

REPORT OF A REQUESTED FOCUSED VISIT FOR CHANGE

Assurance Section

TO

**Glendale Community College
Glendale, Arizona**

November 3-4, 2008

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Barbara Baxter, Executive Vice President
Mid-South Community College
West Memphis, Arkansas 72301

Dr. Susan Murphy, Vice President for External Affairs (Chair)
Central New Mexico Community College
Albuquerque, New Mexico 87106

CONTENTS

I. Context and Nature of Visit3

II. Evaluation of Documentation Supporting Organization's Request for Change5

III. Statement of Affiliation Status9

ASSURANCE SECTION**I. CONTEXT AND NATURE OF VISIT****A. Purpose of Visit**

The visiting team conducted a Focused Visit for a requested change from Glendale Community College (GCC). The college is requesting a change regarding the operation of its Glendale Community College -North site from a location that offers courses to a comprehensive campus site offering degree programs.

B. Accreditation Status

Glendale Community College is an accredited institution at the associate degree granting level. The college has been accredited since 1967 as both Glendale Community College and a member of the Maricopa County Community College District (MCCCD); its most recent comprehensive visit took place in 2001-02 and the next regularly scheduled comprehensive visit should take place in 2011-12.

C. Organizational Context

As an accredited institution and a member college of the MCCCD, Glendale Community College has operated the Glendale-North site for 8 years experimenting with course offerings, determining the necessary mix of staff for services to support students and faculty and planning necessary funding for campus expansion. Recent bond funding (voted on in 2004) allowed for the completion of 4 additional buildings at the site in August 2008 housing an array of modern facilities including student services, library and media services, specialized classrooms, cafeteria and more.

D. Unique Aspects of Visit

None

E. Interactions with Organizational Constituencies

President
VP for Student Affairs
VP for Academic Affairs
Department Chair of the Library
Dean of GCC-North
Dean of Student Services
Director of Institutional Research
Opening Session included members above and
VP for Information Technology

Dean of Enrollment Services
 Dean of Instruction, Sciences, Liberal Arts, and General Education
 Dean of Instruction
 Dean of Student Life
 Dean of Institutional Planning
 President of the Faculty Senate
 Director of Business Services
 Director of Information Services
 Director of Institutional Advancement
 Administrative Assistant to the President
 Meeting with thirty faculty members representing 12 departments
 Meeting with twenty-one students representing 10 majors
 Meeting with district and campus Leadership and President's Circle, including the Chancellor, the Associate Vice President for Planning and Special Projects, Maricopa Community College District, three members of the President's Circle and three members of the GCC Governing Board
 Meeting with twenty-five staff members representing Testing, Fitness, Administrative Services, Cashier's Office, Athletics, Enrollment, Veterans' Services, Library, and departmental secretaries

F. Approvals Obtained

All appropriate local and board approvals have been sought and received. GCC and the MCCCCD administration have been working on this campus profile since 1984 when the land was purchased.

G. Principal Documents, Materials, and Web Pages Reviewed

GCC-North Home Page
 GCC Assessment web-sites
 Program Assessment, <http://www.gccaz.edu/OCC/11086.htm>
 College Research Services web-site, <http://www.gccaz.edu/crs/>
 GCC Library Media Center home page
 GCC Current Students web-page
 Glendale Community College Career-Technical Program Review 2006-2007.
 Glendale Community College: A Monitoring Report on Student Outcomes Assessment, November 2005
 Occupational Program Review Status 2006-2007
 GCC-North Request for Institutional Change
 GCC Strategic Plan 2007-2010
 GCC North Employee Chart
 Library Media Center Collection Development Guidelines
 GCC North Faculty Staff Handbook 2008-2009
 GCC North Site Guide
 GCC Report to the Faculty: Closing the Loop Survey: Use of College- Wide Assessment Results spring 2007.

GCC Report to the Faculty: GCC Graduates: What They Can and Cannot Do.

GCC Report to the Faculty: College-Wide Academic Achievement, Executive Summary, 2005-2006.

