate the College's commitment to workforce development and the needs of the West Valley communities:

1) Glendale Regional Public Safety Training Center (GRPSTC)

- Public Safety - GRPSTC opened in April 2007 and is a \$45 million, state-of-the-art public safety training facility that represents a unique partnership between the cities of Avondale, Glendale, Peoria and Surprise and the Maricopa County Community College District (MCCCD). It is a shared use public safety training center in the greater Phoenix area and includes a full range of facilities needed to train new firefighters and police dispatchers.

2) Cybersecurity

- The Cybersecurity Program at GCC is distinguished as one of the National Centers of Academic Excellence in Cyber Defense. The program is designed to meet the training needs of government and industry employers and covers information on security technologies and structured languages. Cybersecurity degrees offered at GCC are Cybersecurity, Information Security, and Linux Networking. The Cybersecurity program focuses on high-demand skills needed for internationally recognized IT certifications and for business, industry, and government.
- An integral part of the Cybersecurity Program is the Gaucho Cyber Cave. Each station is hardwired into six unique learning opportunities for entry, mid and advanced levels of student development. The cyber program is a Red Hat Academy, VMWare Academy and a Cyber Warfare Range.
- The GCC Cyber Club is open to all students enrolled at GCC and provides learning experience that promotes growth, knowledge, and experience in the field of Cyber Security. GCC strives to foster a safe and secure environment where the student feels comfortable practicing skills in real-world scenarios. The GCC Cyber Club has participated in the Western Regional Collegiate Cyber Defense Competition and the National Cyber League.

3) Automotive Technology Programs

- Since 1978, GCC's Automotive Technology program has taught students from the casual, home-based auto mechanic to General Motors, Chrysler and Ford certified automotive repair technicians. Students can study a single technical aspect of vehicle repair or earn a degree that will launch a career at a shop or dealership. Small class sizes allow for hands-on shop time with personalized attention from instructors who spent careers in the automotive repair industry. GCC automotive technology programs are certified by the National Institute for Automotive Service Excellence (ASE) and evaluated by the National Automotive Technicians Education Foundation (NATEF). Within the two-year program, students engage in classroom learning and internship programs with dealer partners.

Through activities that advance public health and wellness and develop informed citizens, GCC demonstrates its educational role is to serve the public.

- Healthy Community
 - The 3rd annual mental health fair "Mind Your Health" took place on April 3, 2019. Visitors learned about mental health at interactive resource booths, participated in free activities and health assessments, and networked with local organizations in mental health.
 - Fitness Centers at both the GCC Main and North campuses provide a safe, clean dynamic learning environment for students, employees and community members of all fitness levels. Whether members enroll in the Fitness Center for college credit or noncredit classes, qualified instructors can customize a fitness program for all needs.
 - In 2020, during the COVID-19 pandemic, GCC North partnered with Embry Women's Health and administered over 51,000 COVID-19 tests between September 2020 and April 2021. The GCC Main campus partnered with SIPMD to host COVID-19 vaccinations for the community in April 2021.
- Develop Informed Citizens
 - The Evening Skies Program is an annual astronomy event that brings over 400 community members to the GCC North campus to view the sky through eight research-grade telescopes. In addition to observing through the telescopes, guests have the

opportunity to participate in other science-themed activities presented by the Chemistry and Physical Science Departments.

- The Chemistry Department hosts its annual Chemistry Day event in the fall as an outreach to local elementary schools. This event brings approximately 120 4th and 6th grade students to campus to explore hands-on activities and a demonstration show centered around a national theme to celebrate National Chemistry Day.
- GCC's music groups, theatre productions and dance performances sponsor a robust schedule to advance the fine arts in the West Valley.
- Since 2011, GCC has partnered with the Mayor of Glendale to co-host a Stand Up for Veterans Fair, which strives to help veterans in Glendale and the West Valley better acclimate to civilian life after their military careers are over. The fair provides job recruitment/search opportunities, settles traffic and other minor court issues, provides free haircuts and medical advice and brings veterans and the community together to meet one another and enjoy an old fashion BBQ.
- In November 2020, GCC served as a voting site for the General Election. The right to vote is the foundation of any democracy.

1.B.2

GCC's educational responsibilities take primacy over other purposes. As an open-access institution, GCC exists to serve its community by providing the broadest possible access to affordable, high-quality higher education.

MCCCD is a political subdivision of the State of Arizona (Arizona Revised Statutes Title 15, Chapter 12, Article 1), as an entity in this structure GCC does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Governing Board members of the MCCCD are elected officials representing the public. Their duty is to ensure that the actions of GCC and the District reflect the public interests. Over 50% of GCC's budget directly supports instructions, with 11% supporting student support services.

1.B.3

GCC engages with its external constituencies and responds to their needs by assisting unemployed and dislocated workers with securing employment. The Career Services Center provides free job search assistance to community members through workshops, Arizona Workforce Connection (Arizona@Work), training programs, and personalized advice on résumé building and job search strategies.

Federal financial support for retraining programs from sources like the Workforce Innovation and Opportunity Act and the North American Free Trade Act facilitate GCC's service to the unemployed. As the educational needs of the unemployed and dislocated workers continue to evolve, GCC collaborates with Phoenix Workforce Connections, the Maricopa Workforce Connection, MCCCD, and the Arizona Department of Education to add new degrees and certificates.

Additionally, GCC's President's Circle serves as an avenue for community business, education and government leaders to inform how GCC can better support the surrounding communities. Members of the President's Circle learn about GCC, sharing community needs and establishing strong partnerships seeking solutions to challenges that face our surrounding communities. The GCC Food Pantry was originally created in partnership with the Salvation Army after a member of the President's Circle and commander in the Salvation Army offered assistance in order to meet food insecurity experienced by GCC students.

SOURCES

- AO ACE Program
- AO Astronomy Observatory
- AO Automotive Technology
- AO Chrysler Program
- AO Cybersecurity
- AO Cybersecurity (page number 3)
- AO Dual Enrollment Participating High Schools
- AO Dual Enrollment Program
- AO Ford Program
- AO GM Program
- AO Governing Board Authorization for University Shared Space
- AO Governing Board Authorization for University Shared Space (page number 104)
- AO GRPSTC
- AO Hoop of Learning Program
- EV Facility Use Agreement Main and North Voting Sites
- IR 2018-2019 Innovation of the Year Application for Concurrent Biotechnology Program with Western New Mexico University
- IR Advisory Council Meeting Dates
- IR Covid Tests Count with Embry
- IR Ford and GM Class Size
- IR Tuition and Fees
- M Chemistry Day Flier 2020
- M Covid Testing with Embry Womens Health
- M Mind Your Health Flier in English and Spanish
- M Performing Arts Schedule Fall 2021
- M SciTech Astronomy Flier 2018
- M Spring 2019 University Transfer Fair Main Campus
- M Stand up For Veterans
- M STEM Mini Transfer Fair North Campus
- OD 2021-2022 Academic Catalog
- OD 2021-2022 Academic Catalog (page number 144)
- OD GCC Transfer Credits
- OD Maricopa Concurrent Enrollment Program
- OD Maricopa Nursing with Ottawa University
- OD NAU Communication Program
- P Governing Board Values
- P Maricopa Governing Board
- P NAU Maricopa Tuition Reduction Program
- PD Presidents Circle Food Pantry Notes
- SS Career Services Employment Preparation
- SS Fitness Center

CORE COMPONENT 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

ARGUMENT

1.C.1

Recognizing the need to prepare students for informed citizenship and workplace success, Glendale Community College (GCC) conducted an intensive review of its Institutional Learning Outcomes (ILOs). GCC's ILOs include oral, written, and visual communication; critical and creative thinking; quantitative reasoning and analysis; personal and community well-being; diversity awareness appreciation; information literacy; career goals and workplace skills. In addition to formally assessing these ILOs (detailed in 4.B.2), faculty and staff in all divisions identified how their work supported these outcomes. Disaggregated student performance data are available in the ILO Data Dashboard.

In response to social media and news becoming increasingly partisan and reporting inaccuracies, the Journalism and Library faculty addressed the concept of "fake news" and its danger to the public's trust in the media. Fake news is explored in lectures, discussions, and assigned readings. Students in GCC Journalism classes are strongly encouraged and awarded extra credit points for participation in the GCC Library's annual Fake News presentations, workshops and cocurricular panels.

Several of GCC's student organizations contribute to preparing students for informed citizenship. The Associated Student Government (ASG) and Amnesty International are two groups that actively promote and inform citizenship. The Student Leadership Center in partnership with ASG provides students with leadership opportunities through workshops, conferences, and other activities. ASG is exposed to real world experiences through involvement on college committees, projects, and strategic planning initiatives. ASG leaders are regularly included in college governance. Amnesty International's efforts in supporting diversity and inclusion within Maricopa were recently celebrated at the District Diversity Council's annual Recognition Event. Some diversity focused organizations include: Le Coin Francais, Los Quetzales, Japanese Culture, Amnesty International, Women Rising, Black Student Union, Environmental Club, Muslim Student Union, and Veterans Support Coalition.

In addition to participation in clubs and organizations, students are offered practicum opportunities in several disciplines. In Teacher Education (EDU) students complete at least 50 practicum hours in a K-12 classroom. The Teacher Education program enrolled 131 students in Spring 2021 and 142 students in Fall 2021 in classes with field experience hours. The Early Childhood Education Program requires 80 hours of internship experience specifically working with infants/toddlers and preschoolers. Through internships, students engage with communities and gain perspective of diverse settings that offer high quality early learning experiences and positive classroom environments. Both programs, Early Childhood Education (ECE) and Teacher Education (EDU), provide students opportunities for success in the workplace.

Beginning in 2020, the Business and Information Technology Department initiated the annual Gaucho Innovation Challenge. It is celebrated in February during National Entrepreneurship Week. The Innovation Challenge is a competition open to all GCC students with ideas on products and/or services that solve a problem or make a difference in people's lives. Students attend a workshop prior to the competition that includes experienced entrepreneurs and mentors (GCC faculty and staff members) who volunteer to help the students prepare their video presentations. The videos are judged by the Department Chair of Business & Information Technology and volunteer faculty who select the top five students for a live challenge. This competition has provided opportunities to engage with external partners, such as the Glendale Chamber of Commerce, Fit for Business, Easy Voice, White Tie Productions and the Maricopa Small Business Development Center.

Students receive \$5000 in cash prizes, donated by Credit Union West, to use in getting their business or ideas to the next level. In addition, the first place winner moves on to represent GCC at the district level in the Big Pitch competition where the winner is awarded \$20,000 in cash and prizes.

Finally, two Small Business certificates have been redesigned as part of Guided Pathways to meet the needs of small business owners. In 2019, GCC offered an evening cohort allowing students to achieve their Small Business Management Level I Certificate in one semester. GCC also launched an Entrepreneurial Studies Level I and II Certificates through Guided Pathways, which teaches students about being entrepreneurial regardless of their industry or career.

1.C.2

GCC's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

In 2014, GCC became a Hispanic-Serving Institution (HSI). As a HSI and majority-minority institution the College qualifies for Title V and other grants reserved for HSIs. Accordingly in 2021, GCC was awarded a five-year, \$4.05 million Title III STEM-focused grant through the U.S. Department of Education. The grant supports colleges with large Hispanic/Latinx student populations in enhancing access to and success in STEM fields. Projects in this grant focus on (a) outreach to K-12 students in GCC's service area to supply the pipeline of future STEM professionals, (b) student transformation via academic and career support services, and (c) academic programming, faculty development and recruiting new STEM faculty through fellowships/internships.

As a complement to its aspiration of becoming an exemplar of two-year colleges for adult learners, GCC strives to create a campus climate focused on equity. It designs equity-focused strategic actions, pursues equity in teaching and learning and student support services and identifies foundations for building and maintaining equitable change. During September and October 2020, GCC collaborated with Achieving the Dream (ATD) and conducted a college-wide Equity Opportunity Assessment. This process produced recommendations for change in four core areas: teaching and learning, student affairs, leadership, and data. Findings revealed that the depth of foundational capacity for implementing, scaling, and sustaining such change required work on three levels: individual, departmental, and executive. It emerged that the equity journey would require transformation of the organizational culture, necessitating alterations to structure, processes and attitudes. Consequently policy, practice and accountability were identified as both barriers and levers for equitable change.

Subsequent to the ATD Assessment, GCC took these equity-focused actions:

- Developed the position, Director of Diversity, Equity and Inclusion (DEI), which reports to the President and leads college-wide DEI efforts to implement ATD recommendations.
- Developed a college-wide statement of GCC's commitment to DEI. The statement is available in English, Spanish, and Arabic; our three most-spoken languages.
- Created the cross-functional DEI Council whose purpose is to ensure GCC is optimally meeting the needs of all its students, staff, and faculty.
- Partnered with the Glendale Chamber of Commerce in its equity efforts by having GCC's DEI Director serve on its Diversity and Inclusion Committee.
- Partnered with the Glendale Chamber of Commerce and the Glendale City Council in the development and unanimous passage of the Glendale Non-discrimination Ordinance in protection of the Glendale LGBTQ+ community, making the City of Glendale the ninth city to adopt an ordinance in the state of Arizona.
- Supported GCC's Center for Teaching, Learning and Engagement (CTLE) in creating a faculty-focused course on DEI in online instructional modes.

GCC acknowledges the key role that faculty diversity performs in supporting students from diverse backgrounds. This is an area of challenge for the College and developing a comprehensive plan for recruiting and retaining diverse faculty, especially Latinx, was a recommendation that surfaced in the ATD Assessment. GCC's full-time faculty demographics revealed in 2020, 82% White, 9% Hispanic/Latino, 3% Black or African American, 4% Asian, and 0% American Indian or Alaska Native. Adjunct faculty demographics in 2020, represented 78% White, 11% Hispanic/Latino, 4% Black or African American, 3% Asian, and 1% American Indian or Alaska Native. GCC is actively working to address the diversity of its employees. GCC and MCCCDC added new hiring guidelines. All faculty hiring committees must now include multiple employee group representation, gender diversity, and at least one committee member must represent an ethnic or racial minority group. To attract a more diverse pool of faculty applicants, GCC and MCCCDC advertise faculty positions to a larger, more diverse community through online job boards, the MCCCDC employment website, and traditional media (e.g., Chronicle of Higher Education, academic journals, minority-focused publications, etc.).

1.C.3

GCC fosters a climate of respect among all students and employees from a range of diverse backgrounds, ideas, and perspectives.

The College provides forums through which members of its campus community may express diverse views. As part of the stakeholder feedback during the strategic planning process, GCC administered its first employee satisfaction survey in Fall 2021. The results will be reported in Spring 2022.

The College promotes regular participation in multicultural activities like those related to Black History Month, Native American Heritage Month, Hispanic Heritage Month, and Women's History Month. With the recent declaration of April as Arab-American Heritage Month, GCC looks forward to assisting students in these communities in enhancing related celebrations. Additionally the College provides diversity training through District resources available to college employees, such as Maximizing Our Strengths as an Inclusive Community (MOSAIC) program, a sequence of six workshops offered in person or online designed to enhance understanding of diversity and inclusion.

Finally, the College publicly celebrates faculty and staff who exemplify GCC's core values through the Gaucho Globe Awards, which includes nationally recognizing three employees as NISOD Excellence Award recipients for outstanding commitment and contribution to students and colleagues.

SOURCES

- AO Institutional Learning Outcomes
- EV Black History Month
- EV Gaucho Globe Awards
- EV Native American Heritage Month
- EV Women History Month
- IR Achieving the Dream Consulting Report
- IR Employee Satisfaction Survey Email
- IR HSI Eligibility List
- IR HSI Eligibility List (page number 2)
- IR ILO Dashboard
- IR IPEDS Faculty Staff Students Demographics
- IR Teacher Education Enrollment
- M Gaucho Innovation Challenge
- M Title III Grant
- OD 2021-2022 Academic Catalog
- OD 2021-2022 Academic Catalog (page number 70)
- OD 2021-2022 Academic Catalog (page number 131)

- OD Business and Information Technology Department
- OD DEI Council Members
- OD Early Childhood 80 Hours Infant and Toddler
- OD Early Childhood 80 Hours Preschool
- OD Education FOI
- OD Entrepreneurial Studies Level I
- OD Entrepreneurial Studies Level II
- OD GCC Diversity Statement
- OD Glendale Chamber DEI Committee
- OD Muslim Student Union Active Members
- OD Small Business Management Level I
- OD Teacher Education
- OD Teacher Education 50 Hours
- PD ILO Survey Summary and Report
- SS Amnesty International
- SS Associated Student Government
- SS Black Student Union
- SS Environmental Club
- SS Fake News Resources
- SS Fall 2021 Student Leadership Events
- SS Japanese Culture Club
- SS Le Coin Francais
- SS Los Quetzales
- SS Muslim Student Union
- SS Veterans Support Coalition
- SS Women Rising
- TR Diversity Training
- TR Mosaic

CRITERION 1 - SUMMARY

The institution's mission is clear and articulated publicly; it guides the institution's operations.

SUMMARY

Glendale Community College's mission is clear and articulated publicly; it guides the institution's operations.

GCC's vision, mission and values were developed through an inclusive and transparent process and are accessible to internal and external stakeholders. GCC is an open-access, public, higher education institution committed to the public good and serves its diverse community by providing the broadest possible access to affordable, high-quality education. GCC's academic offerings, student support services and enrollment profile are consistent with its mission.

SOURCES

There are no sources.



CRITERION 2

Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

CORE COMPONENT 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

ARGUMENT

2.A.1

Glendale Community College (GCC) develops, and the Governing Board adopts the mission statement. Per 1.A.1, internal and external stakeholders were involved in developing the College's mission and vision statements, and the Maricopa County Community College District's (MCCCD) Governing Board approval occurred in Fall 2010.

2.A.2

GCC operates with integrity in its financial, academic, human resource, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff.

GCC embraces MCCCD's governing values, as well as the six GCC core values, to ensure ethical and responsible operations. GCC operates in accordance with the District's Administrative Regulations, Maricopa Governance and Employee Handbooks and Manuals. Embedded in these policies are clear expectations and processes for fair and ethical behavior on the part of the governing board, administration, faculty, and staff as they pertain specifically to financial, academic, personnel, and auxiliary functions. Procedures for review and revision are defined and managed through the MCCCD Governing Board or Office of Public Stewardship. These policies are readily available and posted on the MCCCD website.

The Administrative Regulations govern all colleges within MCCCDC, including GCC, and cover a wide variety of operational issues related to students, instruction, fiscal management, auxiliary services, non-discrimination, and board resources. Governing Board Policies guide the board operations and the Chancellor's management of MCCCDC. There are four subsets of policies adopted by the board including Outcomes, Governance Process, Board-Staff Relations, and Chancellor limitations/interpretations. Administrative Regulations and Board Policies are regularly amended, adopted, or deleted through formal approval processes. The Maricopa Governance manual contains all of these policies and regulations of Maricopa Governance, a leadership model adopted by the Governing Board in 1996 that establishes a framework for accountability to MCCCDC's constituents. The Employee Handbooks and Manuals are designed to promote responsible and ethical best practices in the work environment.

On February 27, 2018, the Governing Board voted on a resolution that eliminated the Residential Faculty Policies (RFP) and Meet & Confer for Faculty. On January 22, 2019, the MCCCDC Governing Board approved a resolution establishing a group, the Faculty Administration Collaboration Team (FACT), to create a new Faculty Agreement. FACT consists of three members appointed by the Faculty Executive Council, MCCCDC's recognized faculty leadership body, three members appointed by the Adjunct Faculty Association, and three administrators appointed by the Chancellor. As a result, the new Faculty Agreement was created and subsequently approved by the Governing Board on February 24, 2021 with an effective date of July 1, 2021.

The Fiscal Management section of the MCCCDC's administrative regulations provide policy guidelines for financial integrity at GCC. The College's Business Services office, under the direction of the Vice President of Administrative Services, is responsible for monitoring the College's financial operations, maintaining internal controls and reviewing financial transactions for compliance with MCCCDC policies. The College has established comprehensive checks and balances, which include an organizational structure that separates fiscal roles and responsibilities. Additionally, GCC adheres to clearly defined cash-handling processes which maintain financial integrity for all monetary related transactions. Not only is GCC committed to following policies that promote financial integrity, but the fiscal office is committed to providing comprehensive training to ensure that all employees understand and comply with the regulations. Additionally, all employees are required to complete mandatory training and disclosures reaffirming his or her understanding of and commitment to the policies and regulations of MCCCDC.

GCC's budget development process is inclusive and collaborative ensuring transparency. The Integrated Resources Planning Committee (IRPC) is charged with recommending resource utilization to the President for annual and operational budget expenditures. The budget development and submission is managed by the Fiscal Director under the direction of the Vice President for Administrative Services. GCC's budget is submitted annually for approval to the District office. The District Financial Planning and Budget Office is responsible for annual district-wide budget development and management, long-term comprehensive financial plans and forecasts, and continuous assessment of District financial needs and resources. An Advisory Budget Council (ABC) composed of representation from all employee groups makes recommendations to the Chancellor's Executive Council (CEC) about the budgeting process and budget. CEC makes recommendations to the Chancellor, who presents the budget to the Governing Board for approval. The Budget Development Handbook outlines the budget process and provides guidelines to ensure the District and College abide by state statutory and Governing Board requirements. This provides a base for future budgeted expenditure and revenue comparisons. Throughout the budget process, the District evaluates the ability to sustain approved initiatives in the future.

GCC's auxiliary services (bookstore, food services, and printing services) are outsourced to external vendors. These vendors are selected through a standardized bid process facilitated by the MCCCDC purchasing department. Oversight of these operations is managed in partnership with College Business Services.

Adopted budgets and Comprehensive Annual Financial Reports are prepared and maintained by the District Office on behalf of the ten colleges and are available on the district website under MCCCDC Budget and Financial Reports.

Formal audits are conducted annually by state agencies for Veterans Services, Admissions and Records, Fiscal/Cashiering Services, and Financial Aid. Additionally, the District Internal Audit and Management Advisory Services Department regularly reviews the internal control status of major operational areas at the colleges and the District office. Audits are planned based on a risk analysis. Fiscal management policies of the District direct the work of this department and are included in the Maricopa Governance Policy Manual.

In addition to adhering to MCCCDC regulations, guidelines, and expectations for fair and ethical behavior, GCC continues to expand and enhance its approach to shared governance, engaging employees across all areas, levels, and locations of the College.

SOURCES

- FI Board Adopted Budgets
- FI Financial Reports
- FI FY2021 Budget
- OD Governing Board Agenda 2.27.2018
- OD Governing Board Agenda 2.27.2018 (page number 123)
- OD IRPC
- OD RFP Governing Board Settlement Agreement
- P Board Governance Process
- P Board Outcomes
- P Board Policies
- P Board Staff Relations
- P Chancellor Limitations and Interpretations
- P Employee Handbooks and Manuals
- P Faculty Agreement
- P Fiscal Management
- P Governance Process
- P Governing Values
- P Internal Audit
- P Maricopa Administrative Regulations
- P Maricopa Governance
- P Residential Faculty Policies
- PD Values Vision Mission
- SS Admissions Records and Registration
- SS Financial Aid
- SS Student Business Services
- SS Veterans Services
- TR Employee Learn Center

CORE COMPONENT 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

ARGUMENT

2.B.1

Glendale Community College (GCC) ensures the accuracy of any representation it makes in its marketing, advertising, announcements, workshops, public relations, community outreach, online communications, and recruiting efforts. GCC presents the College clearly, concisely and transparently to the campus community and public at large.

GCC uses targeted communication methods specific to the information needs of its constituents. Methodologies for presenting information include Chat with us (Cranium Cafe), admissions application workshops, financial aid workshops, Gaucho New Student Orientation and Advising, recruitment events, presentations at community events, and attendance at Chamber of Commerce meetings. To ensure accuracy, these interactions commonly involve subject matter experts from the student affairs area or academic department.

The marketing department vets the College's webpage, social media presence, and collateral materials. Vetting ensures messaging and branding are in alignment with the campus identity guidelines and MCCCDC's policies. GCC's website includes information for members of the community with services and opportunities on the community engagement page, GCC data on the Fast Facts page, and important information about GCC on the values, vision and mission, diversity, and sustainability webpages. GCC utilizes its website to provide full transparency regarding who we are as an institution, the people we serve, and how we engage the community.

GCC's website also includes a Tuition and Fees page. The tuition rate per credit hour and standard fees are listed with the following disclaimer, "All tuition and fees are subject to change by the MCCCDC Governing Board. If tuition and fees are increased, students are responsible for any additional charges due to changes." Additionally, there are links to Tuition Due Dates, the Maricopa Tuition and Fee Schedule, and MCCCDC Governance policies. Students' admission requirements and costs are addressed in detail in MCCCDC's Administrative Regulation 2.2.