Student Affairs Strategic Plan 2008-2014

GCC Learning Outcomes Plan, 2006-2008

Student Services North (brochure)

Fall 2008 GCC North Class Schedule

Spring 2009 GCC Class Schedule

Glendale Community College North Student Survey of Interests, July 2003

Glendale Community College North Student Surveys, Spring 2008

Samples of course-level assessment reports

Samples of program review reports for Occupational/Technical programs

II. EVALUATION OF DOCUMENTATION SUPPORTING ORGANIZATION'S REQUEST FOR CHANGE

A. Evaluation of Request

1. Evidence that demonstrates adequate preparation and planning

The college's work in the past 8 years planning for this campus site has been profound. Significant employee and community involvement has led to the reality of a campus that serves 1800 students with an array of support services, instructional choices and student engagement opportunities. Planning continues as the college deals with issues of enrollment growth, course scheduling and demands on facilities.

The remodeled and new campus buildings for GCC-North support students, staff and employees with technology-rich classrooms and state of the art communication technology; employee work space is open and pleasant. The campus facilities are an exciting architectural fit for the community in design and appearance; a project that allowed for significant input from many stakeholders.

An examination of planning documents, operational policies and procedures for student services, and meetings with faculty, staff, and administration confirms that strong and proactive campus-to-campus communication exists between the GCC main campus and GCC North ensuring that student services and the quality of instruction are competently managed in accordance with institutional mission and strategic goals. Many faculty and staff serve at both locations during the week and plans to offer staff/faculty meetings through interactive compressed video will further strengthen collaboration and communication between the sites.

Strong leadership provided by the President, VP for Student Affairs, and the GCC-North Dean focus on responsiveness to constituent needs, and mutual respect among these administrators creates a solid leadership structure ensuring the development and expansion of the site. Students, faculty, and staff all express appreciation for a campus that offers a one-stop and personal approach to student services, is responsive to student scheduling needs, is innovative and open to new learning and teaching strategies, and shares its resources with the surrounding community through its library, fitness center and facilities usage.

GCC-North annually surveys students to determine academic programming needs and has proven itself responsive by revising course offerings accordingly. In addition to the most popular transfer courses, the college has added a variety of information technology classes such as, Cisco and CAD as well as pre-nursing classes requested by students. In addition, a partnership with the local university supports the offering of upper division courses at GCC-North. Plans for extending those offerings are in process. Such proactive communication with constituencies ensures that the campus will continue to meet identified needs.

GCC is fortunate to have a number of seasoned faculty members who are able to provide academic leadership in promoting consistency and quality of instruction. Many GCC-North full-time faculty members requested reassignment from the main campus ensuring that academic standards and expectations match those of the main campus.

The college has enjoyed financial stability for many years both through skilled budgeting and planning and through community support, specifically, through General Obligation Bonds in 1984, 1994 and 2004 that allowed for the planned expansion of the GCC-North Campus. The college's recent financial planning created a GCC-North cost center and budgeting and financial reviews for the current year of operation will provide important insight on the next steps in budget expansion.

2. **Evidence that demonstrates that further organizational attention is required.**

None

3. **Evidence that demonstrates that further organizational attention and Commission follow-up are required.**

None

B. Other Accreditation Issues

Assessment calls for institutional attention as preparations begin for the upcoming comprehensive visit. Course and program level assessments need attention; specifically, the college has not yet provided results of an assessment cycle related to course and program level outcomes.

Although GCC has developed a comprehensive assessment program based upon the Nichols model, refinements are needed to ensure that students and faculty, particularly adjuncts, are informed about and value outcomes assessment and to ensure that course level assessment feeds effectively into program assessment and program review initiatives. At present, course level assessment appears to be closely held within departments and program review depends primarily upon student success rates on final exams or professional certification exams, job placement, or transfer rates. Little analysis of student performance through item analysis or other methods was found.

C. Recommendation of the Team

1. **Evidence sufficiently demonstrated to recommend approval of change request.**

The team recommends approval of the change request.

2. **Evidence demonstrated to recommend approval of change request. Commission follow-up recommended**
3. **Evidence demonstrated to recommend approval of change request with team recommended modifications (Commission follow-up may be recommended)**
4. **Evidence insufficient. Approval of change request is not recommended.**

D. Rationale for the Team's Recommendation

Glendale Community College has worked diligently to plan the GCC-North site so that it could become a comprehensive campus offering degree programs. A full complement of services to students and faculty is currently available allowing for continued academic program planning at this campus. Currently, a broad array of liberal arts coursework is

available in support of the AA degree as well as for transfer purposes. GCC has mature partnerships both with Arizona State University (ASU) and Northern Arizona University (NAU) recognizing student movement among some of the state's largest public institutions. Coursework leading to credentials in EMT/Paramedic is also available.

GCC administration has worked over many years with its employees, business and community partners to develop this campus. The college's district board supports the GCC-North site as witnessed by necessary financial commitments in recent years.

Seasoned faculty who volunteer for an assignment at this campus, cross-trained staff, competent financial planning and budgeting and new construction all speak to the ongoing commitment to success at this campus serving the city's growing westside.

III. AFFILIATION STATUS

A. Summary of Commission Review

Year for next comprehensive evaluation: 2011-12

B. Nature of Organization

1. Legal status

Public

2. Degrees awarded

Associate

C. Conditions of Affiliation

1. Stipulation on affiliation status

None

2. Approval of degree sites

Prior Commission approval required

3. Approval of distance education degree

4. Reports required

None

Progress Report

None

Monitoring Report

None

Contingency Report

None

5. Other visits scheduled

None

D. Commission Sanction or Adverse Action

None

REPORT OF A REQUESTED FOCUSED VISIT FOR CHANGE

Advancement Section

TO

**Glendale Community College
Glendale, Arizona**

November 3- 4, 2008

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Dr. Barbara Baxter, Executive Vice President
Mid-South Community College
West Memphis, AR 72301

Dr. Susan Murphy, Vice President for External Affairs (Chair)
Central New Mexico Community College
Albuquerque, New Mexico 87106

ADVANCEMENT SECTION**A. Observations of Team Regarding Change Request**

Glendale Community College-North is a well-appointed campus with attractive and functional grounds and facilities carefully designed to complement the immediate environment and student needs. Student services are provided in a one-stop format allowing students to access essential services such as admission, registration, financial aid, counseling and tutoring in a convenient location. Classrooms and library space are well-designed to support learning, and the college provides a well-equipped fitness facility on-site which is open to both students and the community.

The team found good rapport among faculty, staff, students, and community advisors, all of whom are supportive of the campus and its transformation to a comprehensive site as a much needed resource in the west valley area. GCC-North is the preferred campus location for many faculty and staff with dual campus assignments; employees at GCC-North stated that this preference stems from their experience of an open communicative administrative leadership and a strong sense of campus collegiality.

Significant planning goals over several years have been accomplished to ensure the campus and its services meet the needs of the community and of the students served with careful attention given to protecting the environment, creating effective learning spaces, and supporting future growth. GCC operates under a "one-college/multiple campuses" philosophy which ensures interactive planning and communication.

To prepare for the transformation of GCC-North to a comprehensive site, the college has significantly increased the number of faculty and staff assigned to the campus and provided \$200,000 in temporary funding to support the addition of several staff members, including a Media Technician, Safety Officers, and a Library Assistant. One-time funds have also been allocated to start an on-site library collection. The challenge now will be to maintain funding for a campus serving a growing local population.

Program planning for academic departments, student services, and operational services at the north campus is integrated with planning initiatives at the main campus. An examination of planning documents supports that all constituencies are involved in planning efforts, with major areas such as student services and facilities developing operational sub-plans which support the *GCC Strategic Plan 2007-2010*.

B. Consultations of Team**ASSESSMENT**

The team recognized a need for the institution to strengthen its program for assessing student learning outcomes. Examination of the assessment plan at the institutional, program, and course levels indicates thorough and well-documented procedures are in place. However, an examination of recent assessment and program review reports indicates significant variation across departments in the implementation of the plan. Some departments appear to be relying solely on course grades for course-level assessment; some have not posted any recent course-level results, and connections between course-level and program-level assessment is not documented or evident.

Course-level assessment results appear to be closely held within departments instead of shared across the curriculum with some faculty expressing concerns about the purpose of assessment—whether its purpose is student learning or an evaluation of faculty competence. A 2007 institutional survey designed to assess the efficacy of the feedback loop for assessment indicates that a number of faculty who are primarily, but not exclusively, adjuncts are not informed about assessment outcomes. The Vice President for Academic Affairs reports that results are posted, but many faculty may simply not be accessing those results. Students interviewed by the visiting team also seemed uninformed about assessment and did not know whether the college published outcomes results on professional certification examinations for graduates or other learning outcomes data.