Compliance disclosures, links to MCCCDC policy and accreditation information are provided by The Office of Compliance on the website. A tool designed to help students estimate the annual cost to attend a Maricopa Community College, the Net Price Calculator, is one of several disclosures provided. Additional disclosures and College information include:

- Campus Security Report
- Diversity of Enrollment
- Diversity of Pell Recipients
- Retention Rates
- Graduation and Transfer Rates
- Out of State Enrollment in Online Programs
- FERPA & GDPR Rights
- Voter Registration
- General Disclosure Data
- Athletic Disclosure Data

Since March 2020, the institution has made extensive use of marketing, public relations and the website to communicate changes in modalities and services due to the COVID-19 pandemic.

2.B.2

GCC ensures evidence is available to support claims it makes regarding its contributions to the educational experience.

GCC sponsors and promotes cocurricular activities that provide learning opportunities beyond classroom and online instruction. Cocurricular activities at GCC address the whole student by challenging the individual beyond course-based academics to apply knowledge in creative and socially responsible ways, advancing the College mission to "prepare students for participation in a global society." GCC's award-winning Forensics (Speech and Debate) Team competes in national and international tournaments and engages in academic courses designed to provide students with competence and confidence in a variety of speech situations such as argumentation, public speaking, and communication activities. The Student Leadership Center organizes monthly cultural events, such as Native American Heritage month, Hispanic Heritage month, Black History month and Women's History month

At the 2019 Arizona Region Phi Theta Kappa (PTK) Convention, GCC's PTK chapter won the Honors in Action Award and was named one of two Distinguished Chapters in the Arizona Region. In the spring of 2020 GCC's PTK chapter won the distinguished College Project award at the Phi Theta Kappa International Convention.

The College has made a commitment to being carbon neutral by 2025 and is currently at 65.27 percent. The Green Efforts and Recycling program works towards a sustainable campus to meet the needs of the present without compromising the needs of future generations. Students, staff, and community are invited to take part in the annual Earth Week events, including a Dumpster Dive and speaker series. In October 2018, GCC received the Arizona Recycling Coalition (AZRC) 2018 School Recycling Excellence award, which recognized GCC for its high level of dedication, professional leadership, and successful implementation in waste reduction through reduce, reuse, and recycling activities. Additionally, in August 2019, GCC received the Reduce, Reuse, Recycle Grant Award from the Gila River Indian Community through the City of Glendale to increase waste diversion on campus through recycling. This grant will be used to create 30 new waste/recycle stations on campus.

GCC's commitment to serving the community enriches the student learning experience. Identified in the 2021 Strategic Planning Stakeholder Feedback Report, community members shared that, "GCC, as a driver of commerce and workforce, has a strong reputation for its culture, leadership and long-time historical presence in the Glendale community and throughout the nation. Leaders, faculty, and staff are highly qualified, supportive, innovative, proactive, collaborative, and follow-through on things that need to get done, something not prevalent across higher education."

GCC welcomes the local community to enjoy our campuses through theatre arts, music and dance performances, fine art shows, lectures, career workshops, fitness classes and a beautiful Library Media Center. On-campus employment recruiting, facility use, and GCC's early childhood learning center are also available for community use.

Community engagement contributes to the educational experience of our Career and Technical Education (CTE) students through partnerships with business and industry serving on the CTE advisory councils. On June 23, 2021, GCC partnered with Estrella Mountain Community College and WestMarc (Western Maricopa Coalition, a public/private partnership of 15 communities, the business community, and the education sector in the West Valley) to hold a West Valley Economic Development Roundtable. Representatives from the 16 municipalities in the West Valley were invited to share insights on education and workforce needs supporting the region's growth.

GCC commissioned Emsi, a labor market analytics firm, to conduct an analysis on the economic impact of Glendale Community College. The results of the study, detailed in their report dated March 2019, "...demonstrate that GCC creates value from multiple perspectives." In fiscal year 2016-2017, GCC contributed to \$81.9 million in operations spending impact, \$421 million in student spending impact, \$1.1 billion in alumni impact, with a total of \$1.2 billion in total impact or 15, 983 jobs supported.

In response to a growing economic need to address food insecurity, GCC partnered with the Salvation Army to launch a student food pantry in Spring 2016. Located in the Student Union and supported by the College's Student Leadership Center, GCC's food pantry partners with St. Mary's Food Bank to support

the ongoing operation. Through the Maricopa Foundation, donors Walmart, Kroger, and The Salt River Pima Indian Community also support this endeavor. GCC also takes steps to connect students with the Arizona Department of Economic Security (AZDES) for long-term support and resolutions to food insecurities. During the 2019 calendar year, more than 20,000 individuals (duplicated) visited the food pantry, with recent estimates of approximately 150 visitors a day.

GCC has a strong commitment to provide students with high-quality research experiences that also demonstrated ethical and integrous conduct that will be described further in 2.E. The Biotechnology program includes an integrated two-semester internship with the Translational Genomics Research Institute (TGen) and other local research employers. This program also promotes biology careers and university transfer options on it's public-facing program webpage. Student of the A.S.T.R.O. Club have presented research and observations at meetings of the astronomical community, including the annual meeting of the American Astronomical Society. Students also have opportunities to participate in research-focused projects and then present at national conferences. GCC's Psychology Club, Psi Beta, is a member of the National Honor Society in Psychology where club members and advisors attend the annual Western Psychological Association Convention.

SOURCES

- FI Net Price Calculator
- FI Reduce Reuse Recycle Grant Approval
- IR Executive Summary of Emsi economic impact of Glendale Community College
- IR Fast Facts
- IR Tuition and Fees
- OD Accreditation
- OD Diversity Page
- OD Second Nature Performing Platform
- P Compliance Disclosures
- P MCCCDC Administrative Regulation 2.2
- PD 2021 Strategic Planning Stakeholder Feedback Report
- PD 2021 Strategic Planning Stakeholder Feedback Report (page number 5)
- PD Values Vision Mission
- SS Astronomy Observatory ASTRO Club Page
- SS Biotechnology Program Page
- SS Community Page
- SS Early Childhood Learning Center Page
- SS Employers Recruiting at GCC Page
- SS Facilities Use Page
- SS Speech and Debate Team Tournament
- SS Sustainability Page

CORE COMPONENT 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

ARGUMENT

2.C.1

The Maricopa County Community College District's (MCCCDC) Governing Board is trained and knowledgeable so that it makes informed decisions concerning Glendale Community College's (GCC) financial and academic policies and practices; the MCCCDC Governing Board meets its legal and fiduciary responsibilities.

GCC is governed by the MCCCDC Governing Board. The Governing Board has seven seats, including five elected positions from geographical districts within Maricopa County and two at-large positions representing the entire county. Board members serve staggered four-year terms. The Board acts autonomously in making decisions assuring the integrity of all ten Community Colleges in MCCCDC.

The Governing Board Policies clearly outline the protocol for Board interactions with faculty, staff, students, and administrators at individual campuses and the District Office. The MCCCDC Governing Board Policies include 3.0: Board-Staff Relations, 4.2: Manner of Governing, and 4.10: Board Members Code of Conduct. The protocol for interacting with College constituencies must address the conflicts that have emerged as a result of individual board member interpretation of the 3/28/17 resolution that specifically 'authorizes everyone employed by the District to speak freely...to Board members individually...'. The procedure must address how the board solicits input from MCCCDC employees, how that input is shared, and how board members learn of operational decisions at the district and at each of the individual campuses.

All members of the Governing Board receive training in Arizona's Open Meeting Law, Public Records laws, principles of MCCCDC governance, Policy Governance, avoiding conflicts of interest, and the Board members Code of Conduct. In February 2018, additional training included Open Meeting and Public Records law, Ethics and Good Governance. In response to concerns resulting in a special area of focus, the Governing Board received training which covered The Legacy and Operations of an Effective Board. Additionally, a virtual training was provided on January 7, 2021 reviewing Policy Governance, Collaboration, the Board, and the Chancellor.

Recognizing growing complexities of shared governance at institutions of higher education and needs to address these within MCCCDC, MCCCDC's Interim Chancellor provided additional training about Accreditation, Shared Governance, and Academic Freedom on January 12, 2021 to new board members. MCCCDC recognizes the importance of ongoing training for Governing Board members to ensure they fulfill their responsibilities with integrity, fairness and within the law.

The Governing Board onboarding process includes a letter of introduction to the incoming board member(s), which provides a comprehensive training manual including statutory requirements of the Governing Board, ethical governance, accreditation, and college-specific information.

2.C.2

The MCCCDC Governing Board's deliberations reflect priorities to preserve and enhance GCC.

The Governing Board's regularly scheduled deliberations are governed by the principles and outcomes defined in the Governing Board policy: 4.2: Manner of Governing. Agenda items and motions reflect the results of deliberations and decisions being made by the Governing Board. The Board acts in

accordance with Board Policy to enhance GCC. This is exemplified through transformation projects, IT enhancements, and GCC building renovations.

Governing Board Policy recognizes MCCCCD as an educational institution devoted to learning, which exists in order that the diverse communities served have effective, innovative, learner-centered, flexible, and affordable life-long educational opportunities, with outcomes optimizing use of available resources. Outcomes defined in the Board Policy include four priorities in alignment with MCCCCD, Values, Vision, and Mission. These include University Transfer and General Education, Workforce and Economic Development, Developmental Education and Community Development, and Civic and Global Engagement.

The Board and Chancellor, in collaboration with the MCCCCD colleges, have developed a plan that includes additional training for new and existing Board members related to shared governance, the establishment of a cross-departmental and cross-college task force to refine the definition of shared governance, and “protocol for board interactions with faculty, staff, students, and administrators at each campus and district office.” GCC will continue to work with the District and Board to address this recommendation.

2.C.3

The MCCCCD governing board reviews the reasonable and relevant interests of GCC’s internal and external stakeholders during its decision making deliberations.

In accordance with Arizona Open Meeting Law, the Governing Board provides opportunities during official Governing Board meetings for constituents to address the Board. The protocol for a constituent to address the board is published on the Governing Board webpage and explained at each meeting prior to the Citizen Interim. Public notices of Governing Board meetings are emailed to all employees and posted outside the Governing Board Room at MCCCCD’s Support Services Center. This building is open to the public. Additionally, contact information for the Governing Board is provided on the Governing Board website as well as agendas for Governing Board meetings, past and present.

The President of GCC participates in both General Board Meetings and Executive Sessions when requested. Regular Board meetings take place on the third and fourth Tuesday of each month and are open to the public. The third Tuesday is for agenda review, and the fourth Tuesday is the actual meeting. The meetings provide College Presidents an opportunity to share their College’s interests and needs. Regular Governing Board meetings also include constituency reports from the Faculty Executive Council, Adjunct Faculty Association, Interim Employee Senate, Student Life, and the District-wide Student Senate. Governing Board decisions regarding College needs are completed during Executive Sessions and occur during General Meetings. As of March 2020, the Governing Board COVID-19 pandemic meetings are virtual and live-streamed with closed captioning capabilities to maintain access and transparency of the Board’s practices. The general meetings are open to the public, recorded, and broadcast via the Maricopa Community Colleges’ Governing Board YouTube channel.

On April 30, 2019, the Board hosted a Town Hall meeting on “The Future of Work.” Key stakeholders, thought leaders, and community members engaged in conversation related to workforce demands in the autonomous age, which will inform District strategic planning and GCC action.

The Board participated in shared governance and academic freedom training at the January 12, 2021 board meeting (see also 2.C.1). In 2019-2020, the Board initiated the Faculty Administration Collaboration Team (FACT), reinstating the Faculty Association as the official representative body for residential faculty and acknowledging the Adjunct Faculty Association’s role in shared governance. The FACT is composed of three residential faculty members, three adjunct faculty members, and three administrators from across the district tasked with reviewing current residential and adjunct faculty agreements and practices with the perspective of improving student success. The final Faculty Agreement was approved by the Governing Board on February 23, 2021 (see also 2.A.2).

2.C.4

As an elected official, Governing Board members are committed to being available and open to listening to its constituents. The Governing Board Policy 4.10 provides clear guidance on the Board Members Code of Conduct; specifically, Board Members are to operate independently of any relationship with community members, donors, or other elected officials. Additionally, the Chancellor’s Limitations place a high expectation of professional behavior and conduct regarding interactions with GCC employees, students, and community members.

Board members are accountable to the regulations addressing policy of accepting gifts and compensation as outlined in Administrative Regulation 1.7 and Administrative Regulation 1.18.

2.C.5

The MCCCCD Governing Board delegates the operational responsibilities of the District to the Chancellor, who in turn delegates local operational responsibilities at each of the ten colleges to the respective administration. The Board expects matters pertaining to teaching and learning to be addressed by faculty. Board Policy 3.3: Board-Staff Relations Delegation to the Chancellor clarifies that while the Governing Board sets performance metrics for MCCCCD, the Chancellor has authority to make decisions to operationalize efforts to address the performance metrics. Additionally, Board Policy 4.2 Manner of Governing, 4.7 Board Linkage With the Community, and 4.10 Board Members Code of Conduct explicitly define expectations for behaviors and interactions with MCCCCD constituents and employees.

GCC’s President works with the Chancellor, Provost, Vice Chancellors, and other MCCCCD Presidents to execute District directives. The GCC President is responsible for the day-to-day management of the College. College activities are coordinated and implemented by the President’s instructional and organizational administrative leadership.

Policies, structures and processes outline faculty authority on matters pertaining to teaching and learning. The Faculty Agreement, Article 2.2 describes the role of faculty participation in educational policy making. According to the Roles and Responsibilities detailed in the Curriculum Procedures Handbook, the Faculty Agreement, Article 1 Definitions, Instructional Councils, composed of discipline/service area Residential faculty members are responsible for curriculum oversight. The Faculty Agreement, Article 3: Academic Freedom outlines the oversight of academic matters to Residential faculty (e.g. grade determination and student performance evaluations). The College Plan delineates the academic department structure and faculty leadership selection process.

SOURCES

- AO GB Transfer and Gen Ed
- M GB YouTube Channel
- OD Governing Board Agenda 2.20.2018
- OD Governing Board Agenda 3.28.2017
- OD Governing Board Agenda 3.28.2017 (page number 14)
- OD Maricopa Integrated Risk Assessment
- OD MCCCCD Office of General Counsel
- OD MCCCCD Office of Public Stewardship
- P 2020 2021 HLC GB Shared Governance Project Plan
- P 2020 2021 HLC GB Shared Governance Project Plan (page number 6)
- P Acceptance of Public Gifts
- P Arizona Open Meeting Law
- P AZ RS 15 1444
- P Board Linkage with the Community
- P Board Members Code of Contact

- P Board Operations
- P Board Staff Relations
- P Citizens Interim
- P Curriculum Procedures Handbook
- P Delegation to the Chancellor
- P Faculty Agreement
- P Faculty Agreement (page number 13)
- P GB Meetings Page
- P Gifts Gratuities and Unrelated Compensation
- P Manner of Governing
- P Policy Governance Collaboration Board Chancellor
- P Protocol for Addressing the Board During Board Meetings
- PD FY 2020 2023 Strategic Priorities
- PD GB Broadest Outcome
- PD GB Community Development
- PD GB Workforce
- PD Glendale Community College Plan
- PD Governing Board Minutes
- PD Maricopa Transformation
- TR Accreditation Shared Governance and Academic Freedom
- TR Introduction to Maricopa Colleges Leadership
- TR The Future of Work Town Hall

CORE COMPONENT 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

ARGUMENT

2.D

Glendale Community College (GCC) affirms that academic freedom and freedom of expression are central to teaching and learning. Our commitment to these principles is demonstrated through both our policies and our organizational and governance structures, and is manifested in our practice.

GCC believes that faculty and intellectual expression are the cornerstones of higher education, and academic freedom is a fundamental principle among faculty, staff, administration and students. The Free Expression Policy of the Arizona Legislature (ARS §15-1866) mandates that each “community college must strive to ensure the fullest degree of intellectual freedom and free expression.” MCCC’s and GCC’s commitment to these principles has been clearly articulated in 3.1 of the Residential Faculty Policy (RFP). The Faculty Agreement outlines academic freedom in Article 3: “Faculty are entitled to instructional freedom in discussing their subject with students, and they should exercise their best effort to ensure topics are relevant to their subject.” (The Adjunct Faculty Manual has similar provisions and expectations for adjunct faculty.) The Faculty Agreement ensures that “faculty will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teaching their subject.” GCC’s diversity of courses reflects the varied expertise of GCC faculty and academic course offerings include a rich variety of classes, including Magic, Witchcraft and Healing: An Introduction to Comparative Religion (ASB214), History of Women in America (HIS201); Bioinformatics and Scientific Computing (BIO283); African/Black Psychology (PSY157); and Introduction to Alternative Medicine (WED151).

GCC recognizes that freedom of expression extends beyond the classroom; this is evidenced by faculty involvement in independent research, publications, presentations, and sabbaticals. In an email, our Vice President of Academic Affairs announced to the College sabbatical recipients and their topics of study. The topics reflected the diverse interests of the faculty and included: Integrating the (1) World Religions Workbook: Engaging with Transformational Concepts with Research and Implementation of New Pedagogical Methods to Generate Maximum Impact and Promotion of Learning and Completion for Community College Students and (2) Embodying and Experiencing Good Grief: Inspiring Responsible Engagement with Trauma through Performance. These projects demonstrate GCC’s tradition of awarding sabbaticals promoting faculty intellectual pursuit and align with Article 12.8.1 of the Faculty Agreement.

The Committee on Academic Freedom (CAF), established by the Interim Chancellor is charged with “providing academic freedom, education, and training, serving as a source of expertise for collegial dispute resolution, and for promoting a culture conducive to academic freedom and freedom of expression.” (Faculty Agreement Article 3.1.2) A Professional Code of Ethics for All Faculty (Faculty Agreement Article 5.1) reinforces the instrumental role that faculty play in the pursuit of higher education and details the accountability measures associated with this position within the organization. The Code stipulates that faculty’s “primary responsibility to their subject is to seek and to state the truth,” and they are expected to “practice intellectual honesty.” Additionally, professors are expected to “encourage and protect the free pursuit of learning in their students” and “respect and defend the free inquiry of associates, even when it leads to findings, practices, and conclusions that differ from their own.”

In October 2018, President Leyba-Ruiz re-articulated these values to the GCC community, stating, “I am proud to serve as the president of an institution that values learning and places a high degree of emphasis on creating an environment where students feel valued and welcomed. GCC’s values of Inclusiveness and Community speak loudly in support of Free Speech and the pursuit of knowledge that allows for open dialogue for all.” In response to the pandemic and social/racial unrest during summer 2020, administration, Faculty Senate, and Employee Senate Representatives developed a joint statement that reinforces these concepts. “Who we are; What we believe” was sent to the campus community and is posted on our website.

GCC follows a consistent practice to allow the presence of external organizations on campus. Administrative Regulation 2.4.9 (which is included in the GCC Student Handbook and Catalog) provides students, employees and community members guidelines for the use of GCC facilities and grounds.

GCC students are also afforded freedom of expression. The College supports over 50 student clubs and organizations, including Academic/Honors, Activities, Studio & Performing Arts, Athletic, Career Related, Communications, Cultural Heritage, Governance, Language, Religious, Social & Political Action, and Special Interest. Administrative Regulation 2.5.5 provides a mechanism for the addition of new clubs, and states: “In most instances [i.e., except when pursuant to ARS §15-1863], student clubs and organizations shall be open to all students who are enrolled in credit courses at a Maricopa Community College.”

GCC encourages open dialogue and forums for faculty, staff, students, and community members. Every year, the Office of Student Life and Leadership submits the Free Expression Report, which assesses any barriers to free expression on campus and highlights many of the programs and activities sponsored on campus. A few of the examples include: Democracy Plaza, Women’s History Month, Ash Wednesday Celebration, Amnesty International tabling for Refugee Rights, Civility Week, Green Efforts Film Series, Banned Books Week, and BSU Open Mic Night. The diversity and quantity of these events encourage student, staff, faculty and community participation and clearly demonstrate GCC’s commitment to academic freedom and free expression.

SOURCES

- AO Chancellor Review of SCC Incident
- EV Free Expression Event Sample
- P Adjunct Faculty Employee Resource Manual
- P AZ Free Expression Policy
- P College Environment
- P Faculty Agreement
- P Faculty Agreement (page number 17)
- P Faculty Agreement (page number 61)
- P Faculty Senate Agenda and Academic Freedom
- P Free Expression Report 2020
- P Freedom of Speech
- P MCCCDC Academic Freedom
- P Residential Faculty Policies
- P Student Rights and Responsibilities
- P Who We Are What we Believe
- SS Student Clubs

CORE COMPONENT 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

ARGUMENT

2.E.1

Glendale Community College's (GCC) professional standards and oversight of regulatory compliance, ethical behavior and fiscal accountability extends to research endeavors.

While conducting research is not a primary component of the mission of the College, faculty realize research can inform teaching and educational practices, as well be an important teaching tool for students. All research conducted by faculty, staff, and external researchers complies with Administrative Regulation 3.8 - MCCCDC Institutional Review Board (IRB). Since the formation of the district-wide IRB in 2006, GCC has formed and maintained a College Research Review Committee (CRRC), as outlined in the Maricopa County Community College District Institutional Review Board Handbook, which is sanctioned by the District IRB for the approval of human subjects research at GCC. GCC's psychology faculty members were integral in forming the MCCCDC IRB and provided the basis of a publication produced by the American Psychological Association (APA) called The Institutional Review Board (IRB): A College Planning Guide. Faculty members conducting research using grant funds are supported by the GCC fiscal and grant's offices as well as the MCCCDC office of grant management to ensure regulatory compliance.

Institutional research is conducted by the GCC Institutional Effectiveness office in accordance with best practices and Office of Human Research Protections (OHRP) guidelines. The Institutional Effectiveness office uses academic and predictive analytics in a collaborative effort to support college goals. It has also carried out numerous applied research projects (e.g., studies of dropouts/stopouts and analysis of student academic performance before and during COVID-19) and facilitated the College's participation in numerous national student surveys.

2.E.2

GCC provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students. Students are strongly encouraged and supported to participate in research. Students conducting research with human participants are required to obtain approval from the GCC College Research Review Committee (CRRC). Before submitting research to the CRRC for approval, students must complete the Collaborative Institutional Training Initiative (CITI) training for researchers.

Residential faculty members are eligible to apply for sabbatical leave after completing 12 consecutive semesters in MCCCDC as outlined in the Faculty Agreement Article 12.8. Residential and Adjunct faculty members are eligible to apply for professional growth funds to support scholarly endeavors as outlined in the Faculty Agreement Article 13.3, which may include funds to participate in conferences, workshops, or professional meetings, or to develop projects or programs to improve knowledge and/or skills in a particular area. Resources regarding sabbaticals and professional growth opportunities can be found on the Maricopa Center for Learning and Innovation website.

Integrating research into the classroom, a number of courses teach students to carry out scientific research in a responsible manner. These include BIO149 Field Biology, BIO175 Research Methods in Biology, BIO 215 Biotechnology Internship, BIO 295 Independent Research, PSY290 Research Methods in Psychology, and IFS112 College Research Foundations.

1. Psychology. Student researchers have been able to collect more data, leading to reliable and valid results, through the support of faculty who allow them 15 minutes of class time to conduct experiments. Additionally, the Psychology department pursued and received permission from Arizona State University to use their Institutional Animal Care and Use Committee (IACUC) to approve research projects involving animals. This agreement allows students to work with rats in the lab and have that work undergo rigorous review, an important part of the process of scientific research. The results of these efforts can be appreciated at the PSY290 Poster Session held at the end of each semester.
2. Biotechnology. The biotechnology students have been conducting research and presenting at conferences for several years. Over the past ten years, students from biotechnology have presented at the General Meeting of the American Society of Microbiology, and the Annual meeting of the Arizona Nevada Academy of Science. Additionally, one biotechnology student was awarded the American Society of Microbiology Fellowship for 2019-2020. Biotechnology students made 16 presentations in the last seven years.

Faculty may utilize resources to ensure the integrity of academic work submitted by students. Located within the Learning Management System (Canvas) Turnitin's Originality Report provides a review of students' written work. Student work is matched to material on the Internet and Turnitin's database of student submissions, enabling faculty to identify instances of plagiarism. GCC's Center for Teaching, Learning & Engagement (CTLE) offers workshops to train faculty on the software and provide suggestions on using resources in the classroom. In response to COVID-19, faculty also use Respondus Lockdown Browser to ensure the integrity of student submissions in online environments.

2.E.3

GCC provides students guidance in the ethics of research and use of information resources through its Student Conduct Code (Administrative Regulation 2.5.2) as part of the Student Handbook. The conduct code outlines behavior deemed inappropriate and explains College procedures when such behavior occurs. Information about research ethics is embedded in courses across multiple disciplines, including psychology, biology, and communications. The course competencies for ENG 102 include the following: “Identify, select and use an appropriate documentation style to maintain academic integrity.”

Copyright laws and guidelines are strictly adhered to with Library Media Center staff providing advice and assistance to ensure students have the information necessary to obtain and use materials according to “fair use” guidelines and the Digital Millennium Copyright Act.

The GCC Library also offers Information Literacy instruction, Research Guides, and tutorials and videos on plagiarism, MLA, and APA style to support students when conducting research and writing academic papers. These library resources ensure GCC students remain current on citation styles and documentation systems allowing them to cite acquired knowledge in a responsible manner. Information literacy is an institutional learning outcome and defined by GCC faculty as essential for all students. Information literacy is defined as the ability to recognize information needs in context; to develop research skills in locating, evaluating, and applying information critically and responsibly.. The GCC Library website provides links to student resources including research guides and tutorials that cover a wide range of topics relevant to student research. Library assistance to students is available through the 24/7 Ask a Librarian online chat service and in-person and over-the- phone reference desk requests. Additionally, the English department website provides a link to The Purdue Online Writing Lab, which provides a wide range of writing resources including MLA and APA formatting and style guides, information about plagiarism, citation style charts, and strategies for fair use.

2.E.4

GCC enforces policies on academic honesty and integrity as outlined in GCC’s Student Handbook. Under the Scholastic Standards, Administrative Regulation 2.3.11, Academic Misconduct includes definitions of misconduct, related consequences, and the general appeal process.

GCC believes in resolving student academic and behavioral misconduct at the lowest level possible, beginning with the instructors and elevating concerns to College administrators when necessary. Possible consequences include a written warning to the student, grade adjustment, added discretionary assignments, or possibly course failure. The Disciplinary Sanctions portion of the policy continues: “If the misconduct is sufficiently serious to warrant course failure, and if either (a) the failure results in a student being removed from an instructional program or (b) the student refuses to accept responsibility for the misconduct and its academic consequences, the faculty member will, in addition to awarding the course grade, consult the department chair and the Vice President of Academic Affairs, or designee, as to whether institutional sanctions set forth below should be sought under Administrative Regulation 2.5 Student Rights and Responsibilities. Regardless of whether or not the student has accepted responsibility for academic consequences, in all cases of academic misconduct the faculty member may make recommendations for sanctions and may file a written complaint of misconduct.” In addition to being available on the GCC website, the Student Handbook is introduced during the first semester student success experiences: Gaucho 101 and New Student Orientation.

Under the same policy, students are able to appeal these sanctions, following the Instructional Grievance Process, Appendix S6 of the Administrative Regulation of the Student Handbook in the Student Conduct Code. Students may also appeal any disciplinary sanctions as provided in Administrative Regulation 2.5 Student Rights and Responsibilities. The process includes a Student Conduct Board that is composed of trained students, faculty, and staff.

SOURCES

- IR Dropouts Stopouts Report
- IR Performance by Mode Over Covid
- IR Research and Stats
- OD Biological Sciences
- OD IFS112
- P Faculty Agreement
- P Faculty Agreement (page number 61)
- P Faculty Agreement (page number 69)
- P GCC Student Handbook
- P Institutional Animal Care and Use Committee
- P Instructional Grievance Process
- P IRB College Planning Guide
- P IRB Handbook
- P MCCC Institutional Review Board
- P Scholastic Standards
- P Student Rights and Responsibilities
- PD Grants Planning and Development
- SS English Reading and Journalism Tutoring
- SS Library Research Guides
- SS Library Student Resources
- SS Student Research
- TR Library Videos and Tutorials
- TR Maricopa Center for Learning and Innovation
- TR Purdue Writing Lab OWL
- TR Top 10 Things for Faculty in the Library

CRITERION 2 - SUMMARY

The institution acts with integrity; its conduct is ethical and responsible.

SUMMARY

Glendale Community College acts with integrity; its conduct is ethical and responsible.

Glendale Community College is committed to operating with the utmost level of integrity in its financial, academic, human resource and auxiliary functions. GCC operates in accordance with the District’s Administrative Regulations, Maricopa Governance and Employee Handbooks and Manuals. The College utilizes its website to provide full transparency regarding who we are as an institution, the people we serve, and how we engage the community. As part of the Maricopa County Community College District, GCC follows the operational guidelines outlined by the District’s autonomous governing board. GCC believes that faculty and intellectual expression are the cornerstones of higher education, and academic freedom is an essential principle in the GCC community among faculty, staff, administration and students.

SOURCES

There are no sources.



CRITERION 3

Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

CORE COMPONENT 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

ARGUMENT

3.A.1

Glendale Community College's (GCC) courses and programs are current and require levels of student performance appropriate to the awarded credential.

Information is stored in the Maricopa County Community College District (MCCCD) shared curriculum bank. Each discipline has its own Instructional Council (IC) composed of one voting member from every college that offers courses in that discipline. The ICs meet as needed to oversee proposed curricular changes and maintain the relevancy of courses. ICs are also charged with evaluating transfer credit and/or other prior learning against the standards defined by MCCCD course competencies to assess equivalence.

IC representatives meet annually with representatives of all the public institutions of higher education in Arizona in discipline-specific Articulation Task Forces (ATFs). This collaboration helps ensure consistency and transferability of coursework between institutions. Course equivalences are

documented in the statewide Course Equivalency Guide (CEG); this public-facing database provides students information regarding the transferability of their coursework between institutions as well as its applicability to university General Education requirements. GCC leverages positive relationships with members from the institution's Advisory Councils for continuous improvement informing curriculum and career opportunities. In addition to participating in advisory council meetings, advisory members participate in a host of student support activities, such as an annual Health and Wellness Fair and annual Engineering Your Future Day and Career Panel events.

Over the last four years, MCCCD invested significant effort examining and redesigning curriculum processes and offerings. Guided Pathways was part of this transformative work. Cross-functional teams of faculty, advisors, facilitators, and industry representatives revised all existing Career and Technical Education (CTE) programs of study to align learning outcomes with workforce needs and industry standards. Programs were mapped to create a clearly articulated semester-by-semester plan of study, a Guided Pathway, leading students from the start of their educational journey to its end goal of a Certificate of Completion [CCL] or an Associate of Applied Science [AAS]. Pathway mapping teams also defined Guided Pathways for university transfer students and created nine transfer degrees. Guided Pathways has made the transfer articulation agreements already in place (Maricopa-Arizona State University Pathway Program (MAPP), Northern Arizona University's 2 NAU and 90/30 transfer agreements) easier to follow

The Arizona General Education Curriculum (AGEC) forms the core of GCC's university transfer degrees. AGECE is a 35-38 credit block of courses, structured around 10 general studies areas, which upon completion demonstrates acquisition of a breadth of knowledge and skills. The three state universities have agreed to accept the AGECEs in satisfaction of their institutional general education requirements.

The CTE programs actively engage in program review. In AY2018-2019, program review was expanded to Academic Program and Support Services, and includes all non-CTE Associate degrees, Certificates of Completion, and university transfer degrees in targeted disciplines along with seven support services. Additional details can be found in 4.B.

3.A.2

GCC articulates and differentiates learning outcomes at the course, program, and institutional levels. Information on GCC's assessment of student learning program is included in the Academic Catalog, including GCC's Institutional Learning Outcomes which are used to assess general education. Additionally, the Catalog contains the program description and course requirements for every GCC degree and certificate. More information about GCC's assessment program as coordinated by the College Assessment & Review Team (CART) can be found on the public GAUCHO assessment site, accessible from the Assessing Student Learning page on the GCC website.

Faculty select course learning outcomes for assessment purposes that align with the MCCCD course competencies listed in their syllabi. Specific student support programs, like First Year Experience and Honors, set learning outcomes through collaboration with College and District faculty. Through work with the GCC Curriculum Committee, Instructional Councils, and Guided Pathways Mapping teams, faculty write and revise the outcomes for Associate degrees and Certificates of Completion. GCC faculty and staff worked collaboratively to identify, define, and write rubrics for GCC's Institutional Learning Outcomes. More details on student learning outcome assessment can be found in 4.B.

Course competencies and program learning outcomes are documented in a district-wide repository (CCTA). Statewide Articulation Task Forces (ATFs) provide a vehicle for universities to provide discipline-specific feedback to community colleges on their transfer students' preparation for the rigors of their major. Advisory boards serve in a similar capacity for Associate in Applied Science (AAS) and Certificate of Completion (CCL) programs.

As reported in IPEDs, GCC conferred the following awards in fiscal year 2021:

- Associate in Arts degrees (947)
- Associate of Applied Science degrees (439)
- Associate of Science degrees (157)
- Associate of Business degrees (108)
- Associate of General Studies degrees (69)
- Certificates of Completion (742)
- Arizona General Education Curriculum (AGEC) certificates (1,177)

GCC does not offer graduate, post-baccalaureate, or postgraduate programs.

3.A.3

Addressed in GCC's Multi-Location Visit Institutional Report, GCC offers consistent program quality and learning goals across locations and modalities. As a result of the impacts of COVID-19, GCC now has four main instructional modes: in-person, hybrid, online and newly added live online. The College conducted an analysis of student success across modalities taking into account COVID-19 impacts and found in-person success rates increased 19%, while online success rates fell 8% compared to pre-COVID data. Academic Performance by Instruction Mode Report details additional findings. Course success is defined by the student receiving an A, B, C, or P.

Course definitions, outlines and competencies are developed through a faculty-driven, district-wide curriculum process and displayed publicly in the MCCCDC course bank. These learning objectives establish minimum expectations of a particular course and their inclusion is a required element of course syllabi (A.R. 3.6). However, there is no distinction made in the course bank for different modes of delivery. For consistency and to address the interim monitoring report (3A, p. 17), faculty are now provided a college syllabus template that clearly defines those required elements.

Although the pedagogical strategies may be different, the expectation is that the same learning outcomes will be achieved in all modalities and locations offered. Additionally, in 2018, Academic Deans conducted a syllabi review for adherence to syllabus requirements and utilization of the template. Discipline-specific faculty coordinators oversee instruction at off-campus locations (i.e., dual enrollment) and/or online to verify that these standards are met. The Higher Learning Commission released a revision to Assumed Practices addressing the minimum qualifications of all faculty in 2016. These qualifications are set by MCCCDC Instructional Councils (ICs) and are found: HLC Minimum Qualification for Hiring of Academic and Occupational Areas.

Dual Enrollment: Dual Enrollment courses (college-level courses offered in the high schools to students for both high school and college credit) are guided by AZ Revised Statutes. This program provides high school students the opportunity to have a college-level academic experience in some of their more rigorous high school courses, allowing them to earn 100-level or above college credits. Per AZ Revised Statute 15-1821.01, the participating college approves textbooks, provides college syllabi and course outlines, and ensures seat time, equipment, learning experiences and grading standards are comparable to those in the same course taught in any other college. At GCC, this review is overseen by the department chair and/or their designated dual enrollment coordinator. Dual Enrollment instructors must meet the same minimum qualifications as any other faculty member hired in that discipline and are evaluated using the same procedures as other adjunct faculty employed by the department. The HLC Multi-Location Peer Review Visit Report in 2019 indicated GCC's dual enrollment operations were "clearly adequate and no further monitoring or review by the Higher Learning Commission is necessary."

Industry Partners: Industry partner locations are staffed by GCC faculty who meet the program-specific minimum qualifications. The GCC program director and department chair for the specific program being offered will coordinate with the MCCCDC Office of the General Counsel to develop an Inter Governmental Agreement (IGA) or Transition Service Agreement (TSA) appropriate to the instruction to be provided at

the additional location. The program director establishes the courses and/or program(s) to be delivered, develops schedules and coordinates staff for each location, and ensures that any other necessary resources are available.

Online and Hybrid: GCC's eCourse Committee, which is made up of eCourse Coordinators from each department and other interested faculty/staff, ensures the quality of our eCourses by establishing specific standards for online and hybrid courses. This includes training offered by our Center for Teaching, Learning & Engagement (CTLE), such as Strategies for Effectively Teaching Online which 165 instructors have completed since May 2020.

In addition to meeting minimum hiring qualifications, instructors teaching eCourses must meet minimum training expectations. These instructors must complete the training requirements as noted in the GCC eCourses Strategic Plan (p. 12). The eCourse committee works to continuously improve teaching and learning in online and hybrid courses by offering training, workshops, one-on-one instructor assistance, mentorship, Peer Quality Reviews of online courses as well as other assessment tools to help identify areas of strength, concern and improvement. Instructors who have created online courses can request a Peer Quality Review where 2-3 experienced online instructors use a Quality Matters (QM) based rubric to evaluate the course. The committee is currently reviewing 2-16 courses per academic year.

Live Online: In response to COVID-19, GCC incorporated an additional mode of instructional delivery; this new synchronous modality "Live Online," enabled faculty to continue to provide students with a structured learning framework by continuing to meet their classes on a regular schedule but doing so in a virtual environment. Live Online teaching affords faculty the same opportunities to engage in real time formative assessment activities and to respond to student questions "in the moment" as would be possible in an in-person classroom. It also enables students to interact with one another and with the faculty member in real time. While the technology used to accomplish their end goals may be different, faculty are delivering the same content and as close to the same experiences as they would in a regular in-person classroom. Success rates in live online classes were slightly higher than in fully asynchronous online classes (67% and 63%, respectively, for the period from Summer 2020 through Spring 2021).

In response to increased online teaching, GCC's CTLE created a COVID-19 response section of the website and developed trainings (Strategies for Effectively Teaching Online--The Online Version, Engaging Practices for Live Online Instruction, The Design Challenge, WebEx, Zoom, Google Meet, and more) to aid instructors in the move to new modalities and to ensure students receive the same quality instruction as the other course modalities.

SOURCES

- AO Business Advisory Council
- AO CCTA
- AO Chapter 148 House Bill 2036
- AO Discipline Specific ATFs
- AO Distribution of Course Syllabus
- AO Dual Enrollment Syllabi Sample
- AO eCourse Standards Evaluation Form
- AO Engineering Advisory Council Minutes
- AO Exercise Science Advisory Council Minutes
- AO Peer Quality Reviewed Courses
- AO Sample Syllabi
- AO Syllabi Review
- AO Syllabus Template
- IR 2021 IPEDS Completions Report
- IR Performance by Mode Over Covid
- LV Multi Location Visit Institutional Report

- LV Multi Location Visit Peer Review Report
- LV Open Pathway Mid Cycle Review
- LV Open Pathway Mid Cycle Review (page number 18)
- M Student Learning Outcomes for First Year Experience
- OD 2021-2022 Academic Catalog
- OD Academic Program Types
- OD Advisory Council Minutes Sample
- OD AGECE Curriculum
- OD Applied Technology
- OD ASU MAPP
- OD Degree and Certificate List
- OD eCourse Coordinators by Department
- OD Engineering Science
- OD Exercise Science and Personal Training
- OD NAU 90 30 Programs
- OD Programs Custom Search
- OD Transfer 2 NAU
- P DE Instructor Guide
- PD eCourses Strategic Plan
- PD eCourses Strategic Plan (page number 13)
- PD Maricopa Transformation
- SO Assessing Student Learning
- SO Gaucho Assessment Website
- SO Honors Program Review and Assessment
- TR CTLE Support During Covid19
- TR Faculty Training

CORE COMPONENT 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

ARGUMENT

3.B.1

The general education program is appropriate to the mission, educational offerings, and degree levels at GCC. The College articulates the purposes, content and intended learning outcomes of its undergraduate

general education requirements. Throughout this section, the term “institutional learning outcome” (ILO) is used instead of “general education learning outcome.” Institutional learning emphasizes that these outcomes are achieved through the wide variety of academic and cocurricular experiences that allow students to develop marketable and life skills necessary for success beyond GCC.

Student learning outcome assessment at GCC, including ILO assessment, focuses on the verification and improvement of student learning through a comprehensive program of academic benchmarking, data collection, analysis, and implementation which align to GCC's mission. Further, GCC commits to creating learning environments that align with GCC's institutional values and intentionally move students toward the achievement of the ILOs.

In 2016-2017, the College Assessment & Review Team (CART) engaged in a comprehensive review of GCC's three primary and two secondary ILOs with the goal to strongly align GCC's outcomes to its mission and engage in authentic and actionable assessment. Following an analysis of the ILOs at our sister colleges in MCCC and other comparable colleges, CART worked with multiple stakeholders to identify six ILOs. A survey administered to all faculty and staff asked for feedback about each ILO and the ILOs in general. Approximately 70% of full-time faculty and staff provided feedback used to revise the original ILOs (e.g., add visual communication to the oral and written communication ILO) and to add a seventh ILO (career goals & workplace skills). From 2018-2019 through 2020-2021, teams of faculty and staff developed rubrics to accompany the ILOs, deploying rubrics in the Canvas Learning Management System. Information on ILO assessment is available to students and employees on the GAUCHO assessment site and in the Academic Catalog.

GCC's Institutional Learning Outcomes statement indicates that the knowledge represented in the ILOs develops through intentional, guided, and iterative experiences across disciplines and programs throughout students' time in college, from the first semester to the last. The ILOs are GCC's commitment to students that by the end of their college experience, students will have demonstrated:

- Oral, written, and visual communication
- Critical and creative thinking
- Quantitative reasoning and analysis
- Personal and community well-being
- Diversity awareness and appreciation
- Information literacy
- Career goals and workplace skills

The ILOs are designed to support educational offerings in academic and co-curricular settings. Cross-functional teams constructed the rubrics to ensure broad applicability (e.g., Counseling, Business, and Library faculty and Career Services staff served on the Career Goals and Workplace Skills rubric-writing team). Academic departments engaged in a Course-ILO mapping task in 2017 and 2019, and will do so again in spring 2022. Finally, all assessment reports include an alignment to the GCC ILOs (e.g., Course Report, Student Organization Assessment, Service Area Review).

The ILOs are intended to correspond to the Certificates and Associates awards granted by GCC. While some of the ILO rubric writing teams relied on the AAC&U rubrics for inspiration (e.g., critical and creative thinking), the scoring structure was modified to ensure students were scored based on their readiness to leave GCC at the equivalent of the Associates level (see the Scoring Note in the ILO rubric). Data from the ILO Dashboard demonstrate that students with more credits perform better. Now that all ILO rubrics are fully available in Canvas, more faculty are participating in ILO assessment, and the ILO Dashboard is constructed, in-depth analysis of the ILO data can begin in spring 2022. See section 4.B. for more information.

GCC offers a wide range of courses, from Economics to English, Humanities to Biology, and History to Nursing. GCC, in conjunction with the MCCC, has the following general education designations that may fulfill program or degree requirements:

- Literacy and Critical Inquiry
- Mathematics
- Computer/Statistics/Quantitative Applications
- Humanities, Fine Arts and Design
- Social and Behavioral Sciences
- Natural Sciences General
- Natural Sciences Quantitative
- Cultural Diversity in the United States
- Global Awareness
- Historical Awareness

While assessment of our ILOs will remain critical to guiding college-wide student learning improvement efforts and to addressing equity gaps in learning performance in academic and cocurricular settings, GCC recognizes that assessing our General Education coursework holistically is an area of opportunity. As mentioned in 4.B.1, developing a program assessment process to support GCC's General Education coursework is a likely outcome of the District Curriculum and Bachelor's Degree committee work in which GCC is actively involved.

3.B.2

GCC's general education program is grounded in the MCCC Arizona General Education Curriculum (AGEC) and imparts broad knowledge and is fully aligned with the university general studies requirements of three public universities. This framework aligns with GCC's mission of preparing students for further higher education, employment, advancement, and successful participation in a global society.

The comprehensive Institutional Learning Outcome review and adoption process described in 3.B.1 demonstrates GCC's commitment to the development of the knowledge and skills necessary for students to succeed beyond GCC. In addition to the promotion of standard intellectual skills (oral, written, and visual communication; critical and creative thinking; quantitative reasoning and analysis; and information literacy), GCC recognizes the need for students to develop proficiency in diversity awareness and appreciation, personal and community well-being, and career goals and workplace skills.

As mentioned in 1.A.2, GCC demonstrates this by offering 218 degrees and certificates in more than 100 disciplines and skill areas. These can be broken down into three areas of instruction:

- **Developmental Education** – Intensive support courses that focus on the foundational skills needed to succeed in the college-level context. These courses are contextualized and accelerated to allow all students the opportunity to complete a critical college-level reading, math, and/or English course in their first year. GCC applied for National Association of Developmental Education (NADE) accreditation in 2019 and was awarded National Organization for Student Success accreditation in 2020.
- **University Transfer Education** – This area includes the Arizona General Education Curriculum (AGEC) with courses accepted at all three of the state's public universities. All courses bear numbers at the 100 or 200 level.
- **Career Technical Education (CTE)** – Occupational courses are another growing area of instruction, particularly with the impetus of federal funding under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Arizona's Proposition 301 sales tax for CTE resources, and the American Recovery and Reinvestment Act. The Certificate of Completion or Associate in Applied Science is awarded to students who complete a specific career program.

GCC's official source of curriculum information is an online College Catalog. The College's Advisement webpage offers information and tips for transfer pathway degrees. The College's Degrees and Certificates page features all of the degree pathways available at the College. Information includes description, degree details, program learning outcomes, career opportunities, recommended course sequence by term (depending on if the student is full-time or part-time), and pathway options. The Arizona General Education Curriculum (AGEC) can be used as part of an Associate's Degree program or as a transferable block on its own. AGEC-A is designed for students within the liberal arts; AGEC-B is for students interested in studying business; AGEC-S is for students studying math and science. AGEC-A, B, and S courses transfer as a block to Arizona State University, Northern Arizona University, and the University of Arizona. The courses fulfill one or more of the following general education areas:

- First-Year Composition [FYC]
- Literacy & Critical Inquiry [L]
- Mathematical Application [MA]
- Computer/Statistics/Quantitative Applications [CS]
- Humanities, Arts & Design [HU]
- Social-Behavioral Sciences [SB]
- Natural Sciences [SQ/SG]
- Cultural Diversity in the United States [C]
- Global Awareness [G]
- Historical Awareness [H]

3.B.3

GCC offers programs that focus on the needs of a diverse student population and provide students with growth opportunities and skills to live and work in a global society.

Understanding that students come with various experiences and needs, GCC has a number of success resources and programs to ensure that each of our students are able to thrive while at GCC in pursuit of their success goals. Some programs that provide specialized support for students include:

- Early College Programs consisted of the ACE Plus and Hoop of Learning programs.
- Dual Enrollment
- Global Education Services comprised of Multicultural Affairs, International Education, and the Non-Credit ESOL Program
- Adapted Fitness Program
- Veterans Services
- Disability Resources and Services.

GCC has developed seven Institutional Learning Outcomes (ILOs) with one focusing on diversity. Diversity awareness includes, but is not limited to, an understanding of one's own personal biases and the development of cognitive, behavioral, and affective skills and characteristics that support effective and open interaction in various contexts. The Diversity ILO rubric, was developed in conjunction with GCC's Diversity Committee. Diversity rubric contributions to the ILO dataset doubled from spring 2020 to spring 2021 and currently includes 733 data records. In addition to housing the Diversity ILO data, the ILO Data Dashboard allows disaggregation of student results by demographic and other factors. The data show, for example, that White and Asian students score higher on ILO assessments than Hispanic and Black students. These data can be monitored to ensure that learning interventions are successful in reducing equity gaps.

The global and cultural awareness areas of the general education curriculum acknowledge the need for an understanding of the values, systems, influences, and social processes of cultures from around the globe. In order to complete coursework for any of GCC's university transfer associate degrees, students must satisfy two awareness areas: cultural diversity in the United States [C] and global [G] or

historical awareness [H]. Each awareness area provides opportunities to understand the contributions of distinct cultures in disciplines across the academic spectrum. While these courses meet specific criteria for general education designations, many other courses reinforce global and cultural awareness through faculty-initiated enhancements based on individual's areas of expertise and professional opportunities. Some examples of the types of courses the College offers are: AIS105 Introduction to American Indian Studies, HIS204 African American History, ENH114 African American Literature, SOC130 Human Sexuality, SOC212 Gender and Society, SOC241 Race Relations, IFS210 Information without Borders, HUM 211AA International Film, and HUM213 Hispanic Film.

Beyond the classroom, GCC has a range of programs and services that help students and employees learn about human and cultural diversity. Students and employees learn about diversity through:

- Events and celebrations that increase student awareness of the rich traditions and contributions of the many cultures that define GCC's community. Examples include Black History Month, and the Japanese Festival,
- GCC Diversity page, virtual home for the College's DEI resources, such as the GCC Diversity Committee, which focuses on the GCC diversity program and the GCC Diversity, Equity, and Inclusion Council, which focuses on the GCC DEI structural alignment across the college. Employees and students have the opportunity to participate as members of each group and/or as participants in special events sponsored by the groups, which are also recorded for later learning opportunities for those not able to participate at the time of the scheduled event.
- Student clubs like language clubs, International clubs, Shotokan Karate Club, and others

One of GCC's six (6) core values is *inclusiveness*. This value, as defined on the College website, emphasizes the importance of recognizing human and cultural diversity through promoting a community that supports diversity, equity and social justice.

Understanding diversity also means that our students gain an understanding of equity and how that differs from equality. One way we have begun to ensure this awareness is through the development of DEI statements, explaining the various efforts of different areas to ensure the needs of all students are met. Beyond our college-wide statement, various departments are also developing statements specific to efforts they can make within their department to help students understand what they can expect when they come to their areas. For example, the GCC library has provided an Inclusion, Diversity, Equity, and Accessibility (IDEA) page. This page provides viewers with the library's equity statement, cultural diversity and equity resources, and research databases that highlight diversity, equity, and inclusion. Our aim at GCC is to ensure our students are well-rounded global citizens, which requires that our students are introduced to and challenged to understand various life experiences and ways of thinking about and interacting with the world.

3.B.4

GCC offers a diverse range of opportunities for students and faculty to contribute to scholarship and engage in creativity. From classroom experiences in the Honors program to opportunities that extend beyond GCC, faculty challenge the creative and intellectual inquiry of both themselves and their students.

Student Scholarship and Creative Work: Students have the opportunity to attend conferences, engage in academic research and to present their work at GCC, throughout the district and nationally as well. Research Methods Courses (Human and Animal Research) at GCC provide opportunities at the College to engage in research projects while the Maricopa Student Research Conference provides a district-wide opportunity.

GCC Biotechnology students work on independent research projects on campus and as interns at several different research labs, including Barrow Neurological Institution, Translational Genomics (TGen), and University of Arizona Medical School. They have presented their work at the annual meeting of

the Arizona Nevada Academy of Science as well as American Society for Microbiology. Students from GCC's Biotechnology program have also participated in NSF-funded Research Experiences for Undergraduates (REUs) at the University of Colorado, MIT, NAU, ASU, and Uof A.

GCC has been awarded grants that provide additional opportunities for students to engage in research at the College. In December 2020, the GCC Psychology department received the Skills, Opportunity, and Achievement through Research (SOAR) grant, which provides a summer research workshop for underrepresented, ethnic minority high school students. The GCC Biology department was one of three MCCCDC colleges awarded the National Science Foundation (NSF) S-STEM grant in consortium with ASU West to foster undergraduate research opportunities from community college and continuing on through the university.

In addition to scholarly work, GCC's artistic students are afforded opportunities to learn from working artists as they attend conferences focused on the arts such as the American College Dance Association annual conference.

Student Scholarly Works:

- Organization for Tropical Studies NSF LSAMP REU, Causes of embryonic mortality in *Espadarana prosoblepon* (Anura: Centrolenidae) from Costa Rica
- Women and Religion
- Pechiche (*Vitex cymosa* Berteoe ex Speng), a Nontraditional Fruit from Ecuador, is a Dietary Source of Phenolic Acids and Nutrient Minerals, in Addition to Efficiently Counteracting the Oxidative-Induced Damage in Human Dermal Fibroblasts
- GCC Innovation Challenge
- Digital portfolio of Biotechnology students' presentations at scientific meetings

Student Creative Works:

- Fabulous First Chapter Writing Competition
- The Traveler
- GCC Performing Arts
- A Flood of Posies
- 2021 GCC Documentary Films

Faculty Scholarship and Creative Work: While GCC is not a research institution, it does have many faculty who engage in research, discovery of knowledge, and creative work.

Faculty awarded the Maricopa Institute For Learning Research Fellowship (MILRF) are able to conduct research specifically tied to instruction and are able to contribute to the pedagogical knowledge to improve higher education as a whole. GCC faculty were awarded this fellowship in (2018-2019) and in (2020-2021).

From 2016 to 2020, GCC served as the lead institution for the Algebra Instruction at Community Colleges project funded by the National Science Foundation for over two million dollars. GCC faculty, serving as Principal Investigator, led a team of researchers seeking to understand the conditions under which instruction in community college algebra courses were associated with student learning gains and course performance.

The GCC Teacher Education Program (TEP) was awarded the 2015-2016 Innovation of the Year Award by the MCCCDC for their *Partners in the Teaching Profession* program, which partners with local K-8 schools to provide opportunities to future teachers to connect education theory with its practical applications.

GCC faculty are provided professional growth funds to attend conferences, training and other opportunities that contribute to the body of knowledge in their field of study and provide the opportunity to work with others outside of Maricopa.

In addition to pedagogical contributions, GCC faculty continue to develop knowledge and contribute to their respective academic disciplines with the publication of textbooks and journal articles.

Faculty Scholarly Works:

- Impacts of hunting prohibitions on multidimensional well-being
- Unlocking the Code to Human Resiliency: Building Immunity Against Traumatic Stress, Burnout, and Compassion Fatigue and The Resilient Learner: Thriving and Succeeding in College
- “Understanding Compliance in Patriarchal Religions: Mormon Women and the Latter Day Saints Church as a Case Study

Faculty Creative Works:

- Égide Duo, Gone is Gone
- Golden Monograph Award
- Best Multimedia Artist by Phoenix Magazine in 2019

SOURCES

- AO ACE Program
- AO Algebra Instruction at Community Colleges
- AO American College Dance Association
- AO Casey Farina CV
- AO Causes of embryonic mortality in Espadarana prosoblepon
- AO Dual Enrollment Program
- AO En Gendering Dystopia NCA Golden Anniversary Monograph Award
- AO Hoop of Learning Program
- AO Impacts of Hunting Prohibitions on Multidimensional Well Being
- AO Institutional Learning Outcomes
- AO NADE Application
- AO NOSS Accreditation Team
- AO Pechiche
- AO Understanding Compliance in Patriarchal Religions
- AO Unlocking the Code to Human Resiliency
- AO Women and Religion
- EV Black History Month
- FI Psychology Program STEM Grant
- IR ILO Dashboard
- M Documentary Film Screening
- M Egide Duo Gone is Gone Album
- M Gaucho Innovation Challenge
- M Innovation of the Year Awards 2016
- M Interview with Egide Duo YouTube Video
- M The Resilient Learner
- M Tiffany Meuret Author
- OD 2021-2022 Academic Catalog
- OD AGECE Curriculum
- OD Biological Sciences
- OD C and G Designated Classes
- OD CTE State Allocations
- OD DEI Council Members
- OD Diversity Committee
- OD Diversity Page

- OD GCC Diversity Statement
- OD General Studies Designation Request Forms
- OD S STEM Train Program
- P Faculty Professional Growth
- PD Library Equity Statement
- PD Values Vision Mission
- SO Critical and Creative Thinking ILO Rubric
- SO ILO Spreadsheet
- SO ILO Survey
- SO Institutional Assessment
- SO Social Sciences Course Assessment Report
- SO Student Organization Assessment Report Template
- SO University Transfer and General Education LOs Matrix
- SS Adaptive Fitness
- SS Creative Writing Fabulous First Chapter Winner
- SS Disability Resource Services
- SS Enrollment for Special Programs
- SS Global Education Services
- SS International Club
- SS Japanese Culture Club
- SS Maricopa Institute for Learning Research Fellowship
- SS Maricopa Student Research Conference
- SS Performing Arts Ensemble YouTube Video
- SS Student Clubs
- SS Student Research
- SS The Traveler
- SS Veterans Services
- TR Course ILO Mapping Instructions
- TR Learning Environment
- TR Student Affairs Review and Assessment Template Instructions
- TR Using GCC ILOs in Canvas

CORE COMPONENT 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

ARGUMENT

3.C.1

Glendale Community College (GCC) strives to ensure that the overall composition of its faculty and staff is reflective of the constituencies it serves.

GCC’s employee demographic data, as reported in IPEDS, show that the composition of its workforce is diverse. The demographics of full-time staff are 65% White, 23% Hispanic/Latino, 4% Black or African American, 3% Asian, and 2% American Indian or Alaska Native. The demographics of part-time staff are 53% White, 28% Hispanic/Latino, 8% Black or African American, 3% Asian, and 1% American Indian or Alaska Native. Full-time faculty demographics represent 82% White, 9% Hispanic/Latino, 3% Black or African American, 4% Asian, and 0% American Indian or Alaska Native. The percentage of Hispanic faculty was a concern addressed in the October 2020 Achieving the Dream Consulting Report: Recommendations for Glendale Community College’s Equity Work and it was recommended that GCC “Develop a comprehensive plan for recruiting and retaining diverse faculty, especially LatinX.” Additionally, in an effort to take advantage of equity opportunities, the position of Director of Diversity, Equity, and Inclusion was created with the responsibility of implementing the recommendations from the report.

The GCC student population is reflective of the surrounding community with 40% of its students identifying as Hispanic. The student population is representative of other races as well with 5% Asian, 6% Black, 41% White, and 8% of other races (Fall 2021). By gender, GCC mirrors the national trend of having more women than men. Women make up 57% of the student body, men are 43%, and 1% do not report being either female or male. The Fall 2021 enrollment data reflect a diverse educational community that fosters GCC’s mission to prepare students for further higher education, employment and advancement, and successful participation in a global society.

3.C.2

Through its yearly faculty staffing process, GCC examines whether it has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.

The faculty staffing process occurs annually in alignment with the Faculty Agreement, the GCC College Plan, and shared governance practices. In Fall 2020, of the 282 budgeted faculty lines, GCC employed 276 full-time Residential Faculty as well as 668 Adjunct Faculty.

The number of Fall 2021 GCC Residential Faculty by Department are:

Service Faculty	Total: 19
Library	10
Counseling	9
Instructional Faculty	Total: 257
Art & Humanities	12
Automotive Technology	6
Biology	15
Business & Information Technology	20
Chemistry	10
Communication & World Languages	16
English, Reading, Journalism & Creative Writing	37
Fitness & Wellness	7
Mathematics & Computer Science	36
Nursing	17
Performing Arts	12
Philosophy & Religious Studies	7
Physical Science	10
Psychology	12
Public Safety Sciences	9
Social Sciences	16
Technology & Consumer Sciences	15

The Faculty Agreement defines the classroom and non-classroom roles for all faculty. Per Article 5.2 Residential Faculty Accountability/Professional Responsibilities, Residential Faculty are required to meet a minimum of 30 hours of professional responsibilities per week, including meeting all classes as scheduled, holding a minimum of five scheduled academic support hours reflective of the faculty member’s teaching schedule, and participating in department, division, college, and/or district activities. Additionally, GCC Residential Faculty members serve on one departmental and/or campus committees. Additional classes may be assigned to Adjunct Faculty up to nine load hours per semester or up to twelve hours with approval of academic deans. Adjunct Faculty do not have responsibilities beyond teaching for the College; however, some choose to participate in service activities and committees.

Occupational Program Directors (OPDs) are responsible for an occupational program and report to the department chair. The duties of the OPD are outlined in the College Plan.

3.C.3

All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

GCC adheres to MCCCDC's established minimum qualification requirements for faculty hiring. Minimum qualifications apply regardless if the faculty hire is full-time, part-time, or dual enrollment. Standardization of the hiring process through district hiring guidelines ensures all applicants receive an equal opportunity for consideration and only the most qualified applicants are hired. Residential faculty positions are advertised locally and nationally through both print and electronic media sources to attract the most diverse and qualified candidate pools. GCC follows HLC's guidelines for maintaining updated faculty credential documents for all faculty. Job postings include relevant information about classroom responsibilities as well as non-instructional duties.

Data from the National Community College Benchmark Project (NCCBP) report GCC's student-faculty ratio as 14.6:1 compared to the median of 15.5:1 for other NCCBP colleges in the 2019 report. These data suggest that GCC effectively maintains a sufficient student-faculty ratio.

GCC supports hiring of Adjunct Faculty for the continuity of the faculty body and maintenance of robust course offerings. Adjunct faculty applicants are screened and hired by department chairs, assistant department chairs, program directors, and/or course coordinators. The minimum requirements are the same as full-time instructors, however, the Adjunct hiring process is streamlined and allows for a shortened hiring timeline.

Human resources produces a report around the semester's 45th day to assess active Adjuncts to ensure the completeness of their personnel files. Adjunct files are stored on campus and are inclusive of transcripts, resumes, applications, verifications of employment, and evaluations.

3.C.4

Instructors are evaluated regularly and in accordance with the guidelines established in the Faculty Agreement.

At GCC, new Residential Faculty participate in the First Year Residential Experience (FYRE), an intensive year long college orientation process. FYRE meets biweekly to provide mentoring and support, and resources for new faculty to learn about the college and district.

GCC faculty are evaluated according to district policy in the MCCCDC Faculty Agreement (formerly RFP) to ensure high-quality and effective teaching. Residential Faculty undergo a five-year probationary period, during which their teaching and service performance and professional growth are extensively evaluated the first two years each semester then the next three years annually. Probationary faculty document their progress, and through the Peer Assistance and Review (PAR) process complete their Individual Development Plan (IDP). IDPs are evaluated and reviewed with the respective Dean and Department Chair. Upon successful completion of the five-year probationary period, Residential Faculty achieve appointive (tenured) status.

Appointive faculty are required to self-evaluate on a three-year cycle in order to improve teaching and assess strengths, weaknesses, and progress. The process, as outlined in the Faculty Agreement Article 18, requires faculty to engage in self-examination of the following three required areas:

- Teaching, learning, and/or service
- Course assessment and/or program development/revision
- Governance and/or committee participation at the College or District level

In addition, each Residential Faculty member must engage in a reflective examination of at least two of the following elective areas:

- Professional development
- Acquisition of new skills
- Enhancement of diversity
- College-level assessment of learning outcomes
- Service to the community

The office of the Vice President of Academic Affairs maintains the evaluations and ensures that the evaluation processes are executed.

Adjunct Faculty and dual enrollment faculty are evaluated by individual department chairs or designees. The template for Adjunct evaluation and dual enrollment may vary from program to program, but all Adjunct Faculty are evaluated the first three consecutive semesters they are employed with GCC. Effective Fall 2021, all Adjunct Faculty will be evaluated in accordance with the new Faculty Agreement Article 19. Dual enrollment instructors are evaluated annually. The department chair or program director observes classes, evaluates classroom instructor and faculty performance, and then meets with the Adjunct Faculty or dual enrollment instructor to discuss the review.

3.C.5

GCC has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

GCC supports faculty professional development through its Center for Teaching, Learning, and Engagement (CTLE). The CTLE provides multi-modal, flexible instructional space, as well as both structured and informal training opportunities for faculty throughout the year.

Probationary faculty are supported through the First Year Residential Experience (FYRE). This process provides on-boarding, information specific to GCC and guidance through the Peer Assistance and Review (PAR) process. Each FYRE cohort meets twice per month to learn about the College's departmental functions, meet staff from non-instructional areas, and discuss teaching-related issues. Each new faculty member has two PAR mentors (mentors must be trained and appointive faculty or an approved professional colleague) for the first year and at least one but preferably two PAR mentors in years two through five.

In 2018, GCC committed \$250,000 annually to the Reimagine Teaching and Learning program. The Reimagine program provides opportunities for all faculty to re-envision teaching using high-impact teaching practices like problem-based learning, project-based learning, community-based learning, and flipped classroom. This program offers a semester-long cohort experience for full-time and part-time faculty, providing resources and funds for learning about high-impact practices and implementing them in the classroom. It also provides grants for technology or supplies to improve teaching and learning. A total of 47 faculty members participated in course imaging during the 2019-2020 academic year. According to IPEDs data for GCC this would equate to approximately 11% FT and 1% PT faculty involved in the cohort. Forty-three faculty have received books on high-impact practices, and more than \$48,000 was awarded in grant funding. Some projects funded include purchasing a lightboard for creating math videos, a smartboard for an education classroom, cameras and a harness to record EMT simulations, 3D printers and materials for a makerspace in the library. The Reimagine Teaching and Learning program was GCC's Quality Initiative.

In addition to the learning opportunities in the CTLE, the College has resources specifically for Adjunct Faculty. The New Adjunct Faculty Orientation has eight learning modules that cover important information on technology, supporting students, and teaching. Additionally, GCC has a web-based resource called 'In the Loop' that includes important resources such as campus maps, emergency procedures, and information about instruction. Every semester, GCC holds an orientation for new Adjunct Faculty providing an overview of College information, faculty responsibilities, and training in the use of relevant technologies. Individual departments also hold meetings to inform adjunct faculty of department-level requirements. In Fall 2020 and Spring 2021, the orientation sessions were held virtually. The CTLE continues to provide support to Adjunct Faculty through regular newsletters with information on resources and support available to them.

GCC faculty also benefit from district support of their professional development. The Maricopa Center for Learning and Innovation (MCLI), with its mission to support excellence in teaching and learning at

all ten MCCCDColleges has, since 1983, collaborated with faculty, administrators, and other district-wide groups to provide services, programs, and resources for instructors to improve their craft.

MCLI-supported conferences and events include the Student Success Conference, Faculty Convocation, and the Innovation Conference. At each of these events, national speakers are brought in, faculty and staff present on projects, and attendees are able to collaborate and share. Faculty members who participate in these events may apply for and receive professional growth credit. MCLI also runs the Maricopa Summer Institute (MSI) each year. This professional development opportunity brings together teams of faculty and staff in the summer to learn about supporting diverse student needs and propose projects to facilitate student success. In addition to events, MCLI offers Horizon Grants to fund innovative faculty projects that will improve teaching and learning on campus.

One of the administrative services MCLI provides is tracking professional growth credits for the purpose of faculty salary advancement.

In addition to resources for faculty salary advancement, MCCCDColleges's faculty professional growth programs provide funding for sabbatical leaves and conference travel. Sabbatical leaves are granted to qualified faculty to pursue intellectual activities that will allow them to remain current in their field. From 2011 through 2021, 22 GCC faculty took the opportunity to study abroad, perform research in their field, broaden their educational interests, and explore new instructional methods so they could remain current in their field. Conference travel funds are allocated each fiscal year allowing all faculty to attend discipline specific conferences or teaching conferences. Currently, part-time faculty receive a maximum of \$750 per fiscal year and full-time faculty receive a maximum of \$3,500 per fiscal year.

3.C.6

GCC faculty are available for student inquiry for a minimum of five academic support hours each week (per the Faculty Agreement Article 5.2). The time and location of the student support hours may be found on the syllabus and in the Canvas course. In addition, GCC's librarians and counselors are available to meet with students throughout the week. Adjunct faculty are not required to hold academic support hours but are available to their students through voicemail, email, or messaging through Canvas.

When faculty were not able to hold student support or office hours in-person, due to COVID-19 restrictions, they used online modalities such as Google Meet, Zoom, or WebEx. Some instructors use Google Voice to allow their students to text questions.

3.C.7

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

MCCCDColleges recognizes the value of hiring and retaining quality professionals to provide support services. New employees undergo a competitive hiring process that reviews candidates for the specified criteria established for each position. Ongoing training opportunities are numerous and offered within various formats and time frames to suit the needs of departments.

There are many professional growth opportunities for staff. They are encouraged to participate in district and campus-wide training, as well as external to MCCCDColleges workshops, conferences, and leadership development programs. At GCC, the financial aid department participates in professional development training delivered by the National Association of Student Financial Aid Administrators, earning more than 125 credentials in 2020-2021, allowing financial aid staff to holistically support students.

Many staff attend the MCCCDColleges Student Success Conference each November. Staff also can apply for and attend the MCCCDColleges Aspiring Leaders Program (ALP) whose goal is to prepare, develop, and retain our internal talent for current and future leadership opportunities. GCC offered a Student Affairs Leadership

Speaker series for the first time in 2018.

New advisors attend the Academic Advising Academy, a district-wide online, self-paced professional development course that provides MCCCDColleges advising professionals an opportunity to build knowledge, skills, and practice advising strategies.

Ongoing training and professional development has occurred in the Admissions and Records department, by staff and managers attending various nationwide conferences such as the AACRAO conferences (American Association of College Registrars and Admissions Officers) of Strategic Enrollment Management and the Annual Meeting (conference). Staff have also attended College Source conferences learning more about our current technology for transfer credit.

MCCCDColleges staff receive \$4,000 per year in professional growth funds, which may be used to further their education, attend training, or participate in education related conferences.

SOURCES

- EV Faculty Convocation
- EV Student Success Conference
- FI Horizon Grant
- IR Achieving the Dream Consulting Report
- IR Employee Demographics
- IR IPEDS Faculty Staff Students Demographics
- IR NCCBP 2019 Report
- IR NCCBP 2019 Report (page number 3)
- LV HLC Quality Initiative Report
- OD ENG101 Syllabus Fall 2020
- OD Faculty Committees
- P Faculty Agreement
- P Faculty Professional Growth
- P HLC Minimum Qualifications for Hiring
- P IDP Purposes and Examples
- P Staff Professional Growth
- PD Glendale Community College Plan
- PD Values Vision Mission
- TR Academic Advising Academy
- TR Adjunct Faculty In the Loop
- TR Aspiring Leaders Program
- TR Center for Teaching Learning and Engagement
- TR FYRE Welcome Letter
- TR Lighboard Videos
- TR Maricopa Center for Learning and Innovation

CORE COMPONENT 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary

to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

ARGUMENT

3.D.1

Glendale Community College (GCC) strives to create equity by providing support services intended to meet the individual needs of each student. These services include Advising and Enrollment, Financial Aid, Global Education, Student Life, Counseling and Career Services, Disability Resources, Veterans Services, and Support for Pregnant and Parenting Students. Online students can access services through a variety of online applications, email service accounts, video tutorials and Cranium Cafe, a virtual meeting space.

Student Ambassadors welcome students into the Enrollment Center or students can check in remotely online. Departments in the Enrollment Center include, Advisement, Admissions & Records, Financial Aid, and Global Education Services. Advising is provided for New Students (Gauchos 101), second year Field of Interest (FOI) students and non-credit English as a Second Language (ESOL) students. The Admissions, Records and Registration Departments is managed by a highly qualified team who provide a seamless enrollment experience in new admissions, class registration, transcript evaluation of prior credits and graduation. The Financial Aid Outreach Team conducts regular group workshops and individual appointments to assist students in completing applications for the Free Application for Federal Student Aid (FAFSA) and the Maricopa Foundation Scholarship Program. The Financial Aid webpage was expanded to provide video tutorials making both process and policies more transparent for students. Global Education Services provides support to international students, students wanting to take and taking English as a Second Language (ESOL) courses, and students in Study Abroad. The hands-on support guides students along all the steps in their college experience.

The Student Union (SU) includes a community gathering space, Wi-Fi access, computers, conference rooms, the Palms Cafe, coffee shop, the Student Leadership Center and the Office of Student Life. The Student Leadership Center provides student advocacy and leadership, acts as a hub for student clubs, manages the game room and sponsors the GCC Food Pantry. Offices for the Dean of Student Life and Dean of Enrollment Services are located in the Office of Student Life and provide easy accessibility for students to seek support and address concerns. Recognizing the critical need of our students, the Student Union has been open during the pandemic to provide a space for students to study and access the Food Pantry.

Counseling and Career Services Center (CCS) helps students with career exploration, finding part time jobs, networking, writing resumes and sponsoring job fairs and career panels to connect with industry professionals. A fully trained counseling faculty offer free individualized counseling.

Disability Resource Services (DRS) provides GCC's students resources and services based on their individual needs to remove barriers and position them for success. The DRS Connect electronic system is an online management tool allowing students to upload applications and supporting documents to the DRS team as well as allowing the DRS team to manage resource needs for DRS students. The DRS team works closely with faculty to provide a positive and supportive learning experience for students.

Expanded in 2017, the Veterans Services Center (VSC) includes qualified staff to serve the specific needs of military students and their families. Assistance is provided to help make a successful transition to civilian life through academic support, access to benefits and resources, special events and a gathering space with their peers.

Support services for pregnant and parenting students can be found in several locations on campus. Students can access campus daycare services for their young children at the Early Childhood Learning

Center in partnership with the Early Childhood Center for Excellence in Learning (ECCEL) preschool program through the Peoria School System. DRS offers resources and accommodations for pregnant students and located on both campuses, a Mother's Room offers a private comfortable environment for students who are nursing.

3.D.2

GCC provides for learning support and preparatory instruction to address the academic needs of its students. GCC has a process for directing entering students to courses and programs for which the students are adequately prepared.

GCC directs entering students to courses and programs for which the students are adequately prepared. Students' readiness for college courses in English, Reading and Math are determined by high school grade point average (GPA), SAT, ACT or GED test scores if they are within ten years of completion. Students who completed their primary education more than ten years prior to admission are directed to take academic placement tests. Testing Services provides placement testing in both computerized and paper/pencil formats. Placement tests include ACCUPLACER, EdReady, Biology Assessment, Chemistry Assessment, and CELSA. Students for whom English is not the primary language may take a CELSA English proficiency test.

Learning support is provided through GCC's college success course, CPD 150/Strategies for College Success. The focus of CPD 150 is on increasing student success through college orientation and personal growth, study skills development, and educational and career planning. Guided Pathways supports a college success class and all FOIs have a college success course in each of their pathways.

Tutoring Across the College provides learning support. There are four main tutoring centers, The Center for Learning (CL), Math Solution, STEM Connect, and at the GCC North Campus. As of March 2020, all tutoring was offered online due to the COVID-19 Pandemic. To support online tutoring, in January 2021, GCC launched Discord, a new unified platform to deliver remote tutoring services. All four centers and the virtual center provide free tutoring in subjects across all disciplines to all students, both credit and non-credit. Additionally, students can use up to 5 hours of online tutoring with Brainfuse, a third-party product that is accessible 24 hours, 7 days a week to all registered students.

Managed by the CL staff, the College also provides subject specific tutors in Astronomy, Geology, Chemistry and other areas when requested. Employees in Tutoring Across the College are current students, faculty, alumni, and professional members hired by the respective academic department. The Writing Center supports students in developing successful academic writing skills in all subjects by assisting with specific class assignments and is staffed by the English Department faculty. Use of the center is monitored through an intake system, TutorTrac, to ensure services and tutors are available when students most need them. In addition to tutoring services, the CL also provides a fifty-station computer lab where individual students or classrooms can utilize subject specific web-based instructional support, and obtain technical assistance with Canvas navigation, Google product application, and Microsoft Office software.

Through a Title V grant, GCC created STEM Connect to support students pursuing an education in science, technology, engineering and mathematics fields. STEM Connect provides a centralized hub for resources and support. The Center serves more than 4,000 students with each receiving a case style academic advising, tutoring and a variety of support services through a holistic approach specific to the needs of this FOI. A strong partnership with the Center for Learning has helped to provide additional resources for STEM specific tutoring in 6 subject areas.

Ensuring students are adequately prepared to take eCourses, GCC provides students with a Readiness Survey, to determine whether or not an online course is a good match as well as an orientation that familiarizes them with the expectations of online and/or hybrid courses. Created for Fall 2015 and beyond, the orientation is a course within Canvas with four modules covering eLearning Basics, Succeeding

Online, Learning the Technologies, and Help and Support. Over 15,000 students have enrolled in the orientation since its inception. Instructors are encouraged to participate in Zero Week, allowing students to log in to their online classes a week early to become familiar with Canvas and the course.

3.D.3

GCC provides academic advising suited to its offerings and the needs of its students.

Students new to college and seeking a Certificate, Associate's Degree, or transfer to a college or university are required to meet with an academic advisor prior to registering. The Gaucho New Student Advisement program assists students with course placement, determining their career and program, introducing them to the Field Of Interest (FOI) advisement team, and building a first semester class schedule. The intent of this program is to increase student persistence and retention by introducing students to skills and information necessary to be successful in college.

The FOI advisement team is an element of the Guided Pathways model, which is an evidence-based, comprehensive redesign that helps students chart a clear, coherent pathway to timely goal completion. Advisors are assigned to one FOI as an area of specialty and work with their team to support the cohort of students in that FOI. Included on the FOI advisement team are representatives from Admission & Records, Financial Aid, and Student Business Services to ensure seamless support throughout the student's educational experience. The number of advisors assigned to each FOI varies based on need and size of cohort, currently the campus advisor to student ratio is about 1:550 meeting the College goal for Fall 2021. Each FOI advisement team includes a residential faculty member from that discipline to serve as department liaison. Additionally, faculty members participate as academic advisors to students who are pursuing industry certifications or degree programs that require a specialized area of expertise or knowledge of current employment markets. Including faculty members in the area of academic advising helps reduce the number of student to advisor ratios, keeps the FOI team current on industry changes, and provides students a network of support throughout their academic career.

GCC's 2019 Ruffalo Noel-Levitz Student Satisfaction Inventory Executive Summary shows student satisfaction with their advising experiences. As a result of the data in this report, GCC's newest strategic plan, *Focus 2024*, includes in Goal II, Indicator 3 a strategic outcome of enhancing student satisfaction through tracking and improving the performance gaps in key student satisfaction areas.

3.D.4

GCC provides the necessary resources and infrastructure to support effective teaching and learning. Technological infrastructure is crucial to teaching and learning, especially during the recent pandemic and the need to move to primarily online learning. The IT Department supports a suite of technologies and software to meet the needs of faculty and students for virtual classroom structure, instruction, learning, tutoring, collaborative meeting, student services and simulation learning. Examples include: Canvas, Zoom, WebEx, Google Suite, publisher platforms, Math Lightboards, Brainfuse (Tutoring), Discord and Cranium Cafe. Investments in new system upgrades allow for remote access to utilize campus workstations, including resource intensive software such as CAD, Engineering, Fine Arts, and Cisco. The college allocates \$500,000 annually for technology priorities as recommended by the Technology Advisory Committee (TAC).

In the "My One Thing" survey, students identified technology, particularly WiFi access, as needing improvement. In response, within the last four years GCC has increased WiFi coverage by adding over 150 new Access Points. Wifi is provided on campus and throughout common gathering areas in most buildings. Additionally, Eduroam has been implemented across the district allowing students a single secured sign on to a wireless system that provides reciprocal WiFi access throughout the world.

Students, staff and faculty are able to access technology help using online tutorials, in the High Tech Center 1 (HT1), by email, phone or submitting a service request through the Self Service Portal.

GCC also provides scientific laboratories and clinical sites that support teaching and learning. The Nursing program provides both scientific laboratories and clinical opportunities for students. Located in the Life Sciences (LS) building, the program offers several learning laboratory spaces used for skill demonstration, deliberate practice, skills check-offs, and faculty-led simulations. The laboratory spaces are equipped with hospital beds, gurneys, task training models, high-fidelity mannequins, human patient simulators, and other equipment needed to facilitate skills practice and validation of skill attainment. The Nursing Building (NU) was renovated in September 2021 with a new simulation lab, observation room, and a briefing/debriefing room was added for prenatal, child birthing and pediatrics simulations for an estimated cost of \$750,000. As stated in the The Continuing Accreditation Self-Study Report for the Accreditation Commission for Education in Nursing from Spring 2018, "physical resources of GCC Nursing are adequate to ensure that learning and program outcomes are achievable for faculty, staff, and students." Clinical sites are provided through partnerships with community hospitals where students can complete their clinical hours.

The Dr. Phillip D. Randolph Automotive Technology Center, built in 2016, provides a modern automotive laboratory for the students in the Chrysler Mopar CAP, Ford, and GM ASEP programs. The building supports dynamic educational experiences allowing lectures to be conducted in classrooms and training in the small labs where group demonstrations are conducted on vehicles and modern automotive equipment. After the lecture and group demonstrations, students work in small groups of two or three to practice and finally demonstrate learning mastery

The GCC libraries support students through a blend of traditional and virtual resources, media, periodicals, and general book collections, in a learner-centered environment. Alternative learning spaces, such as quiet study, collaborative work zones, group study rooms, media viewing rooms, lounge areas, and open computer commons are available. Electronic resources are accessible both on and off campus and include the online catalog, eBook collections, encyclopedias, streaming video, and more than 75 databases providing full-text articles from newspapers, magazines, and journals representing a range of disciplines. An online research and general reference chat service known as "Ask a Librarian" offers assistance to students 24 hours a day, seven days a week, in conjunction with the other MCCC libraries, through the member-based LibAnswers.

Performance space at GCC includes two buildings containing a band room, choir room, and recital hall. Additionally, there is a computer music Mac lab with 18 workstations, recording studio and a piano lab with 18 pianos. The Performing Arts Center has a stage, a black box, and a rotating art gallery in the lobby. The Center was renovated in 2013 and updated with state of the art acoustics and video projection systems.

GCC is fortunate to have an extensive art collection that is funded by the Associated Student Government. It has grown from its beginnings in 1965 as a small collection of student art pieces, to the world art collection it is now with paintings, drawings, prints, photography, sculpture, ceramic art, jade, and masks.

SOURCES

- AO Course Placement Testing
- AO Tutoring Across the College
- EV Art Collection
- EV Career Events and Resources
- EV Event Calendar
- IR 2019 RNL Report Executive Summary
- IR Title V Grant Data
- OD Administration
- OD Automotive Technology Department
- OD Center for Learning

- OD Counseling Services Locations
- OD Eduroam
- OD Field of Interest Teams
- OD Ford Program
- OD GM Program
- OD Mopar Program
- OD Music Industry Studies
- OD Nursing Department
- OD Performing Arts Department
- P Financial Aid Policies
- P Pregnant Disability FAQ
- SO Continuing Accreditation for Nursing
- SS Ask a Librarian
- SS Become a Student
- SS Brainfuse Online Tutoring
- SS Career Counseling
- SS Chat With Us
- SS Chemistry Tutoring
- SS Computer Lab and Study Rooms
- SS Disability Resource Services
- SS Early Childhood Learning Center Page
- SS eCourses Learning the Technologies
- SS eCourses Lesson Succeeding Online
- SS eCourses Module eLearning Basics
- SS eCourses Module Help and Support
- SS eCourses Readiness Survey
- SS Enrollment Center
- SS Enrollment Services
- SS Field of Interest Advising
- SS Financial Aid
- SS Financial Aid TV
- SS Food Pantry
- SS Game Rooms
- SS Gaucho New Student Advisement Gaucho 101
- SS Geology Tutoring
- SS Getting Started with Online Learning
- SS Global Education Services
- SS How to Apply for Financial Aid FAFSA
- SS Library
- SS Library Student Resources
- SS Mothers Room
- SS Non Credit ESOL
- SS Palms Cafe
- SS QLess Status
- SS STEM Connect
- SS STEM Connect Services
- SS STEM Tutoring
- SS Student Clubs
- SS Student Leadership Center
- SS Student Union
- SS Testing Services

- SS Veterans Services
- SS Welcome Students Website
- SS Wireless Networks
- SS Writing Centers

CRITERION 3 - SUMMARY

The institution provides quality education, wherever and however its offerings are delivered.

SUMMARY

Glendale Community College provides quality education, wherever and however its offerings are delivered.

GCC has sufficient resources, infrastructure, faculty, and staff qualified to provide effective teaching and learning, as well as support services intended to meet the individual needs of each student. The College offers a large selection of credit, non-credit, occupational, and certificate programs designed to help students develop skills to meet their needs and those of the surrounding community. Extracurricular opportunities for students and faculty to contribute to scholarship and engage in creativity enhance in-class learning experiences. GCC delivers high-quality consistent programs across locations and modalities that ensures access for all students. Programs and services are continuously assessed, and data is used to make improvements and determine appropriate resources to support student learning

SOURCES

There are no sources.



CRITERION 4

Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

CORE COMPONENT 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

ARGUMENT

4.A.1

Glendale Community College (GCC) has a long standing practice of program review and acts upon the findings for the continuous improvement of its programs and services. In 2014, the MCCC completed a comprehensive program and department review process called Maricopa Priorities. As part of this initiative, GCC conducted a thorough review of all of the College's academic prefixes, Career and Technical Education (CTE) clusters, and support services. Following this review, recommendations were made for each program (i.e., enhance, expand, maintain, phase out, or eliminate). Since 2014, GCC's program review has evolved and now embeds elements of both review and assessment, including using assessment data to "close the loop" and enact data-informed improvements.

In the academic year 2014-2015, GCC formed the College Assessment & Review Team (formerly, Taskforce) (CART). CART's original membership included several administrators and faculty. The team was charged with creating a comprehensive review process that built on the goals and strategies of Maricopa Priorities. They were to collect data, analyze, and report on Course Assessment, Program Review and Assessment, and College-Wide Assessment. In the academic year 2016-2017, CART reorganized to reflect a broader team led by faculty and staff with the support of administration rather than being directed by administration.

A CART sub-team developed the current Program Review and Assessment process and members provide support during the process. The process calls for the cumulative review of all programs every three years, with the College's Academic Program and Support Services (APSS) reviewing the first year, the CTE programs reviewing the second year, and Student Affairs and Administrative Services the third year. APSS completed review in 2018-2019, CTE completed in 2019-2020, and Student Affairs and Administrative Services completed in Fall 2021. As described in 4.B.1, revisions to this process are currently underway.

Program review for the academic and CTE programs includes a program description and six sections for analysis: Mission and Viability, Accessibility, Quality and Resources, Assessment and Improvement, Resources and Planning, and Strategic Directions. During the review process, programs receive data from the Office of Institutional Effectiveness (OIE) including student demographics, program outcomes, offerings and completion analysis, and for CTE programs, job market outlook. Program review focuses on retention, persistence, sustainability, and if there are relevant issues that can impact the program and student learning.

CTE program reviews are aided by an advisory council, composed of industry, business, and government leaders and practitioners, as well as faculty, administrators, students, and alumni. Program advisory councils meet at least once a year and their input is included in the program review process.

Program reports are reviewed by the appropriate academic or student affairs dean and discussed with the faculty and department chairs or staff for that program. Program reports inform decisions on curriculum development, the creation of new programs, sunseting of obsolete programs, and the determination of resource allocation and marketing efforts both locally and across the district. Examples of how program assessment has been used are described in 4.B.2.

Career Services conducted program review from APSS. The SWOT analysis revealed the need for additional staffing to support student internships and community-based learning programs. A part-time staff member was hired as part of the Arizona Science Foundation Middle Skills Internship grant in July 2019. The success of the position and grant allowed the department to reassess the department/college goals and needs and led to the institutional support to reclassify and upgrade a vacant position to hire a full-time Student Services Analyst focused on Experiential and Community-Based Learning (ECBL). This staff member was hired in August 2020 and has been able to provide institutional support to

students, faculty and staff. Career Services program review success is highlighted in the inaugural Assess for Success episode.

One example of a program review outcome is from the Food & Nutrition Department. Certificate of Completion (CCL) in Nutrition for Fitness and Wellness (CCL 5302 Checklist was offered to give personal training students a stronger knowledge in weight management, sports supplements and special populations. The program review demonstrated a significant decline in enrollment over the past three years and identified a decrease in job and pay opportunities for this CCL. The program review and discussion with the advisory council led to the decision to phase out the CCL and development of a new program in the emerging field of integrative health and wellness coaching. A feasibility study has been completed and curriculum is being developed to offer a new CCL in Health Coaching.

Another example of a program review outcome is from GCC's Paramedicine Program. Since all paramedicine programs across the district work with the same industry partners, an additional Maricopa EMS Leadership Council was developed to enhance the working relationship with all of our EMS community partners. Through program review, EMS community partner input, implementation of guided pathways, and advisory council feedback, all 4 MCCCDC Paramedicine Program Directors articulated their curriculum so that the agencies would receive the same quality education, regardless of which college they attended. The curriculum now has the same number of hours, courses, and textbooks for all 4 MCCCDC Paramedicine Programs. The new curriculum also provides each student with three additional National certifications, allowing graduates to better meet the needs of future employers in Arizona.

An example of Student Affairs/Administrative Services program review is Student Life. The Student Life team worked collaboratively to report on its divisions: Athletics, Disability Resource Services, Early Outreach: Achieving a College Education and Hoop of Learning, EXCEL, the Office of Student Life and Leadership Center. The report focused on successes achieved during the pandemic (e.g., drive through food distribution, virtual connections to students) as well as challenges (e.g., pandemic-related disruptions to enrollment, athletics programs, and student organizations). The current focus of the Student Life team is on the development of their 4DX strategic planning goals that will serve as an action plan for future improvements.

4.A.2

GCC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The awarding of credit and acceptance of transfer credits is governed by Administrative Regulation 2.3.1. A credit hour is defined as “an amount of work represented in course competencies and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit.” GCC's transfer credit website and college catalog inform incoming students of the basis upon which college credit is awarded for prior learning. The College accepts credit transferred from institutions with regional accreditation, awards credit by evaluation, and administers college-level equivalency exams. The amount of credit given for a particular score on an exam, or otherwise demonstrated learning, is also set by MCCCDC Administrative Regulation 2.2.4.

College-level learning completed prior to attending Maricopa Community Colleges can be evaluated for Prior Learning Assessment (PLA). PLA can consist of transfer credit from nationally recognized institutions, international coursework that has been officially evaluated by a foreign evaluator service (e.g., Educational Credential Evaluators), standardized college-level exams (e.g., CLEP, AP, IB, DSST, CIE), GED exams, industry recognized credentials, military transcripts, ACE (American Council On Education) transcripts, credit received through organizations and companies that offer nationally recognized credit evaluated by ACE, NCCRS, and so forth. Additional information on PLA can be found

in Administrative Regulation 2.2.4 under the Transfer Credit and Prior Learning Assessment Policy. Students may be awarded no more than 30 credit hours through prior learning assessment, unless required by a specific program of study within the Maricopa Community Colleges. Exceptions include evaluated credit from post-secondary institutions and military credit as indicated on joint service transcripts. Credit awarded for prior learning does not count as hours in residence for graduation requirements, although exceptions may be granted for unique programs of study. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC).

Standard equivalency is determined by professional evaluators in the Transfer Credit and Articulation Services Department at the Maricopa District Office. These individuals work with faculty, Instructional Councils, and campus evaluators to determine equivalencies. The goal is to assist students in the completion of their certificate and degree programs while upholding academic integrity.

MCCCDC and GCC maintain active partnerships with many regionally accredited public and private colleges and universities.

- MAPP MyPath2ASU™ helps students plan and complete prescribed coursework designed so that MCCCDC students can transition seamlessly to Arizona State University (ASU) to earn their bachelor's degrees. Students who sign up for the MAPP MyPath2ASU can receive guaranteed admission to their desired ASU major once requirements are met, save time and money by taking the courses needed to transfer to an ASU degree, and track academic and course progress with a personalized online tool called Pathway Tracker.
- Northern Arizona University (NAU) has “2NAU” partnerships with Maricopa Community Colleges, providing affordable and convenient options for transferring to a four-year NAU bachelor's degree program. Through 2NAU, students begin coursework at GCC, then transfer to NAU. Once completing the program, the student will graduate with an associate's degree from GCC and an NAU bachelor's degree.

4.A.3

GCC has policies that ensure the quality of the credit it accepts in transfer.

Coursework must appear on official transcripts from the source institution to be eligible for evaluation. Official transcripts must be mailed directly from the source institution to the Admissions and Records Office. That Office completes course-by-course evaluations for all submitted transcripts. Conditions of Transfer Credit, located in the GCC 2021-2022 Catalog, website and found in Administrative Regulation 2.2.4, include but are not limited to:

- Military credit: The Department of Military Affairs requires that all persons using any veteran's education assistance have all prior education and training evaluated. These students are required to request transcripts from all previous institutions, including military training. Transcripts will be evaluated and credit granted, as appropriate.
- Credit by evaluation: The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate-sponsored training programs. ACE recommends credit awards based on this evaluation, but the College is not required to grant a student the number of credits recommended. The credits awarded by the College are included on a student's transcript. Credit by evaluation may consist of: Educational Experiences in the Armed Services College Credit by Evaluation Departmental Credit by Evaluation
- Credit by Exam (CLEP/AP/IB/CIE/DSST/ACT-PEP): MCCCDC uses the ACE credit recommendations as guidelines to award credit for equivalent coursework as well as elective credit. Scores must be sent directly to the Office of Admissions and Records from the specific testing companies before credit is awarded.

4.A.4

GCC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. GCC ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Primary authority over curriculum, course prerequisites and learning outcomes for each course is vested in each discipline's Instructional Council (IC), a body of faculty representatives from colleges across MCCC. Each course definition contains: a brief course description, course prerequisites, a list of course competencies (learning outcomes), and a course outline. All courses, regardless of mode of instruction or location of instruction, adhere to the same official course definitions. IC members and faculty follow district course and program development guidelines and have a Curriculum Procedures Handbook that serves as a source of information regarding approved curriculum standards and processes for curriculum development.

MCCC provides the colleges with curriculum resources through the Center for Curriculum and Articulation (CCTA). The CCTA provides quick access to approved curriculum for courses and certificate and degree programs. Resources include tools for transfer and articulation with University partners, curriculum development requirements and procedures, instructional council guidelines and support, and a transfer partner center.

At the local level, GCC has a College Curriculum Team and committee members that assist faculty with the curriculum development and approval process. GCC has a Curriculum Development Facilitator (CDF) and Curriculum Coordinator that guide faculty through all phases of curriculum development and modification. GCC is proud to serve our students by providing over 60 academic and CTE programs comprising over 200 degrees and certificates that are recognized by industry and our 4-year university partners.

MCCC has been working on a curriculum redesign initiative that began in Fall 2019. Several task forces have met to develop recommendations for a more efficient curriculum process, and implementation teams began meeting in Spring 2021. The January 2021 kickoff presentation to faculty and ICs outlined the implementation plan and facets of the new curricular lifecycle. The goal is to bring faculty across colleges together sooner to work collaboratively and reduce the curriculum design and approval time.

Course competencies and expectations of student learning are communicated to students in the course syllabus or through Canvas. GCC's core value of Learning is to "Provide comprehensive and transformative experiences to assist students in achieving their personal, academic, and career goals." Maricopa's Excellence in Teaching and Learning Guiding Principles provide an overarching framework for defining how we engage students in transformative ways. GCC has committed to creating learning environments that align with GCC's institutional values and intentionally move students toward the achievement of our institutional learning outcomes.

GCC provides all students with access to a variety of learning resources to help them succeed. Students can get five free hours of Brainfuse tutoring each semester, which can be accessed through every canvas course. Students can also access additional resources on the Student Resources Page and the Library Resources Page in all Canvas courses which link out to Canvas, college, and district resources. Many resources offered are available to students online for flexibility and convenience, and have been expanded due to COVID-19. The College offers free online tutoring, online advisement, and counseling services for students. The College also operates two full-service libraries and computer commons areas. The library provides individualized research assistance in person or online 24 hours a day, 7 days a week through Ask a Librarian and through Google Meet one-on-one research sessions with librarians. Students who take courses at GCC's off-site locations, such as dual enrollment, Discover and GRPSTC, have access to all of the same learning resources as students attending at the main college location.

A description of Tutoring Across the College is included in 3.D.2. According to TutorTrac, the College's software for tracking student tutoring needs, in Fall 2020 over 60 tutors provided over one thousand sessions. Subjects are across the curriculum with English, math and sciences being the most requested subjects. Tutors are approved for subject knowledge by the respective department chair and supervised by the Center for Learning (CL) who provide feedback and training. TutorTrac data also inform peak timeframes where more tutors may be needed. Additionally, TutorTrac data indicate individual student use that may suggest other college interventions can be helpful. Tutors support students with subject matter assistance as well as study and time management strategies.

Faculty Qualifications. All faculty, including Dual Enrollment instructors, must meet the minimum qualifications determined by the HLC. From 2015 to 2016, in response to HLC's change in minimum qualifications, MCCC and GCC completed a review of all residential and adjunct faculty for compliance and required all academic instructional faculty to upgrade to hold a minimum of a Master's Degree, with at least 18 graduate credits in the subfield of instruction. GCC uses a hiring checklist to ensure all new faculty meet the minimum qualifications. The increase to the minimum requirements may have an impact on GCC Dual Enrollment instructors who do not have the same minimum qualifications at the high school. Faculty who do not meet the new minimum qualifications will be allowed to teach through spring 2023 as long as they have a compliance plan on file. HLC has provided a COVID-19 extension until September 1, 2023 to comply with HLC's Assumed Practice B.2.A. Faculty Qualifications as it applies to dual enrollment faculty.

In addition to the HLC qualifications, MCCC requires faculty to complete EDU 250, which teaches the history, functions, organization, and current issues associated with the district. The course focuses on course design and practices of effective teaching and learning for community college students. Dual enrollment instructors have the option to complete a free, non credit version of EDU 250.

All new (probationary) residential faculty in MCCC work toward appointive status in the five-year probationary process known as Peer Assistance and Review (PAR), which is defined and explained in the Faculty Agreement Article 17. The rigorous PAR process is intended to provide professional growth and development for the probationary faculty member in an environment of support and encouragement from Faculty Developers, Department/Division Chairs, Faculty Mentors, Instructional Administrators, and others. Probationary faculty document annually their instructional expertise, service to college and community, and professional development through the Individual Development Plan (IDP).

Dual Enrollment Equivalent Learning Outcomes. GCC's Dual Enrollment (DE) program partners with 26 high school locations that include charter, private and public schools. Per semester, the College offers approximately 300 class sections with approximately 200 instructors and approximately 130 college courses. DE courses follow the same college syllabus guidelines and requirements as non-DE courses. College faculty liaisons perform supervisory duties which include reviewing potential instructors' credentials. The evaluation of DE faculty is conducted for three consecutive semesters and then annually as outlined in the Academic Standards and InterGovernment Agreement. The GCC DE office provides support and oversight of DE classes, ensures adherence to Arizona Revised Statute 15-1821 Special Admission of Students under Age Eighteen and the HLC guidelines, placement testing, registration and payment information to students and parents.

In November 2019, GCC had an HLC multi-location visit, which included four dual enrollment high schools and two off-site training facilities. The reviewer concluded that there was a strong commitment by GCC to offer quality dual enrollment and off-site educational programs. Additionally, the reviewer found GCC to be "providing an exemplary educational experience."

4.A.5

GCC maintains specialized accreditation for its programs as appropriate to its educational purposes. Specialized accreditation requires an in-depth assessment of specialized or professional programs by their accrediting agency to ensure that the education provided meets national standards of quality.

Programs that must maintain specific industry accreditation standards undergo regular reviews as part of the continuing accreditation process. In addition to the institution's accreditation by the Higher Learning Commission, the automotive, nursing, and paramedicine CTE programs are accredited through nationally recognized agencies, such as the Automotive Service Excellence (ASE) Education Foundation, the Accreditation Commission for Education in Nursing (ACEN), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Committee on Accreditation of Educational Programs for the Emergency Medical Services for the Emergency Medical Services Professions (CoAEMSP).

The music program at GCC is undergoing candidacy for their initial program accreditation through the National Association of Schools of Music (NASM). Several faculty attended the national conference in November 2019 to learn more about the process and GCC had a very positive consultative visit in March 2020. The College is scheduled for an evaluation site visit in February 2022. Once successful, GCC will be the only community college in the state to have such accreditation. Additionally, the Early Childhood Education program is also pursuing specialized accreditation through the National Association for the Education of Young Children (NAEYC).

4.A.6

GCC gauges the success of its students through the number of awards conferred and transfer activity. In the past three years, 12,845 degrees and certificates have been conferred and 4,031 students have transferred to one of the state universities. The latest graduation rate for GCC students transferring to a state university is 71.6%. GCC ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes.

Another measure of graduate success includes pass rates on state and national industry certification or licensure examinations. For example, for the one-year period from April 1, 2020 through March 31, 2021, 184 of GCC's nursing program graduates tested and attained a 96.74% pass rate on the National Council Licensure Examination (NCLEX). GCC's paramedic program tests for the National Registry of Emergency Medical Technicians (NREMT). For 1st quarter 2018 through 4th quarter 2018 and 1st quarter 2019 through 4th quarter 2019, students had a 100% pass rate within three attempts. For 1st quarter 2020 through 4th quarter 2020, students had a 94% pass rate within three attempts.

GCC has a Career Services Department that helps students and graduates build resume and interview skills, hosts career fairs, industry panel presentations, posts jobs for employers, and provides service learning, internship and externship opportunities. The internships and externships help students to gain valuable real-world experience in their field of study, work on projects and technical equipment not available on campus, and establish contacts with employers to begin networking. More than half (58% or more) of employers are more likely to hire interns for permanent positions.

Tracking employment rates of GCC's graduates is a challenge. Historically, the College has conducted graduate surveys in multiple delivery formats. However, response rates have been low. GCC's CTE programs assess the success of graduates using both qualitative and quantitative measures. Through industry advisory councils, employers have the opportunity to provide valuable feedback observed through internships/hiring of GCC students. This feedback is integral in ensuring curriculum aligns with industry needs.

SOURCES

- AO CCTA
- AO Institutional Learning Outcomes
- AO Tutoring Across the College
- IR 2019 CTE Program Review Data Sample
- IR 2021 IPEDS Completions Report
- IR AZTransfer Graduation Rate

- IR AZTransfer New Transfers Count
- IR NCLEX RN Passing Rates
- IR Paramedic Pass Fail Report
- LV Multi Location Visit Institutional Report
- M Job Offers for Class of 2019
- OD 2021-2022 Academic Catalog
- OD AGECE Matrix Report
- OD Assessment Team
- OD ASU MAPP
- OD Careers and Jobs at GCC
- OD Course Equivalency Guide
- OD Curriculum Redesign Project Website
- OD Degree and Certificate List
- OD GCC Transfer Credits
- OD HLC Faculty Qualifications Extension
- OD Instructional Council Roles and Responsibilities
- OD Instructional Councils
- OD MCCCED and EMS Program Memo
- OD Nutrition for Fitness and Wellness CCL Check Sheet
- P ACE Credit Evaluation
- P Admission Registration Enrollment Policies and Procedures
- P Credit By Exam
- P Curriculum Procedures Handbook
- P Dual Enrollment Academic Standards
- P Faculty Agreement
- P Faculty Agreement (page number 81)
- P Faculty Interview Check Sheet
- P GCC Curriculum Website
- P HLC Criteria for Qualified Faculty
- P HLC Minimum Qualifications for Hiring
- P Military Credit
- P Prior Learning Assessment
- P Scholastic Standards
- P Transcripts
- PD Curriculum Redesign Case for Change
- PD District IC Guidelines
- PD Excellence in Teaching and Learning Guiding Principles
- PD Maricopa Priorities
- PD Values Vision Mission
- SO Academic Affairs Review and Assessment
- SO ACEN Letter
- SO Career Services Program Review and Assessment
- SO CTE Program Review Template
- SO Nutrition Program Review 2019
- SO Paramedicine Program Review
- SO Student Life Divisions Review and Assessment
- SS Academic Advisement
- SS Ask a Librarian
- SS Career Services
- SS Counseling Services
- SS Internships

- SS Library
- SS Welcome to Tutoring
- TR Daunting But Worth It YouTube Video
- TR Instructional Council Spring 2021 Kickoff
- TR Learning Environment

CORE COMPONENT 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

ARGUMENT

4.B.1

Glendale Community College (GCC) has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

During GCC's 2016 Open Pathway Mid-Cycle Review, the HLC review team recommended that GCC address assessment opportunities for improvement related to Criteria 3 and 4. In June 2018, GCC submitted Monitoring Report B: Assessment in response to those concerns. The review team concluded GCC made considerable improvement in its assessment procedures and systems, but there was still work to be done. The team noted that a number of initiatives had been implemented and others were in development.

As requested, we are providing an embedded monitoring report that demonstrates the progress made on learning outcomes assessment since 2018. Items (1) and (2) are addressed in 3.B.1, 3.B.2, and 4.B.1., (3) is addressed in 4.B.2., and (4) is addressed in 4.B.3.

1. That all the institution's Career and Technical (CTE) and Academic and Degree programs/ departments, including general education, are engaged in learning outcomes assessment;
2. That assessment data resulting from these assessment procedures are collected and analyzed systematically;
3. That these assessment data are used systematically to make decisions designed to improve student learning; and
4. That college-wide assessment data are reviewed systematically and employed in decisions related to strategic planning and continuous improvement.

The College Assessment & Review Team (CART) is responsible for GCC's assessment program. CART is led by a Director, Assistant Director, and Assessment Developer. The Assistant Director has responsibility for the Department Assessment Coordinators (DACs), faculty who champion assessment efforts within the 19 academic departments. The Assessment Developer educates the GCC community on assessment and supports the development, management, and reporting of student learning outcomes.

CART membership includes representation from the offices of the Deans of Career & Technical Education, Enrollment Services, and Student Life, the Office of Institutional Effectiveness, the Center

for Teaching, Learning, and Engagement (CTLE), and faculty. Two teams associated with CART are the Department Assessment Coordinators and the Student Affairs Workgroup, which coordinates student organization and student affairs assessment efforts.

In fall 2018, GCC began to GEAR Up for Assessment. GEAR represents GCC's commitment to academic and cocurricular assessment, framed within the larger context of why and how we serve students: Students come to GCC with a Goal, they learn through Engagement in student support activities and programs and through Academic courses and degree programs, and leave able to showcase their marketable and life skills on their Resume.

At that same time, GCC committed to strengthening its course/activity, program, and institutional assessment practices to ensure student learning outcome improvement. The revision of all levels of assessment required a prioritized approach, reflected in time spent and actions taken in the last three years.

- Priority 1: Create a course assessment process focused on student learning improvement and meaningfully engage all faculty.
- Priority 2: Create institutional learning outcome rubrics and processes for the collection and dissemination of institutional data and build a dataset to guide college-wide decision making.
- Priority 3: Create a systematic program review and assessment process that includes action plans utilized by senior administrators for Academic Degree and Career and Technical Education (CTE) programs, and support programs in Academic Affairs, Student Affairs, and Administrative Affairs.
- Priority 4: Create a Student Affairs assessment process to support GCC's cocurricular assessment efforts and meaningfully engage designated Student Affairs areas.

Priority 1: Course Assessment.

Prior to fall 2018, faculty assessed each of their courses every year in a largely individual process with 40% of those faculty reporting that no change was needed as a result of the assessment. In fall 2018, GCC began a three-year cycle of course assessment to ensure that assessment was leading to improved student learning. This change provided faculty with the time to meaningfully engage in both steps of the process, assessment and reassessment following intervention, and to work collaboratively to design common assessments and interventions. The Course Assessment Report was updated to include reporting on both steps. After a comprehensive analysis of the effectiveness of this form, DACs agreed in fall 2021 to begin the new three-year cycle using a streamlined form that aligns with the Plan-Do-Study-Act model and automates the public course reporting process.

To showcase the use of assessment, CART created the Academic Assessment Plan (AAP). Each DAC is responsible for their department's AAP, available on the GAUCHO Public Reports page (e.g., Art & Humanities AAP). The AAP provides a department overview along with a description of the department's assessment program including a brief summary of curricular improvements. The Course Assessment Cycle table details when each course is due to begin assessment during the three-year period. The remainder of the document provides a public summary of the individual Course Assessment Reports, most notably, what was learned or changed as a result of each assessment.

The Academic Affairs Assessment Report summarizes the data from the departments into a holistic report. The first page tracks each department's progress in the three-year cycle. The later pages provide department-specific data on assessment (e.g., courses and sections assessed, common course assessment), student proficiency, and yearly assessment goals and accomplishments aligned with the Knowledge, Equity, and Action Strategic Commitments. This report inspired healthy competition among the DACs as they strove to ensure faculty were completing their reassessments.

In April 2020, CART committed to a Dual Enrollment (DE) assessment process in which DE faculty work with DE Coordinators and DACs to conduct course assessment. These DE assessments are included

in the reports filed by the faculty course leads and are part of each department's Academic Assessment Plan. The Mathematics and Computer Science Department began DE assessment in AY2020-2021 (Faculty Support Site, Student Data Collection Site). All other DE courses are assessed according to their department's assessment cycle beginning AY2021-2022.

Priority 2: Institutional Learning Outcome Assessment.

In fall 2017, after an extensive review process, GCC adopted seven new Institutional Learning Outcomes (ILOs). The term "institutional learning outcome" is used instead of "general education learning outcome" because institutional learning emphasizes that these outcomes are achieved through a wide variety of experiences in both academic and cocurricular settings. GCC's ILOs include oral, written, and visual communication; critical and creative thinking; quantitative reasoning and analysis; personal and community well-being; diversity awareness appreciation; information literacy; career goals and workplace skills. The ILOs are assessed through the use of rubrics in the Canvas Learning Management System (see employee resources and instructions for use).

CART developed a three-year timeline for the construction of the ILO rubrics. ILO committees designed the rubrics, which were vetted by CART. In some cases, the committees relied upon the AAC&U VALUE Rubrics and in others, the rubrics were developed in-house. Rubrics were released into Canvas each spring, beginning with quantitative and information literacy in 2019; thinking, diversity, and career in 2020; and communication and well-being in 2021.

CART's original plan was to focus on a subset of ILOs each year. After recognizing the power of continuous data gathering, CART encouraged faculty to assess any available ILO. Contributors have nearly tripled to 145 following outreach by CART and the DACs, with the GCC Strategic Plan Assessment Lead Indicator to achieve 600 contributors per semester by fall 2024. With the ILO development priority met, CART will be switching in spring 2022 to a three-year cycle of in-depth data analysis and college-wide use of the ILO assessment results to improve learning.

In addition to ILO assessment, CART recognizes the assessment of General Education courses as an area of opportunity. Revisions to the MCCCDC General Education Statement have been in progress since fall 2019, and the impact of such a statement for GCC and the other colleges has been under debate (e.g., Maricopa Assessment Leaders May 2021 minutes). Review of the General Education Statement is included in the MCCCDC Bachelor's Degrees Program Assessment Project Charter. The work of this project team is expected to influence program assessment at the Associate level as well. CART will take this work under advisement when deciding how to assess GCC's General Education program.

Priority 3: Program Review and Assessment.

Academic Affairs Programs, specifically Academic Program & Support Services (APSS) and Career & Technical Education (CTE), undergo a program review and assessment process every three years. GCC has 34 CTE programs and 11 APSS programs. APSS includes all non-CTE Associate degrees, Certificates of Completion, and university transfer degrees in targeted disciplines along with seven support services (i.e., Dual Enrollment, Honors).

In AY2018-2019, program review was extended to APSS. Additionally, a comprehensive form aligned to HLC criteria was developed and program assessment was required. Part Four of the report focuses on Assessment and Improvement. Program Directors describe (a) recommended changes to curricula; (b) how the program has addressed gaps or trends with student progress, success, completion, or satisfaction; (c) job market outlook if applicable; and (d) how program learning outcomes are measured and documented. APSS and CTE Program Directors complete their reports and submit them to a designated Dean of Instruction. The Dean reviews the report, then meets with the Program Director to determine actions and resource needs.

Student Affairs and Administrative Services are included in the program review and assessment process. During the process, the template was adapted, leading to the creation of the Service Area Review and

Assessment report. One adaptation included altering the Assessment and Improvement section to focus on how the service area supports one or more ILOs.

Completing this first three-year cycle of program review and assessment elucidated necessary revisions. CART placed the process on hold this year in order to strategically design and implement these changes. Minor changes include form and timeline revisions and the movement of Academic Support Services to the Service Area template. Major changes include creating a timeline and structure for the implementation of a separate, comprehensive program assessment process for the academic areas. This process needs to include curriculum mapping of courses to program learning outcomes and must consider the fall 2020 release of Guided Pathways Emphasis Programs (e.g., AA, Emphasis in Psychology).

Priority 4: Cocurricular Assessment.

In AY2018-2019, CART expanded areas of assessment to include Student Affairs (SA) and added SA representatives to the membership. Enrollment Services and Student Life began the process of assessment by participating in assessment training and drafting student learning outcomes. CART also applied for and received a NILOA Coach Visit in February 2019 with a particular focus on SA assessment (see Application and Visit Schedule). The goal was for ten SA areas to complete their assessments in fall 2019.

Three areas, Associated Student Government, Athletics, and Financial Aid, completed assessment reports. Because pandemic and staffing disruptions interfered with the completion of the remaining reports, a renewed emphasis was placed on Student Affairs assessment and led to the creation of the Student Affairs Workgroup in May 2020. The Workgroup designed an Assessment Proficiency Survey to evaluate employee understanding of assessment (later administered to faculty and staff) and redesigned the Student Affairs Assessment Report.

Continuing disruption due to the pandemic shifted the Workgroup's focus in fall 2020 to Student Organization Assessment. The Student Affairs Workgroup created a Student Organization Assessment Report to guide students through the process of assessment. Recognizing that the reassessment step may not be possible if the activity is not replicated, student leaders are asked to reflect on the assessment and how learning could be improved in the future, provide an optional reassessment, and describe the value of conducting the assessment for the organization's members.

Student Organization assessment was piloted in fall 2020 with the Psychology Club. During this process, the need for additional support for student leaders was identified, particularly in understanding what it means to assess student learning rather than the perception of learning. In the future, the Assessment Developer will educate student leaders on assessment, assessment design, and report writing.

CART is taking this year to make strategic changes in cocurricular assessment. CART recognizes the need to clearly define cocurricular assessment (what we refer to as "Engagement" assessment as part of our GEAR Up framework). In addition to identifying which student organizations are extensions of academic courses or programs, CART is identifying which student support programs have student learning as their fundamental goal (see Engagement Assessment Working Doc). This information will be used to create a three-year cycle of Engagement Assessment that will begin next academic year.

4.B.2

GCC uses the information gained from assessment to improve student learning.

The shift from an annual individual course assessment process to a three-year cycle of collaborative course assessment that emphasizes the use of assessment results positively impacted the GCC course assessment culture. Faculty in all 19 academic departments now engage in common course assessment, up from two departments previously. During the final year of annual assessment (2017-2018), when asked about the use of the previous year's assessment data and plans to use the current year's data, 42% and 41% of the reports, respectively, listed that no change or revision was necessary. During the following three-

year cycle of assessment, when faculty selected all the ways in which they were using their assessment data, content (32%) and pedagogical (23%) improvements were the most common, followed by assessment measure improvements (13%), increased course rigor (11%), improved faculty understanding or buy-in (8%), revised assessment plan (7%), and revised learning outcomes (4%), with 1% writing in that no change was needed. Details of specific student learning improvements are available in the internal Course Reports and public AAPs.

The Academic Affairs Program Review and Assessment report records two key assessment elements: recommended or planned curricular revisions and use of assessment to improve at least one program learning outcome. Examples include improving students' understanding of ballet terminology in the Fine Arts - Dance AA, revision of the PSY242 Understanding and Changing Behavior Lab course in the Developmental Disabilities Specialist CCL, content revisions to ECE211 Engineering Mechanics: Statics to support transfer in the Engineering Technology AAS, a revised measurement tool in the Peace Officer Certification program, and program sequence planning conversations in the Personal Trainer CCL.

In spring 2022, CART will implement a three-year cycle of in-depth data analysis and college-wide use of the ILO assessment results to improve learning. All departments will be updating their Course-to-ILO Mapping documents (e.g., Art & Humanities) and working with the ILO Data Dashboard to better understand and act upon their department's data. For the past three years, faculty have been encouraged to use ILO rubric items during the course assessment process. Of the 19 academic departments, faculty in 17 have filed a total of 130 course reports that detailed the use of ILO items. In the most systematic application of ILO use for student learning improvement, the Performing Arts Department brought faculty from 61 courses across 7 prefixes together to develop and execute a common assessment of one of the Career ILO items. Performing Arts received the Rising Star Award for this demonstration of how a department can integrate course and institutional assessment to meet departmental student learning goals.

CART will be developing processes this year to systematically capture the learning improvement work of our student support programs and our student organizations. Previous efforts improved student learning by aiding Associated Student Government leaders in identifying their personal leadership style, creating additional messaging to students around loan limits in Financial aid, addressing the mental approach to free-throw shooting for Women's Basketball, using indirect assessment to improve workshops in Career Services, and proposing the assessment instrument revisions to collect detailed learning data at future Psychology Club events.

Finally, CART's efforts to enhance the GCC community's knowledge of assessment impacts student learning. Spring Assessment Week and Fall Assessment Day survey data reveal that faculty and staff can articulate how participation in these events leads to meaningful improvement in student learning and success.

4.B.3

GCC's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

CART's three Assessment Strategic Commitments are Knowledge of Assessment, Equity in Assessment, and Action from Assessment. The Commitments are used to define the subgoals and metrics that ensure GCC's assessment program supports best practices and engages the GCC community. College-wide assessment data from assessment reports, stakeholder feedback, participation rates, and other sources, led to the development and continued implementation of the Commitments and to the GCC Strategic Plan Assessment Lead Indicator.

Knowledge of Assessment.

Goal 1a. Educate the Community on Assessment (Value: Quality). Student learning improvements must be based on quality assessment. CART provides many learning opportunities: CTLE workshops, a NILOA

coach visit, Assessment Developer support, Fall Assessment Day, and Assessment Awareness Training for students, faculty, and staff. To further support best practices in assessment design and reporting, CART adopted the Plan-Do-Study-Act model of continuous improvement.

Goal 1b. Communicate with Internal and External Audiences (Value: Integrity). CART communicates with internal and external audiences through meetings and presentations, bi-weekly email communications, and the Glendale Assessment Unites to CHange Outcomes (GAUCHO) site. GAUCHO supports GCC's adoption of the NILOA Transparency Framework and serves as a repository for assessment information, public reports and communications, and employee resources.

Equity in Assessment.

Goal 2a. Engage in Equity-Minded Practices (Value: Inclusiveness). In keeping with the national movement to value and examine equity in assessment, CART's goal is to address assumptions and biases and develop methods for disaggregation of data. Assessment is represented on the DEI Council. CART encourages faculty engagement with the CTLE's Peralta Equity Rubric training. CART is collaborating with the CTLE to identify ways for faculty to assess the implementation of the Equity Rubric in their courses. The ILO Data Dashboard provides the GCC community with disaggregated data upon which to make decisions to improve student learning.

Goal 2b. Increase Participation in Assessment (Value: Community). In the last three years, CART has received 745 course reports covering 2849 sections with 455 completing both the initial assessment and reassessment following intervention steps, 2624 records of Library-related student interactions, 52 Program and Service Area Review and Assessment reports [11 APSS, 34 CTE, 4 Student Affairs, 4 Administrative Services], and 14,950 ILO records. Roughly 100 users visit the GAUCHO site each month, 500 open the Tuesday Tidbits email update, and 100-250 participate in major events and surveys. (Sources: Academic Affairs Summary Report and Assessment Metric Tracker.)

Action from Assessment.

Goal 3a. Use Assessment Results in Decision Making (Value: Learning). CART has been focused on improving the use of student assessment results. All GCC assessment internal and public reports include assessment and reassessment following intervention along with a description of how learning was changed or improved as a result of the assessment. The development of the ILO Data Dashboard will allow CART to act on these data on multiple levels, including taking college-wide actions. (See also 5.C.2. for how the institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.)

Goal 3b. Strategize on a Local, Regional, and National Level (Value: Future-Focused). To ensure GCC's assessment program reflects good assessment practices, CART is committed to collaborating with assessment colleagues beyond our own institution. As examples, collaborations occur within our District with the Maricopa Assessment Leaders, regionally when GCC hosted the 2019 6th Annual Arizona Assessment Conference, and nationally with GCC's involvement with assessment organizations like the Learning Improvement Community.

SOURCES

- AO Institutional Learning Outcomes
- EV 2019 AZ Assessment Conference
- EV Assessment Day and Week Student Learning Impact
- EV Fall Assessment Day
- IR Gaucho Assessment Website Public Reports
- IR ILO Dashboard
- LV Monitoring Report B
- LV Open Pathway Mid Cycle Review

- OD 2021 CART Organizational Chart
- OD Assessment Coordinators
- OD Assessment Developer
- OD Assistant Director of Assessment
- OD Department Assessment Coordinator
- OD Student Affairs Assessment Team
- PD 2021-2024 Strategic Plan
- PD CART Vision Mission and Strategic Plan
- SO AA Review and Assessment Excerpts
- SO Academic Affairs Review and Assessment
- SO Academic Program Review and Assessment Overview and Timeline
- SO Art and Humanities Academic Assessment Plan
- SO Art and Humanities Mapping
- SO Assessment Leaders Minutes 5.20.2021
- SO Assessment Metric Tracker
- SO Assessment Proficiency Survey
- SO Bachelors Degrees Program Assessment Project Charter
- SO Career ILO Rubric
- SO CART Academic Affairs Summary Report
- SO Communication ILO Rubric
- SO Critical and Creative Thinking ILO Rubric
- SO CTE Program Review and Assessment Overview and Timeline
- SO CTE Program Review Template
- SO Diversity ILO Rubric
- SO Dual Enrollment Assessment
- SO Dual Enrollment Math CLAs
- SO Engagement Assessment Student Clubs
- SO Gaucho Assessment Website
- SO Information Literacy ILO Rubric
- SO Institutional Assessment
- SO NILOA Coach Application
- SO NILOA Coach Visit Schedule
- SO Performing Arts ILO Assessment
- SO Psychology Club Assessment Report
- SO Quantitative ILO Rubric
- SO Rising Star Departments
- SO Social Sciences Course Assessment Report
- SO Student Affairs and Academic Affairs Program Review Excerpts
- SO Student Affairs Assessment Report Template
- SO Student Affairs Review and Assessment Template
- SO Well Being ILO Rubric
- TR Assessment Awareness Training
- TR DEI in Your Online Course
- TR Dual Enrollment CLA Instructions
- TR Gear Up for Assessment
- TR Plan Do Study Act Model for Assessment YouTube Video
- TR Student Learning Outcomes for Student Affairs
- TR Student Organizations Assessment
- TR Writing Measurable Learning Outcomes

CORE COMPONENT 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

ARGUMENT

4.C.1

Glendale Community College (GCC) has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

To clearly articulate the College's commitment to its mission, a comprehensive Strategic Enrollment Management (SEM) Plan was written in 2014 in close alignment with the Integrated Strategic Plan and the Maricopa County Community College District (MCCCD) Governing Board Outcomes. In 2020, the College initiated a new strategic planning effort to design the 2021-2024 Strategic Plan, which is detailed in 5.B.2. The new plan, Focus 2024, is based upon a focused, data-driven process, with a 3-year cycle to guide the College to reach strategic goals. These include a super goal focusing on student Completion and three strategic goals focusing on Enrollment, Operational Effectiveness, and Reputation and Competitive Edge. Goals for student retention, success and completion are reviewed through the College's Leadership Team (CLT).

4.C.2.

GCC collects and analyzes information on student retention, persistence and completion of its programs. Information is shared with the College Leadership Team (CLT), department chairs, program directors and other management teams for analysis of their respective areas.

GCC's Office of Institutional Effectiveness (OIE) provides official data and reports for the College's academic and support areas by publishing information to its internal website GetData.

OIE is responsible for:

- Collecting, analyzing, and distributing official College data
- Reporting data related to student success measures
- Coordinating program and regional accreditation activities
- Coordinating strategic planning initiatives
- Sharing data to inform decision making
- Supporting assessment of student learning

- Monitoring college-wide compliance matters
- Managing large scope, college-wide projects

GCC uses metrics compiled by District OIE (for the Governing Board outcomes) to analyze student success. Some examples are:

- College-level credit momentum
- Successful completion of college-level English or Math within the first year
- First-year success rates
- Fall to Spring retention
- Three-year and six-year graduation rates
- New transfer

The metrics track new students at GCC and are defined as full-time (12 or more attempted credit hours) or part-time (less than 12 credit hours). They are also disaggregated by student populations for equity. GCC persistence, retention and course completion data are available here.

Course Success Outcomes: In June 2018, the College Leadership Team identified completion rates as an area of opportunity and began a course success initiative. OIE generated data files for the academic departments that included: successful course (e.g. PSY 101) completion (grade C or better), withdrawal percentage by course, and number and percentage of F grades by course. All data were disaggregated by online, hybrid and on campus modalities. Supported by the Deans of Instruction, departments reviewed their data to determine actionable steps.

Deans collected information from their departments and compiled the responses during the spring 2019 semester. Some of the top notable findings included:

1. Most face to face classes meet or exceed the 75% completion standard; hybrid and online classes fall short of this goal.
 1. The current 75% face-to-face completion data match 2016 cohort data provided in the National Community College Benchmark Project (NCCBP).
2. Though the College is making improvements to its technology infrastructure, departments still identify this as a weak area.
3. Departments identified the positive impact of adjunct faculty and tutors and see the need for improved training and wages for both groups of employees.
4. Develop/strengthen internal standards for the hybrid classes to ensure that students are receiving an equivalent experience across course formats.

The findings were presented to CLT and the Department Chairs, who determined that next steps would be to share the findings at Fall Department Chair meetings and engage in conversations about course success.

In Fall 2021, OIE emailed faculty individualized course success data that included their section's rates and the comparison rates across all sections, with Chairs receiving summary data. The President encouraged faculty to not only review their own data but discuss it as a department. Faculty will continue to receive their course success data as GCC works to achieve the Focus 2024 Strategic Plan Completion goal.

Student Surveys: To identify areas of strength and opportunity to support student retention, persistence, and completion, GCC collects data directly from students. As part of a Completion Task Force effort, students were surveyed in 2017-2018 on one thing someone at GCC had done to help them succeed and one thing GCC could start doing or do better to help them succeed. This "My One Thing" project garnered open-ended responses from 1713 students that were then coded and organized by operational area and shared with CLT and the operational areas. The My One Thing project received GCC's Innovation of the Year Award in 2019. The survey identified GCC's areas of greatest strength and opportunity.

In addition to this GCC-specific survey, GCC participates in MCCCCD data collection which has included SENSE, CCSSE, and Noel-Levitz. OIE reviews these results and shares them on the GCC employee intranet.

Enrollment Monitoring: Beginning 10 weeks from the start of the semester, OIE sends a weekly Enrollment Management Report to the campus that includes 1) year-over-year metrics for headcount, enrollment, and FTSE, 2) new, continuing, and former student enrollment, and 3) District enrollment. Instructions are included to assist employees with interpreting the data and how to use the dashboard.

Advisor FOI Dashboard: The Advisor FOI dashboard was created to support GCC's case management by Fields of Interest (FOI) advising model, which provides students a holistic and proactive advising experience based on FOI. The dashboard tracks currently enrolled students by FOI to include assigned advisor, program plan information, academic load, contact information, race/ethnicity, gender, special populations, financial aid status, first term enrollment, next term enrollment, GPA, and total credits earned. The dashboard is used to identify student cohorts by FOI, monitor enrollment, and prioritize case management strategies and proactive outreach efforts. In the future, we plan to use the data to support efforts toward our equity agenda.

4.C.3

GCC uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The utilization of data to make improvements is illustrated in the following:

Course Success Outcomes: The discussion of Course Success played a pivotal role in the development of the Focus 2024 Strategic Plan. Data on course completion drove the decision to emphasize it in our strategic plan, and in our team goals. This intentional focus on course success led 74% of the Academic department (14 of 19) teams to align their spring 2022 strategic goal with course success. While in its early stages, the sharing of individualized faculty course success data expanded the 2018 conversation within and across departments.

Academic Support Services: The Center for Learning (CL) collects and uses data to inform services to students. The data for Pearson VUE Computerized Testing (PVCT) utilization showed an increase consistent with business and industry demands. Analyzing the data allowed the CL to request and subsequently receive funding to increase computer stations from three to 10, serving candidates seeking business and industry certification. Effective Spring 2022, GCC will provide 10 stations daily.

Workforce Alignment: Career and Technical Education (CTE) departments use data from OIE but also receive information from the District Workforce Development Office. Data include the latest Career and Technical Education Programs Labor Market Studies, which are comprehensive analyses of completion data and labor market demand for all of GCC's CTE programs. With this report, faculty and program directors analyze completion data and develop strategies to ensure programs align with both current and future labor market needs. Examples of Labor Market data used for decision making include: Healthcare Labor Market Analysis, GC_New Certificate of Completion (CCL)_Amazon Web Services Cloud Specialist - Viability Study, Socio Demographic and Economic Indicators for the Kmart Project, GPCF_WorkforceReport2020.

Enrollment Monitoring: Enrollment data are used by Chairs to adjust course offerings, both for the immediate upcoming semester as well as to identify future course needs. When Chairs meet with their respective Dean of Instruction, enrollment data are discussed informing potential schedule changes. Most importantly as it relates to program offerings, these data are used during the faculty hiring process to identify Program Director and other hiring needs.

Online High Risk Campaign: In March 2020, the College transitioned to fully online as a result of the pandemic. Concerns existed about students' abilities to transition to online learning and having resources available. Knowing that students who had never taken an online class were the most disadvantaged, an Online High Risk Call Campaign was established, using data on currently enrolled students who never successfully completed an online class. Over 6,100 students were contacted by 51 volunteers who used scripts (Spanish version) to help address student questions. Using the information shared by students, GCC created a laptop distribution process to alleviate technology resources as a potential barrier to student success. To date, the distribution continues with over 1,590 students having received a loaned device.

4.C.4

GCC's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

The OIE regularly collects and analyzes data about student persistence, retention, transfer, and program completion rates using both cross-sectional and longitudinal methods. The institution's Student Information System serves as the primary source of data and in alignment with best practices, OIE also uses data provided by the National Student Clearinghouse. For longitudinal analyses, cohorts of students are tracked for at least six years, with emphasis on students' three-year and six-year persistence, transfer, and completion rates. These metrics are reviewed and discussed at set intervals by key stakeholders to identify strengths and weaknesses, and inform decision-making. For normative comparisons, all of the colleges within MCCCCD developed standardized methods for calculating retention, persistence, transfer, and completion rates allowing them to compare performance within the district. As another layer of normative evaluation, the institution participates in the National Student Clearinghouse's Postsecondary Data Partnership to compare its persistence, transfer, and completion rates to similar peer institutions across the nation.

GCC uses a particular methodology to measure the College's completion rate. New students (fall term, first time to higher education) are tracked for three years after the beginning of their first fall term. Students who earn an award (degree or certificate) and/or transfer outside of MCCCCD in that time are counted as completers. Completion data are collected by the District Office of Institutional Effectiveness (DOIE), through the IPEDS Completions report (for awards) and from the National Student Clearinghouse (for transfer data).

OIE administers student surveys, prepares federally required reports, and processes ad hoc data requests. OIE also provides data and analysis necessary to support data-informed decision-making at GCC, including College leadership discussions and initiatives, program review and 45-day; as well as student surveys including SENSE, CCSSE, and Noel-Levitz. In addition, OIE uses predictive analytics and other statistical modeling to forecast trends and better inform institutional planning and assessment efforts. OIE participates in district-wide Institutional Effectiveness Council meetings which includes OIE directors from each of the colleges and is led by the Associate Vice Chancellor for Strategy and Planning.

OIE utilizes databases such as the Institutional Research Information System (IRIS) and Economic Modeling Specialists International (EMSI) to inform College program reviews with data on student demographics, program enrollment, headcount, FTSE, and completion rates. Job market analytics from Burning Glass are used for current market assessment of GCC's CTE programs or potential programs.

SOURCES

- AO 2019 My One Thing Innovation of the Year Application
- EV High Risk Student Call Campaign Thank You Email
- FI Pearson Vue Computerized Testing Center HEERF Approval

- FI Pearson Vue Computerized Testing Center HEERF Budget Request Proposal
- IR 2019 RNL Report
- IR Course Completion Project Data
- IR Data Request Status Report
- IR Enrollment Monitoring Reports Sample
- IR Faculty Course Outcomes Report Template
- IR FOI Advisor Dashboard
- IR GCC Dashboards
- IR Journalism Burning Glass Data
- IR KMart Project Socio Demographic Indicators
- IR My One Thing Coding Scheme
- IR NCII Leading Indicators Dashboard
- IR Persistence Retention and Course Completion Data
- IR Postsecondary Data Partnership
- IR Research and Stats
- IR V2030 Completion Report 9.14.2021
- OD Psychology Faculty Position Justification
- OD Student Device Checkout Process
- PD 2021-2024 Strategic Plan
- PD FY 2020 2023 Strategic Priorities
- PD Governing Board Outcomes
- PD Strategic Enrollment Management Plan
- TR 4DX Implementation Training Plan
- TR Academic Affairs Course Completion Project Presentation
- TR So Youve Got Your Data Now What

CRITERION 4 - SUMMARY

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

SUMMARY

Glendale Community College demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Glendale Community College has a long-standing practice of program review and acts upon the findings for the continuous improvement of its programs and services. The College uses information on student retention, persistence and completion of programs to make improvements.

Glendale Community College has a strong program of student learning assessment that has demonstrated significant growth since 2016. Current programming and practices meet the embedded monitoring expectations set forth in the 2018 Interim Report. Assessment data are being effectively collected, analyzed, and used to improve student learning. Additional planned enhancements to the assessment program follow best practices and will further support student learning and success.

Glendale Community College has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings. These include a super goal to increase student Completion and three strategic goals focusing on Enrollment, Operational Effectiveness, and Reputation & Competitive Edge.

Glendale Community College's Office of Institutional Effectiveness regularly collects and analyzes data about student retention, persistence, and completion. The information is shared with the College Leadership Team, department chairs, program directors and other management teams for analysis of their respective areas. This information is used to develop measurable goals and create strategies to promote student success.

SOURCES

There are no sources.



CRITERION 5

Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

CORE COMPONENT 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

ARGUMENT

5.A.1

As part of the MCCC system, Glendale Community College (GCC) employs policies and procedures to engage internal constituencies (governing board, administration, faculty, staff, and students) in the institution's governance at both the district and college levels.

The College Leadership Team (CLT) is the College's cross-functional representative leadership body. The CLT meets regularly twice a month to review key initiatives, challenges and successes, and to align efforts toward successful accomplishment of the College's strategic goals. The College President selects Membership on the CLT including key College leaders to anchor the team and additional members to meet the evolving needs of the College. Members on CLT represent constituency groups that inform

college planning, policies, and procedures in the spirit of shared governance. The College is committed to Shared Governance and engages in open dialogue to improve how GCC operationally leverages governance in the best interest of all stakeholders.

The GCC Faculty Senate consists of a President and 15 senators. Among the primary functions of the Senate, it is “to serve as the exclusive representative of the faculty of this college to the local college and District administrations and to the Governing Board with respect to academic and professional matters.”

The Senate meets monthly to discuss issues of importance at both the college and district levels, conduct legislative business and provide input to college and district administrations through a “Sense of the Senate.” The Senate can also send resolutions, recommendations (Senate Constitution, Article XXIV), and reports (Article XXI) to the college and district administration. The Faculty Senate President serves as the primary voice of shared governance with the College administration, serving on CLT, the Integrated Resource Planning Committee (IRPC), and the Peer Assistance and Review Committee (PARC) appeals committee. The Senate Constitution (Article XXII) describes the procedure for annual administrator feedback. The Senate President and selected Councilors-at-Large also serve on the district-wide Faculty Executive Council, which serves a similar role at the district level.

GCC’s College Plan delineates how the Faculty and the Administration engage in shared governance. The College Plan cultivates participation in decision-making between the Faculty and the Administration at Glendale Community College. Faculty staffing and the process for modifying the College Plan outlined in the College Plan exemplify shared governance. Faculty staffing recommendations are made by the College Staffing Advisory Committee, which evaluates input from department chairs on their departmental faculty needs and provides a recommended ranked list to the College President. Modifying the College Plan is addressed in section IX.B.3 of the College Plan, “[a] Majority vote of the Faculty Senate and [a] majority vote of the Department Chairs are needed for a proposed change in the College Plan to be forwarded to the [College] President for final review and approval before the end of March.”

Resource planning is facilitated through the Integrated Resources Planning Committee (IRPC). IRPC, co-chaired by the Faculty Senate President and the Vice President of Administrative Services. The committee is a cross-functional team that evaluates budget requests and makes expenditure recommendations to CLT. IRPC evaluates all budget requests not related to permanent staff or faculty positions. Currently, that accounts for 1% of the College’s total budget. However, the IRPC is expanding its scope to include a greater percentage of the overall budget, as it becomes more integrated into planning processes.

Staff recently constituted the Interim Employee Senate at both the college and district levels. Although this structure is new, it has administrative support at the highest levels, and provides the staff viewpoint to administrators at the College and at the district. Staff also contribute to changes in the Staff Policy Manual via the Staff Policy Team (SPT). The Employee Senate communicates to staff using the Employee Senate Newsletter, which is then archived on the website to provide transparency, standardization, and collaboration between all Employee Councils.

Students are represented by the Associated Student Government (ASG). Elected Officers include the President, Vice-President, Treasurer, and Secretary. The ASG Board is composed of up to twelve elected student Board Members who serve as an advisory body. Within the application for membership, the ASG serves “...to promote and maintain, with the cooperation of the administration and the faculty, a democratic college community life that meets the intellectual, moral, physical, social needs, interests of the student body and community, and to foster the rights and privileges of all students.” The ASG meets monthly in open business meetings to which all student leaders are invited.

The President of the ASG was a sitting member of the College’s Strategic Plan Design Team. In this role, they participate as a key team member in the research and development of strategic goals and indicators to guide the College’s mission fulfillment and to measure the College’s progress in its strategic objectives. The ASG was also a key stakeholder group consulted in the 2021-2024 GCC Strategic Plan.

During the past few years, many faculty and staff district-wide perceived a lack of commitment to shared governance at the District level. The MCCCCD Board has engaged in collaborative policy development practice with faculty and classified staff over many decades. During 2017-2018, the MCCCCD Governing Board attempted to alter these practices by passing two resolutions that essentially suspended collaborative policy development practices with both faculty and classified staff employee groups.

With the passing of two resolutions dated (9/18/17 and 2/27/18), the Board dissolved key components of traditional shared governance models. HLC received complaints, resulting from Governing Board actions. Noted in the MCCCCD’s October 29, 2018 response to the complaints, the Governing Board cited that actions complied with state regulations per their legal status and related State of Arizona statutes.

The Governing Board meeting of January 22, 2019, resulted in the passing of a new resolution rescinding the two resolutions that had dramatically altered faculty policy development and “meet and confer” processes. The new resolution called for the establishment of the Faculty Administration Collaboration Team (FACT). The current recognized body for Faculty Agreement development, FACT, is composed of three members appointed by the District-wide Faculty Executive Council (FEC), three members appointed by the District-wide Adjunct Faculty Association, and three administrators appointed by the Chancellor. As part of the resolution, Residential Faculty Policies were renamed the Faculty Agreement. FACT has been meeting weekly since Spring 2019 to discuss proposed amendments to the Faculty Agreement. The Governing Board voted to adopt the Faculty Agreement in Spring 2021. FACT agendas and meeting minutes are posted publicly on the MCCCCD website.

The MCCCCD Governing Board passed an additional resolution in January 2019 calling for Classified Staff to identify and form a structure that allows for “representation and voice based on communities of interest.” In response, the Employee Groups Organizing Council (EGOC) was created in June 2019. The Council, representing all ten colleges and the District Office, was charged with making recommendations on a new shared governance model of employee representation for the District.

The EGOC fulfilled their charge and received approval from the Interim Chancellor on January 29, 2020. An MCCCCD Employee Senate was implemented based on the newly approved shared governance structure for classified staff. GCC has two employee representatives serving on the new District Employee Senate for 2020-2021.

5.A.2

GCC’s administration uses data to reach informed decisions in the best interest of the College and stakeholders.

The Office of Institutional Effectiveness (OIE) has a standing agenda item at CLT meetings and shares data reports with the team for consideration and action. The College’s commitment to reducing equity gaps is illustrated in multiple CLT data presentations highlighting disaggregated data, where appropriate.

District OIE prepares and publishes information about the colleges on its “getData” site. The site includes historical enrollment and performance data and reports of survey data.

The following exemplify how GCC administrators use data in decision making:

- The Weekly Enrollment dashboard, updated by District, provides measures of student headcount, FTSE (Full-Time Student Equivalent), and demographic breakdowns. GCC Institutional Research (IR) summarizes these data in its weekly Enrollment Monitoring Report. GCC IR assists faculty and administration as they work with the Course Scheduling Suite, a set of dashboards that shows real- and near-time enrollment counts by department, course, and instructional modality.
- The GCC Marketing team reviews metrics measuring the effectiveness of social media efforts. The number of impressions per channel are tracked, drilling down to campaigns and specific posts. The team analyzes each channel and associated campaigns including the number of link

clicks/click-throughs. This gives GCC insight on the effectiveness of the posts. High click-through rates indicate a compelling, targeted message. With YouTube, the “View Through” percentage indicates how many people watched the entire video.

- Resulting from the pandemic, ascertaining student needs was essential to allocating resources and strategizing appropriate solutions. As of December 2021, 833 students have completed a Needs Survey which resulted in GCC partnering with ASU West to provide a Social Worker Intern charged with creating additional trend analysis determining further steps to meet our students’ needs. Additionally this survey and the Students of Color Survey suggested food insecurities were a clear challenge for our students. During the pandemic and since then, GCC hosts no-contact, drive-thru food distributions which have served over 2,204 households.
- Annually, data are used to inform the faculty staffing process as outlined in the College Plan. These data are available to administrators and Department Chairs as they determine faculty hiring decisions. For AY 2022-2023, in consultation with Department Chairs, it was decided to convert 12 One Year Only (OYO) positions to residential positions

GCC’s College Assessment & Review Team’s (CART) three Strategic Commitments - Knowledge of Assessment, Equity in Assessment, and Action from Assessment - include metrics to provide evidence of success and guide decision-making. Knowledge metrics include readership of the biweekly assessment email update, attendance at local and national events like the IUPUI Assessment Institute, and number of faculty and staff served by the Assessment Developer and the Assessment Awareness Training team. Equity metrics include participation in institutional learning outcome data collection and development of disaggregation dashboard tools. Action metrics include data tracking of completion of both steps of assessment (assessment, then reassessment following intervention), dean and program director discussions of program review and assessment action plans, and GCC involvement in local, regional, and national assessment conversations and organizations, also outlined in 4.B.1.

5.A.3

GCC’s administration encourages the participation of faculty, staff, and students on district and college councils, committees and work groups to ensure collaboration in setting academic requirements, policies, and processes, which contribute to the overall mission of the College.

At the district-level, academic requirements are set forth by the Instructional Councils (ICs) through an inclusive democratic process. ICs are discipline-specific groups (defined officially in 1.2. of the Residential Faculty Policies) composed of one voting faculty representative from each of the Maricopa colleges. Each IC’s purpose is to facilitate communication among faculty at the different colleges and to provide oversight of the District’s common course bank and shared instructional programs. The ICs coordinate the origination, development, and revision of the District’s educational offerings, thereby ensuring faculty leadership in the curriculum process and ownership of a quality educational product.

The administrative regulations are determined by the District and vetted by each of the colleges. Through a collaborative process between the district and the colleges all employee groups are given an opportunity to provide input. There are 12 steps in the process for reviewing and approving administrative regulations, including opportunities for those impacted to voice concerns. The process also includes “internal comment,” which allows two weeks for all members of MCCCCD to provide input.

GCC faculty participate in decision-making processes via the Faculty Senate, Faculty Committees, and Department Chair Meetings. GCC faculty also develop the College Plan, which cultivates participation in decision-making between the faculty and the administration through the College Plan Task Force. This group consists of four faculty senators, four department chairs and four administrators. Its primary goal is to facilitate a collegial working environment and to promote effective communication in support of a College-accepted document which supplements the policies of and is consistent with the Faculty Agreement.

Employees from GCC utilize a variety of internal processes to engage in the development of district-wide initiatives, and they participate on district committees and provide college leadership. The Maricopa Guided Pathways Implementation Team was led by GCC’s VPAA, VPSA and two residential faculty, with the team consisting of employees from all areas of the College. This team was responsible for creating processes, tools, and marketing for the local implementation of the district-wide Guided Pathways.

SOURCES

- IR CLT Enrollment Presentation
- IR Enrollment Monitoring Reports Sample
- IR getData Website
- IR Intake Survey Needs by Department
- IR SOC Student Support Survey
- LV Chancellor Response 10.29.2018
- OD 2021 CART Organizational Chart
- OD Associated Student Government Membership Application
- OD College Leadership Team
- OD College Leadership Team Members
- OD College Plan Review Committee Call
- OD District Curriculum Committee Charter
- OD Employee Representation
- OD FACT Meeting Schedule Agendas and Minutes
- OD Faculty Committees
- OD Faculty Senate
- OD Governing Board Agenda 2.27.2018
- OD Guided Pathways Website
- OD IRPC
- OD Staff Policy Team
- P Board Resolution 9.18.2017
- P Employee Representation Communication
- P Faculty Agreement
- P Faculty Senate Constitution
- P Interim Employee Senators
- P Maricopa Administrative Regulations
- P Maricopa Governance
- P Process for Approving Administrative Regulations
- P Residential Faculty Policies
- P Staff Policy Manual
- PD 2021-2024 Strategic Plan
- PD CART Vision Mission and Strategic Plan
- PD Glendale Community College Plan
- PD Governing Board Agenda 1.22.2019
- PD Governing Board Agenda 1.22.2019 (page number 6)
- SO Assessment Metric Tracker
- SS Associated Student Government

CORE COMPONENT 5.B

The institution’s resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

ARGUMENT

5.B.1

Glendale Community College (GCC) has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered. GCC values its workforce and is committed to hiring and promoting qualified and diverse faculty and staff. The Human Resources department manages the hiring process for the College and ensures the selection and hiring of a diverse and qualified workforce.

GCC employs approximately 1,678 part and full-time employees, including 611 full-time staff and faculty, 524 adjunct faculty, and 542 temporary/student workers. A detailed breakdown of staff is provided in the GCC employee redacted list.

The hiring process is initiated by the hiring manager who develops a search plan, which details the position information, essential functions, standard minimum qualifications and desired qualifications for the position. The search plan also includes the screening and interview committee team members, which includes at least one male, one female and one person reflecting ethnic diversity. All members of the hiring committees complete the annual Hiring Ethics Acknowledgement, which includes information about confidentiality. GCC HR ensures that the search plan is sound and meets all requirements set forth by MCCCDC and applicable laws and posts the job on a district-centralized application portal. Applicants are screened for minimum qualifications and then scored on the desired qualifications, using a rubric developed by the hiring manager.

From 2012-2018, a classification and compensation study was completed at the district level to ensure consistent, flexible and competitive job classifications. As a result of this study, 300 job classifications within 27 job families (excluding faculty) were created with each job classification having standard minimum educational qualifications and/or equivalency statements to be used consistently when developing a search plan for a vacant position. The implementation of the classification and compensation structure presented some challenges related to salary equity and in 2019 an internal pay equity audit was performed. The district HR office reviewed the salaries of the classified staff who fell below the midpoint of their salary range to determine if a salary adjustment was needed.

Local onboarding activities for new employees are provided by the GCC HR office and include finalizing employment paperwork and information about the Employee Learn Center, a centralized MCCCDC resource for all mandatory training plans, acknowledgements and disclosures and additional training opportunities. New employees receive a new hire packet with important information regarding benefits enrollment and the mandatory training, acknowledgements and disclosures required for all new employees.

Additionally, the HR recruiter assigned to the search sends a Job Confirmation email to the hiring manager with the new employee's job information and on-boarding assistance, which includes information on how to access the New Employee Supervisor Checklist.

Within 30 days of hire, new employees will be invited to a one-day New Employee Orientation at the District Office. During this orientation, new employees receive information about the MCCCDC, Values, Vision and Mission, benefits, professional development and opportunities for growth.

Professional Growth funds are available to employees to attend job-related seminars, workshops, or other training opportunities and for tuition at accredited colleges or universities.

For supervisors, the Navigate Maricopa Supervisor Core Learning plan provides 13 courses in both online, and interactive formats designed specifically to support the Values, Vision and Mission of MCCCDC and to ensure leaders are adequately prepared for a role which requires increased responsibility and accountability.

The CTLE has spearheaded a college-wide initiative to provide workshops and training to allow the College to shift to an Online/Remote work environment. This has included critical training for all Faculty in online instruction to promote student success during the pandemic. In addition, a wide variety of training was provided to college staff and administration to enable success during this extraordinary time.

MCCCDC provides professional development funds for faculty and staff to participate in certifications, degree programs, workshops, and conferences. Below are the totals of professional development dollars used by faculty, classified staff, and Adjunct faculty members for the last four fiscal years.

Adjunct Faculty

- FY18 - \$13,222.89
- FY19 - \$15,923.99
- FY20 - \$8,749.77
- FY21 - \$800.00

Residential Faculty

- FY18 - \$224,055.51
- FY19 - \$293,755.07
- FY20 - \$157,120.69
- FY21 - \$29,867.38

Classified Staff

- FY18 - \$109,438.66
- FY19 - \$138,403.62
- FY20 - \$76,334.64
- FY21 - \$32,480.71

5.B.2

The goals incorporated into GCC's mission and any related statements are realistic in light of the College's organization, resources, and opportunities.

Prior to the current Strategic Plan, the 2013-2018 Integrated Strategic Plan (extended to 2020) featured Six Strategic Directions to guide the development of college goals. These Strategic Directions were mapped to 18 college strategic goals as the College's "Tier I" plan. These goals and outcomes were carried forward into the College's "Tier II" divisional strategic plans and subsequently into the departmental "Tier III" plans. By integrating these outcomes they were "housed" in a departmental plan allowing implementation. This enabled those most directly involved in executing the plans to determine whether they were realistic to achieve.

An example of this vertical integration is seen in the Student Affairs Strategic Plan - Tier II (2014-2018). The Student Affairs managers structured their Tier II plan according to the Six Strategic Directions and intentionally aligned their strategic outcomes to one of the College's 18 goals. An example of a strategic outcome from this integrated approach was to develop course sequence maps in 2014-2016 for all Career and Technical Education (CTE) programs to provide students with a clear pathway and timeline to completion. These course sequence maps were available to advisors, students, and faculty via the College

website and also aided department chairs, faculty, and program directors in planning future course offerings to maximize scheduling efficiencies. This initiative was directly aligned to College Strategic Directions 1, 2 and 4: *Access, Dynamic Learning Environments and Resources for Growth*.

The *2013-2018 Integrated College Strategic Plan* won an award from the Society of College and University Planning (SCUP) for this degree of integration. It provided an evolutionary stepping stone in the development of our college planning models continuing to enhance strategic focus, integration, and strategy execution.

In 2020-2021, the College developed a transformative Strategic Plan, Focus 2024. This plan features a focused, data-informed process, with a shorter, three-year cycle that includes the flexibility to accommodate budget requests aligning to innovative approaches to achieving larger strategic college-wide goals. In the new 2021-2024 Strategic Plan, recognizing the need to be more dynamic and flexible in a rapidly evolving context, GCC has committed to four “wildly important goals” using the 4 Disciplines of Execution (4DX) strategy execution model. These include a Super Goal focusing on student completion and three strategic goals focusing on Enrollment, Operational Effectiveness, and Reputation & Competitive Edge. Each of these goals has a set of quantified indicators. In Fall 2021, the College created departmental Team Goals aligned with the Strategic Plan. Additionally, the College developed a definition and methodology for evaluating student completion as a percentage of new students who earned a credential or transferred to another institution outside of the Maricopa District within three calendar years. The completion rate in the 2019-2020 academic year was 23%.

Planning at GCC aligns to the MCCCCD Governing Board Outcomes and Chancellor’s goals. The annual planning and budget process at GCC provides guidance and scope for the College’s planning and future goals and priorities.

5.B.3

GCC has a well-developed budget request process that aligns with the district budget cycle and a fiscal office for monitoring its finances. Oversight of the budget and financial monitoring is the responsibility of the Vice President of Administrative Services. Despite potential financial challenges related to significant enrollment losses attributed to the COVID-19 pandemic in FY20-21, (10%-19% annual FTSE loss), the College will be able to navigate this impact through strong financial planning.

The District Budget Cycle is published in the Budget Development Handbook. The College budget and budget requests are submitted to the District Budget Office and are approved by the Governing Board. Each year departmental budgets at GCC are renewed based on the previous year’s allocation. A department may request additional budget through the Integrated Resource Planning Committee (IRPC). IRPC is a recommending body that evaluates new budget requests for alignment with the College’s Strategic Plan and a verifiable need using a scoring rubric that intentionally prioritizes strategic alignment. The College Leadership Team (CLT) is responsible for reviewing all IRPC requests, providing insight from their respective departments or divisions and offering the President a college-wide perspective to make the final decision. The Fiscal Director enters budget information in the Maricopa Planning and Budgeting (MPB) system, which is uploaded to the Financial Management System (FMS).

The College Business Office (CBO) monitors budgets and expenses. The Fiscal Department, within the CBO reviews and approves requisitions to ensure available budget and adherence to the purchasing guidelines. Additionally, budget reconciliation processes ensure all expenses are covered and the budget is reallocated appropriately. Department budget managers can monitor expenses, encumbered expenses, and available budget balance in the Financial Management System (FMS).

While GCC’s capital and financial resources have remained stable, the Maricopa County Community College District (MCCCCD) has experienced a decline in revenue with estimated losses in FY 2020-2021 at \$22M. Challenged by the MCCCCD Governing Board to present a balanced budget, the MCCCCD Budget

Office outlined a goal of balancing the MCCCCD budget by implementing a 1% reduction to the General Operating Fund. The 2019 election of new MCCCCD Governing Board members, along with the awarding of COVID-19 related funding and the addition of other new revenue sources such as Proposition 207, mitigated the reduction to 1% or \$914,478.00 which impacted Fund 1 (permanent dollars) in FY 2021-2022.

For the last several years, GCC has been experiencing an annualized decline in FTSE, as with many community colleges in the district. Additionally, state support has been cut with no permanent funding during the last seven years and limited increases in property taxes. State expenditure limitations on community colleges over the past decade have encouraged GCC to continually seek, and successfully obtain, grant funding for innovative projects. College projects have been supported through various grants: Title V, Title III, part F award, Carl Perkins, and internal MCCCCD grants.

5.B.4

GCC’s fiscal allocations are reviewed annually to ensure the appropriate budget is available to achieve its educational purposes.

Teaching and learning is at the core of the College’s mission and its resource allocation primarily supports expenditures to fund the instructional needs of the College. GCC’s General Fund adopted budget for Fiscal Year 2021-2022 was \$87.5 million. More than 61% of GCC’s fiscal resources are budgeted for instruction and instructional (academic) support.

- \$44.5 million in Instruction,
- \$ 9.3 million in Academic Support,
- \$10.0 million in Student Services,
- \$11.5 million in Institutional Support,
- \$10.7 million in Operation and Maintenance of Plant,
- \$ 1.5 million in Student Financial Assistance.

In addition to the base budget GCC receives from the district, the College is committed to finding ways to increase revenue streams by seeking grants and external funding that can support non-instructional functions and services to students.

GCC’s Development office supports student scholarships through privately funded grants and donations to the MCCCCD Foundation Campaign.

GCC Contributions and Fundraising Efforts (Maricopa Community Colleges Foundation).

- FY 2015 - 2016 \$ 313,685.85
- FY 2016 - 2017 \$ 884,423.24
- FY 2017 - 2018 \$ 295,823.82
- FY 2018 - 2019 \$ 768,688.99
- FY 2019 - 2020 \$ 359,878.10
- FY 2020 - 2021 \$ 818,713.05

The last district capital bond awarded in 2004 expired creating a need to plan for future capital projects and major maintenance at a college level. GCC maximizes the allowable two percent transfer to capital each year for this purpose.

In March 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) was passed creating the Higher Education Emergency Relief Fund (HEERF) program. GCC further benefited from the Higher Education Emergency Relief Fund II (HEERF II) which authorized the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA). GCC received \$64,408,293 in funds through the three different programs with \$25,221,507 designated as Student Aid and the balance of \$39,186,786 for institutional expenses. GCC has created a team to review funding requests for adherence to HEERF guidelines, provide project management support and to recommend projects to the leadership

team. The College is using the funds to update classrooms and offices to increase remote learning/working options, increased sanitizing and PPE supplies, training, and social distancing.

SOURCES

- FI 2022 All Budgets
- FI Budget Development Handbook
- FI Budget FY 2021
- FI Budget FY 2021 (page number 8)
- FI Budget Reduction
- FI Budget Reduction Email
- FI Budget Reduction Form
- FI Designate a Gift
- FI Donations to GCC
- FI HEERF Funds Received
- FI HEERF Website
- FI Salary Structure
- FI Title V Grant Award
- IR Employee List
- IR Headcount and FTSE by College WK -2 Spring 2022
- IR V2030 Completion Report 9.14.2021
- M Careers in Maricopa
- OD Classification Discussions
- OD EDU 250 Class Listing
- OD HR Search Plan
- OD IRPC
- OD New Employee Website
- P HEERF Budget Request Process
- P Staff Professional Growth HR SOP
- PD 2021-2024 Strategic Plan
- PD 4DX College WIGs
- PD 4DX Website
- PD Framework for Success
- PD FY 2020 2023 Strategic Priorities
- PD Integrated Strategic Plan
- PD Integrated Strategic Plan (page number 14)
- PD SCUP Award 2014
- PD SCUP Award 2014 (page number 10)
- PD Strategic Plan Design Process
- PD Strategic Priorities Crosswalk
- PD Student Affairs Tier II Plan
- TR 4DX Implementation Training Plan
- TR Center for Teaching Learning and Engagement
- TR Checklist for Onboarding New Employee
- TR Employee Learn Center
- TR Employee Mandatory Training
- TR Hiring Practices and Processes Training

CORE COMPONENT 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

ARGUMENT

5.C.1

Glendale Community College (GCC) allocates its resources to support its six core Values and three strategic goals defined in Focus 2024.

Funding requests are submitted to IRPC from July to September using the Budget Request Form. Requests are based on the department's operational plan and must align with the strategic goals. Using a predefined rubric a sub-committee of IRPC evaluates and scores all requests and forwards the score to the full committee for review. As of December 2021, IRPC is in the process of updating these documents to align with the new strategic plan. The IRPC makes a recommendation to the CLT. The CLT reviews and discusses the recommendation from IRPC and members vote to proceed or deny the request with the president having the final decision. Approved requests are funded as the budget allows.

An example of the process comes from the Advising department and their request for additional funding for temporary wages. IRPC reviewed the request, September 2020, and forwarded their recommendation to CLT. After reviewing the IRPC Scoring Sheet, CLT voted to proceed with one-year funding, with an additional needs assessment to be performed at the end of that year, and the President provided the final approval.

5.C.2

GCC's College Assessment & Review Team (CART) provides a strong example for the linkage of processes for assessment of student learning, evaluation of operations, planning and budgeting.

CART collaborates with the College Leadership Team, the Office of Institutional Effectiveness (OIE), the Center for Teaching, Learning, and Engagement (CTLE), and the Diversity, Equity, and Inclusion Council. CART's Strategic Commitments and the GCC Institutional Learning Outcomes (ILOs) are aligned with the GCC Values and guide the Assessment Strategic Goal in the Focus 2024 Strategic Plan. CART's current budget supports the reassign time of the Director, Assistant Director, Assessment Developer, and Department Assessment Coordinators.

Since 2016, the need for increased focus on assessment has resulted in multiple changes: (1) Budget increases to support additional reassign time for faculty assessment leadership; (2) Student affairs staff

time dedicated to assessment training and activities, including the designation of staff to the CART and its associated committee, the Student Affairs Workgroup; (3) CTLE staff time dedicated to the support of ILO outcomes in Canvas and other assessment assistance; and (4) OIE staff time dedicated to the development of the ILO data dashboard and other assessment assistance.

In AY 18-19 the Program Review and Assessment process was revised to align with HLC criteria and expanded to include program assessment in addition to program review. In addition to the CTE program review, GCC IR provides data on occupations in which a graduate may reasonably be employed (e.g., the occupation of reporter for a journalism student); numbers of existing jobs, job openings, and projected employment trends for the occupational area; wage/salary levels; employers and job titles; analyses of skills required by employers hiring graduates into those occupations; and a framework for evaluating GCC's programs against those of competitors.

In 2014, GCC began the process of seeking accreditation for its developmental education program through the National Association of Developmental Education (NADE), renamed the National Organization for Student Success (NOSS). GCC engaged in a self-study to rethink the College's efforts in developmental education and its program components. The results of the self-study provided the data to identify our successes along with challenges in our program and delivery. Therefore, we focused our improvement efforts on the following initiatives: accelerated courses; learning communities; multiple measures; support services; professional development; and assessment data. Through this process of NADE accreditation, we considered the global impact of these efforts and worked to improve and design a highly-coordinated program to deliver comprehensive developmental education.

Our efforts in the NADE accreditation process aligned with the district initiative to redesign developmental education which began in Fall 2018. As such, the combined results of the self-study in tandem with our efforts to seek NADE accreditation and align with the district transformation has resulted in a redesigned curriculum in MAT/RDG/ENG, a DevEd committee with a diverse representation across disciplines and services, and a suite of support for student success that is being implemented across the College.

Documentation to illustrate the data, this process, and our efforts are summarized in the Developmental Education Improvement Plan AY 2018-2022 and the Final Application to the NADE Accreditation Council on behalf of GCC.

5.C.3

GCC engages in processes that intentionally integrate internal and external constituencies in identifying key factors for strategic consideration and in developing the final Strategic Plans for the College. The two most recent Strategic Plans include the *2013-2018 Integrated Strategic Plan* (extended to 2020) and the *2021-2024 Strategic Plan, Focus 2024*.

The 2013-2018 Integrated Strategic Plan was developed by a collaborative group of faculty, staff, and administrators. The thirty-member task force convened a total of nine full committee meetings and fifteen task-based sub-group meetings over the course of the 2012-2013 academic year. The environmental scan included review of the Six Strategic Directions of the College, qualitative online surveys, focus groups (students and faculty), and a brainstorming session. Additional input included internal and external stakeholders (students, faculty, staff, local business representation, and President's Circle), as well as information from a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis and relevant literature. This environmental scan provided the foundation on which the Integrated Strategic Plan was developed by the College.

The College's 2021-2024 Strategic Plan was developed by a process that similarly included internal and external stakeholders in the environmental scan and identification of key strategic goals. The Strategic Plan Design Team (SPDT) was constituted in September 2020 and included 14 representatives from the student body, residential and adjunct faculty, student affairs, administration, and leaders of key college committees responsible for planning and budgeting.

Informed by the latest research in college strategic planning, the environmental scan was conducted by identifying twelve key stakeholder groups, including students, external partners, and employees from various college functional units. Surveys and Listening Sessions were conducted with each of these groups, seeking feedback on Strengths, Weaknesses, Opportunities, and Threats to inform the planning process. Key themes, goals and measures were identified in this feedback. These were reviewed and prioritized by college leadership, to be included in the Strategic Plan. Multiple opportunities to provide feedback, including at later stages of the Plan development, were provided to each stakeholder group.

An example of how intentional *internal* stakeholder engagement led to the development of the *2021-2024 Strategic Plan* is the inclusion of an Employee Satisfaction indicator in the Operational Effectiveness strategic goal. A comparable example of how intentional *external* stakeholder engagement led to the development of the *2021-2024 Strategic Plan* is the inclusion of a specific strategic indicator of increasing the number of external partnerships to promote the College's Reputation and Competitive Edge strategic goal. Listening sessions with external partners and employee stakeholders raised awareness of how important these factors were to overall strategic mission fulfillment.

The College's Office of Institutional Effectiveness (OIE) emphasizes the importance of using internal and external data to inform institutional planning and drive decision-making. OIE is tasked with the data collection and analysis critical to college decision making at the highest level. One example is the use of the *Trial Enrollment Cancellation Report* to drive student outreach efforts to facilitate enrollment retention.

Another example of how both internal and external data have been used in promoting sound decision making in workforce development initiatives is the development of a new policy to promote GCC Nursing student success and retention. Based on an analysis of the success rates for Nursing students and recommendations by the Maricopa Nursing advisory council, the GCC Nursing program has established a prerequisite of having a Nursing Assistant certification prior to entering the Nursing program.

5.C.4

GCC planning is based on a sound understanding of its enrollment, workforce needs and changing revenue sources.

The College evaluates enrollment projections to determine the appropriate number of course sections to meet student needs. The primary data considered include early enrollment numbers and historic trends in course filling. Prior to the start of the semester, student affairs and student business services teams work together using the Trial Enrollment Cancellation Report to drive student outreach efforts to facilitate enrollment retention. Recently, the COVID-19 pandemic caused a decline in enrollment, limiting the effectiveness of historic trends to project course section and staffing needs in the near future.

GCC assesses workforce needs using data from the Economic Modeling Specialists International (EMSI) and the Burning Glass Database. These tools allow GCC to track demand for specific occupational certifications, degrees, and program majors. Additionally, the College is able to make needed adjustments to align course offerings and resources to emerging career opportunities. This includes being able to provide timely and accurate career advice to students during their relationship with GCC.

The GCC budget office monitors current year budget consumption as well as enrollment declines to prepare for potential future budget reductions and works to proactively address issues. For example, during FY 2020-2021, all Maricopa County Community Colleges were required to send a budget reduction report to the District Office based on a planned 3% reduction due to enrollment declines as a result of the COVID-19 pandemic. To address the potential decline in the budget, GCC's College Leadership Team reviewed the budget office's recommendations for reductions and determined a temporary hiring freeze for select open positions was needed until the actual budget reduction was announced.

With the availability of HEERF funds, the College will be able to recoup revenue losses due to the pandemic as well as update college equipment and infrastructure to support remote learning and work environments in service to our students and employees.

5.C.5

GCC considers technology needs for students and staff, college buildings and infrastructure, and revenue sources in its institutional planning.

In an effort to sustain and improve campus technology, even in the absence of district-wide technology funding from bonds or technology fees, the institution has committed to fund workstation/laptop, media, and IT infrastructure for the campus, in the amount of \$500K annually. As part of this improvement effort, WiFi enhancements were made at both the main and north campuses to provide better availability and reliability for students, employees and community members. The institution also provides supplemental funding to address unanticipated technological needs beyond the planned refreshes.

In order to meet the evolving needs of students, GCC has provided tools to enhance the service and support provided to students - both local to the institution and as part of district-wide purchases. Examples of such tools include a chatbot and Cranium Cafe, a tool which allows for virtual advising and communicating with students; both are used extensively by Enrollment Center personnel. Additionally, DRS Connect is an example of district-wide collaboration and provision which has improved our response to the needs of students with disabilities. Recent conditions have also necessitated the expanded use of virtual study labs and conferencing, in addition to classroom technology enhancements which support additional remote instruction options.

The Maricopa Community Colleges contracted with SmithGroup to develop a comprehensive planning document for the District. All ten colleges were contacted and a separate planning document was developed for each college. The document serves as the foundation so both the District and individual colleges can develop both short and long term goals. The comprehensive planning document focuses on ensuring the District's strategic plan's goals are being served as well as the plans and programs for growth of each individual college.

In 2018, the District contracted with Sightlines to evaluate the condition of the facilities at each college. They conducted a comprehensive evaluation of each college's infrastructure and provided a 25-year roadmap to address deferred and future maintenance needs. The document serves as a planning document to project future critical system replacement before they suffer catastrophic failure. In the first two years GCC was provided \$4.8M to address its most critical needs. With those funds the College replaced 50-year old primary electrical service cables, transformers, aging HVAC systems, and replaced hazardous sections of sidewalk. Each need was selected based on its probability of imminent failure and how that failure would impact the facility it served.

5.C.6

Through the implementation of its Strategic Plan and focus on its core values, GCC engages in continuous improvement in its operations and student outcomes.

In response to the Six Strategic Directions outlined in the *2013-2018 Integrated Strategic Plan*, the following key accomplishments were implemented:

- **Access and Collaboration.** GCC developed an academic program partnership with Western New Mexico University and offered a BS Cell and Molecular Biology degree program on GCC campus which could be completed within three years. This program did not accept a Fall 2020 cohort and a teach-out plan is in place.
- **Dynamic Learning Environment.** To promote faculty professional development, GCC implemented the Reimagine Teaching & Learning program. In academic years 2019-2020 and

2020-2021, two cohorts with a total 35 of faculty were mentored through pedagogical innovation and improvement. The annual budget for this program is \$250,000 with \$50,000 set aside to fund grant proposals from faculty. Examples of classroom improvements resulting from these grants include lightboards and smart boards which are now in place in targeted areas within the Math building and Center For Learning building.

- **Strong Identity and Qualified and Diverse Workforce.** GCC developed a set of College Values to define and guide the principles by which GCC pursues its Vision and Mission.
- **Access, Dynamic Learning Environments and Resources for Growth.** GCC has significantly remodeled and built out new instructional and support service space on campus. This includes remodeling the Technology and Consumer Science building, the Exercise Science building, and completing a complete teardown and remodel of the Automotive Training Center in 2014. In 2017, the Veterans Services Center was expanded and remodeled. A complete overhaul of the High-Tech 1 building was implemented in 2016 to provide a modern Computer Commons for students. Additionally, in 2017, a Title V STEM grant was used to remodel High-Tech 2 to support free, drop-in tutoring for STEM disciplines/students as part of an innovative Stem Connect support program.

GCC's strategic plan, *Focus 2024* adopted a more focused, quantified approach to permit more intentional integration, implementation and tracking of progress. This new strategic plan was completed in June 2021 and is now being implemented using the Four Disciplines of Execution (4DX) strategy execution framework. This has involved an intensive, college-wide process of identifying the most critical college goals from the strategic plan and engaging an institution-wide transformation to engage every department in strategic alignment. As of November 29, 2021, more than 90 college leaders and 70 college teams have developed quantified team goals to align horizontally and vertically with the college strategic plan and to the College's Values. Each team also has developed lead measures to allow them to track engagement and progress. Full implementation of this strategy execution effort is scheduled to begin in Spring 2022 and will include weekly meetings to evaluate leading measures for all campus teams. Progress will be tracked and monitored via the 4DX Operating System to ensure progress in strategy execution. The result will be the most integrated, focused, and purposeful strategic plan execution initiative in GCC's history.

During the COVID-19 pandemic, GCC implemented several transformational strategic initiatives to improve instruction, student learning and student success. These include developing and significantly expanding instructional modalities to allow students to continue their education safely during the pandemic (e.g., HyFlex, Live Online, Online, Hybrid). Additionally, there was a college-wide initiative to provide training to faculty and staff to support these new instructional modalities. The implementation of *Cranium Cafe* has enabled student services areas to work remotely and more collaboratively with faculty, staff and students.

SOURCES

- AO MaricopaNursing Admissions Requirements
- AO NADE Application Redacted
- AO Nurse Assisting
- AO Reimagine Grants
- FI IRPC Budget Request Scoring Sheet
- FI IRPC Scoring Rubric
- IR Burning Glass Database
- IR EMSI Database
- IR Occupation Analysis
- M Enrollment Services Efforts Spring 2021
- OD 2021 CART Organizational Chart
- OD CLT Minutes 12.3.2020

- OD IRPC
- P COVID19 Institutional Response GCC
- PD 2021-2024 Strategic Plan
- PD 4DX Website
- PD FY 2020 2023 Strategic Priorities
- PD Integrated Strategic Plan
- PD Listening Session Checklist and Report
- PD Listening Session Survey Results
- PD Sightlines Facilities Assessment
- PD Smithgroup Environmental Scan Study
- PD Strategic Plan Design Process
- PD Values Vision Mission
- SO Assessment Integration Presentation
- SO Gaucho Assessment Website

CRITERION 5 - SUMMARY

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

SUMMARY

Glendale Community College's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Glendale Community College employs policies and procedures to engage internal constituencies (governing board, administration, faculty, staff, and students) in the institution's governance at both the district and college levels. Through its Integrated Resource Planning Committee GCC utilizes shared governance to ensure appropriate allocation of resources to operations across all areas of the College to support the mission. The goals incorporated into GCC's mission and strategic plan are focused, data driven and allow for budget requests to align with the district's budgeting cycle.

The College has skilled operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered. GCC values its workforce and is committed to hiring and promoting qualified and diverse faculty and staff.

The implementation of GCC's Strategic Plan and focus on its core values continues to engage stakeholders in continuous improvement in its operations and student outcomes to support achievement of the mission.

SOURCES

There are no sources.



GLENDALE COMMUNITY COLLEGE

A MARICOPA COMMUNITY COLLEGE

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MARICOPA
COMMUNITY COLLEGES

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PARADISE VALLEY | PHOENIX | RIO SALADO | SCOTTSDALE | SOUTH MOUNTAIN

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