The team suggests that the academic leadership and key faculty who understand and value assessment begin a series of workshops and/or dialogues to renew and/or strengthen faculty awareness of and participation in evaluating learning outcomes. GCC may want to consider some assessment reward or recognition system to encourage active participation by adjuncts.

The reporting of outcomes is facilitated by user-friendly electronic templates, so what appears to be most needed is more opportunity for cross-disciplinary sharing and conversations about outcomes to help faculty understand and value how learning strategies can be integrated across the curriculum and how course-level learning feeds into program level and general education outcomes.

To increase student engagement in learning outcomes, the college needs to explore how to heighten student awareness. Certification results could be advertised in student publications such as the Voice, on plasma announcement screens across campus, posted on the web-site in the News/Events, or via an Outcomes Assessment link on the home page. At present, a search for "assessment" on the web-site links only to information about course placement and MAPP testing and general statements about the assessment program. It is imperative that the college strengthen assessment efforts at the course and program level as it prepares for its next review cycle.

LIBRARY

The team suggests that the college consider an ad hoc team of faculty and library staff to develop a Collection Development Guide specific to the Glendale-North site to ensure that a core of reference and circulating print materials are available to support programs in place at the site. The library media center is an attractive facility with the latest in wireless and interactive media technology. Forty-five PCs are provided to students in an open-computer lab providing them access to electronic data-bases and access to the main campus holdings. However, at present, the on-site library collection is minimal, and students report having to wait as long as a week to obtain needed materials through inter-library loan from other GCC sites. With a collections plan in place, a budget for future acquisitions can then be determined. The college may consider applying for a Title III Strengthening Institutions grant for the GCC-North campus to help build the library collection and tutorial services. Alternately, if the percentage of Hispanic students increases slightly, the campus may qualify for Title V Strengthening Hispanic-Serving Institutions funds from the U. S. Department of Education.

BUDGET

Although many budget issues have been resolved regarding the operation of the GCC-North Campus, there is still uncertainty and concern about current temporary staffing and funding decisions for the upcoming budget year. Additionally, there is confusion about where the decision-making rests for determining expansion in the number of sections offered for students each semester; some believe that the decision rests with the main campus department, others believe that the GCC-North campus has assigned budget for this purpose. GCC leadership should communicate to the stakeholders at GCC-North what the current thinking is and the likelihood of continuing certain types of budget lines. The team recognizes that the college's future financial decisions rest on an uncertain economic forecast in general terms but the team encourages the college leadership to communicate financial decisions to the GCC-North staff in a timely manner informing them of permanent or temporary budget line item determinations and to resolve the few remaining operational budget decisions for the North Campus.

COMMUNICATION

Regular communication is currently a notable strength in the operation of the GCC-North campus. The campus dean works closely with staff and faculty to keep them informed of events and issues that touch on campus operations. The team noted also that communication between the North campus and the Main campus is also quite strong. GCC is cautioned to keep a focus on communication as the North campus grows and any number of new demands and changes will require debate and decision. Maintaining communication forums, holding department meetings at the North campus, and using the inter-campus video system are all techniques for underscoring the importance of the "one college/multi campus" approach the college espouses.

INSTITUTION and STATE: : Maricopa Community Colleges-Glendale Community College, AZ

TYPE OF REVIEW (from ESS): Focused Visit-Requested

DESCRIPTION OF REVIEW (from ESS): A visit focused on the transition GCC North instructional site to a comprehensive branch campus.

DATES OF REVIEW: 11/3/08 - 11/4/08

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission Approval Required

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: None

OTHER VISITS REQUIRED: Focused Visit-Requested: 2008 - 2009; A visit focused on the transition GCC North instructional site to a comprehensive branch campus.

TEAM RECOMMENDATION: None

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2011 - 2012

TEAM RECOMMENDATION: 2011-2012

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Maricopa Community Colleges-Glendale Community College, AZ

TYPE OF REVIEW (from ESS):): Focused Visit-Requested

___ No change to Organization Profile

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	117
	Bachelors	0
Programs leading to Graduate	Masters	0
	Specialist	0
	First	0
	Professional	
	Doctoral	0

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	+1
Sites:	Glendale (GCC North) ; Phoenix (GCC Tractor Trailer Driving)	-1
Course Locations:	38	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change: