

PEER REVIEW TEAM REPORT

Glendale Community College
1500 N. Verdugo Road
Glendale, CA 91208

This report represents the findings of the Peer Review Team that conducted a focused site visit to Glendale Community College from September 26, 2023 to September 27, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Jill Stearns, Ph.D.
Team Chair

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**Glendale Community College
Peer Review Team Roster
TEAM ISER REVIEW**

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ACADEMIC MEMBERS

Mr. Francisco Bañuelos
College of the Sequoias
Dean of Natural Sciences, Mathematics, and Engineering

Mr. David Beymer
Hartnell College
Instructor-Athletic Trainer

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Dr. Kay Nguyen
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Acting Vice President, Instruction

Dr. Kevin O'Rorke
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Assistant Superintendent/Vice President of Student Services

Ms. Meredith Plummer
Copper Mountain College
Chief Business Officer

ACCJC STAFF LIAISON

Dr. Gohar Momjian
Vice President

**Glendale Community College
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FOCUSED SITE VISIT**

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Copper Mountain College
Chief Business Officer

ACCJC STAFF LIAISON

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Vice President

Summary of Focused Site Visit

INSTITUTION: Glendale Community College

DATES OF VISIT: September 26 & 27, 2023

TEAM CHAIR: Dr. Jill Stearns

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to Glendale Community College, September 26 and 17, 2023, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on August 18, 2023, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately one hundred faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members met with two trustees from the College and the CEO. The team held an open forum, which was well attended, and provided the College community and others to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Recommendations

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

Introduction

Established in 1927 as Glendale Junior College to serve the Glendale, La Crescenta, and Tujunga school districts, the original College was housed in a wing of Glendale Union High School. In 1937, the Glendale Junior College District was dissolved, and the College became a part of the Glendale Unified School District (GUSD). In 1937, the new administration and science buildings were completed and occupied. In the 1930s and 1940s, additional land was purchased allowing for additional construction. The College was renamed Glendale Community College in 1971. In 1980, voters approved the separation of the College from the GUSD, creating the Glendale Community College District. Since April 1983, the College has been governed by its own five-member Board of Trustees.

During the 1980s and 1990s, construction and expansion continued. A facility was constructed at a site approximately three miles south of the main campus to house noncredit programs. This facility, initially named the Adult Community Training Center, would later be renamed the Garfield Campus. An additional site, the Professional Development Center, which provides state-funded workforce training, moved into its headquarters in Montrose. In March 2002, Glendale voters passed a \$98 million facilities bond measure for repair and rehabilitation of deteriorated educational facilities and for the creation of classrooms and instructional support space. In November 2016, Glendale voters approved the issue of a \$325 million general obligation bond to enable the College to update its educational facilities and add classrooms and instructional support space at the Verdugo, Garfield, and Montrose campuses.

The 2017 election was the first to initiate a new process whereby Board members represent five geographic areas within the District. In March 2020, the Coronavirus Disease 2019 (COVID-19) was declared a pandemic by the World Health Organization and brought about a years-long outbreak which was global in scale and historic in nature. At that time, a statewide stay-at-home order was issued by the California governor and consequently necessitated that Glendale Community College transition to remote delivery of instruction and support services for students. In the ensuing years, the College leveraged ingenuity and technology to continuously adapt its operations in response to the pandemic's ever-evolving series of challenges. In August 2020, after substantive change consultation with the Accrediting Commission for Community and Junior Colleges (ACCJC), the College was able to designate its programs to have more than 50% of their courses offered in a distance education format.

In fall 2021, as a result of substantial vaccination progress including the use of the Glendale Campus as a community vaccination site, the College was able to resume in-person instruction for more than 120 in-person classes. Since that time, recognizing the need for diverse choices to fit the individual needs of students, the College resumed offering in-person, remote, hybrid, and online courses. The spring 2022 commencement constituted the College's first in-person graduation ceremony within the last three years. The Class of 2022 consisted of more than 1,200 graduates and resulted in the awarding of a record number of degrees and certificates

Although the COVID19 pandemic has wrought unprecedented adversity and unanticipated challenges, the College community has persevered to ensure students reach their educational goals.

The team was notably impressed with the examples of collaboration across departments and areas of the college resulting in innovative supports for students. Through comments shared in the Open Forum and discussions in meetings, the team learned of the tradition and culture at Glendale Community College of supporting the immigrant population. The college holds serving recent immigrants as a shared value and it is reflected in the educational programs and support services offered at the institution. The culture of creativity and engagement at the college are noteworthy.

Eligibility Requirements

1. Authority

The peer review team confirmed that Glendale Community College is authorized to operate as a post-secondary degree-granting education institution under the statutory authority of the State of California. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Glendale Community College has maintained accredited status since opening in 1927.

The College meets ER 1.

2. Operational Status

Glendale Community College is fully operational during two semesters and intersession each year. Courses are offered in -person, hybrid, and fully online supporting student completion of transfer, degrees, certificates, skill awards, career education, basic skills, and lifelong learning.

The College meets ER 2.

3. Degrees

Glendale College offers associate degrees with course requirements, length of study, general education courses defined in the college catalog. Of these associate degrees, 119 are two academic years in length. Approximately 86% of the students at Glendale College are enrolled in the degree programs.

The College meets ER 3.

4. Chief Executive Officer

The peer review team confirmed that Glendale Community College has a chief executive officer who is appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The chief executive officer does not serve as the chair of the governing board.

The institution transitioned to a new chief executive officer between the start of the institutional review and the comprehensive evaluation. The institution communicated the change to ACCJC and the governing board delegates authority to the Superintendent/President in accordance with Board Policy 2430.

The College meets ER 4.

5. Financial Accountability

The peer review team confirmed that Glendale Community College uses a qualified external auditor to conduct annual audits of all financial records. The audits are certified and demonstrate institutional compliance with federal requirements for Title IV eligibility. Audit reports are publicly shared at governing board meetings and available on the College website.

The College meets ER 5.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

On its accreditation website, the College has maintained an invitation to all stakeholders for their third party comment regarding the institution’s accreditation. In accordance with the ACCJC requirements, the College’s superintendent/president notified the College community and public of the opportunity for submission of third party comments and the process for doing so. This invitation for third party comment stated that the College is currently undergoing comprehensive accreditation evaluation with upcoming site visit in September 2023.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The peer review team confirmed through evidence that the College has established and regularly reviews institution-set standards as set forth in the requirement.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Credit hour assignments and degree program lengths are within the range of good practice in higher education in policy and procedure. The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice.

Course outlines of record clearly state both course contact and out-of-class hours required for the course. As described in Standard II.A.5, all associate degree programs meet a minimum of 60 units. The College does not award credit based on clock hours. As demonstrated by fees policies on page 37 of the 2022-2023 catalog, tuition is consistent across degree programs.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The peer review team confirmed that transfer policies are appropriately disclosed to students and to the public. Policies contain information about the criteria the institution uses to accept credits for transfer. The institution adheres to federal regulations and complies with Commission policies regarding transfer of credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy</i>

	<i>on Distance Education and Correspondence Education.</i>
X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The peer review team confirmed the College distance education courses align with Commission requirements through review of the selected courses provided by Glendale Community College. The College provides faculty training and support to maintain alignment with regulation and policy pertaining to distance education cited by the College in the ISER.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The peer review team confirmed that the complaint process and accompanying information is posted on the website and college catalog. The flow chart listed in the college catalog is informative and easy to follow, the College may consider replicating that on the website. The College has board policies and administrative procedures related to complaints and grievances.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The team determined the College provides institutional disclosure and appropriately detailed information to the public about its programs and policies and that the College complies with the aforementioned policies through review of the evidence.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable

	range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: Through review of the evidence, the evaluation team determined the College complies with the requirements of Title IV.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Glendale Community College mission, vision, and values statements demonstrate the institutional commitment to student learning and achievement. The mission statement guides institutional planning and decision-making priorities and is a key driver in the College's Institutional Master Plan. The mission statement defines the institution as a public community college granting certificates and associate degrees with educational services that ensure students are enabled to achieve their learning goals. The Strategic Planning Committee (SPC) is charged with reviewing the mission statement and makes recommendation for changes if necessary. The SPC and Academic Senate annually examine student success metrics to evaluate how effectively the institution is achieving its mission. The mission statement is widely distributed via the College website, school resources, and physically across campus.

Findings and Evidence:

Glendale Community College's mission statement identifies the diverse student population that the College serves, including the Greater Los Angeles region and diverse geographical areas. The statement declares the broad educational objective of the institution to offer credit, noncredit, and community education programs that include basic skills education, lower division, transferable college courses, career and technical education, and general education to foster skill acquisition, self-development, citizenship and quality of life. While the mission statement includes a focus on basic skills proficiency, over the prior six years the College has reduced pre-transfer level math and English enrollment as part of the AB 705 implementation (I.A.1).

The College demonstrates that it uses data to determine how effectively it is accomplishing its mission. Glendale College Academic Senate plays an active role in reviewing data and assessing institutional effectiveness including annual examination of data on certificates, degrees, and transfers to evaluate how effective it is at accomplishing the mission and to determine if institution-set standards and stretch goals for these metrics continue to be appropriate or if they should be adjusted. The Senate monitors individual program set standards and makes recommendation to ensure that any shortfalls are addressed. Additionally, the College's governance structure aligns with the mission and directs institutional priorities through the program review process to meet the educational needs of students. For example, the Culinary Arts department reviewed job placement rates which led to curriculum revisions and student

success metrics led the Math department to establish strategic goals and actions for continuous improvement of student performance in basic skills (I.A.2).

The College's program review process requires that programs and services ensure their operations are aligned with the mission of the institution. This is achieved through implementation of the Administrative Regulation (AR) 2511 governance document, which establishes that the mission drives the participatory governance process and strategic planning as demonstrated in the College's Institutional Strategic Plan (ISP). The College clearly identifies the connection between each ISP goal and a specific component of the College's mission. The College's program review process illustrates how the mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. The program review examples demonstrate how each program and service must describe how the program or service goals connect and align with the College mission. The strategic planning component of the College's program review process prioritizes resource requests based on alignment with annual goals and priorities which in turn support the College mission (I.A.3).

The mission statement is widely published and approved by the governing board. The College's mission statement was last revised in 2017 and reviewed by the Board of Trustees in January 2020. The College Strategic Planning Committee reviewed the mission statement in Fall 2022 and approved a transition from an annual to a 3-year mission statement review cycle. The mission statement is widely published and shared on the website, catalog, and class schedules as well as displayed on posters throughout the campus (I.A.4).

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Glendale College engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services. Clear documentation guides and informs academic quality and effectiveness. Program Review process is regular and allows for collegial dialog regarding student learning, equity and achievement.

Findings and Evidence:

The peer review team confirmed substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and student learning at the

department and college-wide level through evidence review. At the department level, dialogs take place during program review where one third of the College's departments go through a comprehensive review every year. During that time, the remaining departments have an option to complete an annual review and every department is required to engage in dialog about student and department performance data. Data is easily accessible through the program review data dashboard.

Parallel to the program review process, the College's institutional strategic planning process ensures that dialogue about student outcomes, equity, and institutional effectiveness occur at the college level. Both the Strategic Planning Committee and Academic Senate engage in dialogue about student learning and achievement data. The Strategic Planning Committee reviews and discusses student demographic and satisfaction survey data every fall semester, and student success metrics, key performance indicators, and employee data every spring. These considerations lead to development of the College's annual goals. Similarly, the College's Academic Affairs Committee utilizes data discussion to develop annual instructional priorities. The Annual Goals and Annual Priorities inform the upcoming year's prioritization of the resource requests submitted through program review.

The College engages in robust conversations about student equity. There is ongoing work and collaborative dialogue in Senate and governance committees such as the Diversity, Equity, Inclusion, and Accessibility (DEIA) Committee and Student Equity and Achievement (SEA) Committee. The College also utilizes townhall forums to discuss findings of campus racial climate survey from National Assessment of Collegiate Campus Climates (NACCC) (I.B.1).

The College defines and assesses student learning outcomes for all instructional programs and student and learning support services. At the course level, course SLOs are documented in the Course Outline of Record (CORs) and the CORs are reviewed and revised at least once every six years through Curriculum and Instruction Committee (C&I). The College has a three-year assessment cycle where every course and course SLOs must be assessed once. During the first year, departments assess course-level SLOs and provide reflections on student learning outcomes. During the second year of the assessment cycle, departments may assess any courses that were not assessed and engage in departmental discussions to assess program learning outcomes. These discussions may lead to curriculum changes to improve student learning. The College defines and assesses student services and other learning support services outcomes (I.B.2).

The College Academic Senate is responsible for monitoring institution-set standards. Institution-set standards metrics include course completion rate, fall-to-fall retention, degree completion, transfers, and certificate completion, each appropriate to the College's mission. The Academic Senate analyzes performance data each spring semester and engages in dialogue regarding performance appropriate to fulfill the College mission. Through the process of establishing and monitoring institution-set standards, data, and goals, Glendale Community College was able to detect the adverse impact that pandemic conditions wrought upon students' success and achievement. Through subsequent investigation and discussion of student performance,

actions have been planned and implemented for improvement. As evidenced by this work, the College adheres to federal regulations and Commission policies regarding standards and performance with respect to student achievement (I.B.3).

At the institutional level, Key Performance Indicators were established to assess the college's progress in meeting its goals in support of student learning and achievement. Based upon their review and dialogue about student achievement data, the committee decides upon the upcoming year's Annual Goals which are then used to prioritize non-hiring allocation committee resource requests. Evidence reviewed by the peer team demonstrates that the College's processes to support student learning and student achievement are data-driven and occur on a regular cycle. Review of, and dialog about, student performance data is formalized to occur annually at the institutional and departmental level through strategic planning and program review processes, respectively. These collegial discussions culminate in the establishment of plans and actions for improvement and the resource allocation process prioritizes requests based upon their support for institutional goals and priorities. The learning outcomes assessment process involves the use of data findings to inform efforts for improvement in instruction, student services, and learning support (I.B.4).

Glendale Community College (GCC) uses program review as the primary mechanism by which instructional, student services, and administrative services departments assess accomplishment of both the department and college mission, evaluation of goals and objectives, student learning outcomes, and student achievement. These data are disaggregated for analysis by program type and mode of delivery. The program review data dashboard is easy to navigate and provides ample quantitative data for programs to evaluate student learning and achievement (I.B.5).

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The review of disaggregated data is formalized within the program review and learning outcomes assessment processes and it is a primary focus of the Student Equity and Achievement program. When performance gaps are revealed, strategies are pursued and evaluated to mitigate the gaps. The Equity section of the program review allows departments to engage in reflection based upon identified performance gaps and come up with strategic plans to mitigate the gaps including allocation of resources. The review of data occurs on a regular cycle and thereby allows for the monitoring of the efficacy of strategies for improvement (I.B.6). Policies and practices across all areas of the College are regularly reviewed and evaluated to assure their effectiveness in supporting academic quality and accomplishment of mission. The College's Board Policy (BP) 2410 Board Policies and Administrative Regulations establishes that the College systematically assesses policies and practices for their effectiveness in fulfilling the mission and in ensuring the quality of student learning programs and services. The regular review of board policies and administrative regulations includes evaluation of the effectiveness of instructional programs, student services and learning support services, resource management, and governance processes in supporting academic quality and accomplishing the College's mission (I.B.7).

Assessment and evaluation results, including student achievement data and student learning data, are broadly communicated to the College stakeholders in multiple ways including the webpages maintained by the Office of Research and Planning and presentations at committee meetings. Evaluation activities are broadly communicated so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities (I.B.8).

Glendale Community College engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services (I.B.9).

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

Glendale Community College has policies and procedures in place to ensure accuracy, clarity and integrity of all information presented to the public. It provides information regarding the mission of the College, learning outcomes, academic programs, student support services, student achievement data, educational costs, and all matters relating to accreditation on the college website as well as various printed materials such as the catalog and class schedule. There are policies regarding academic freedom for faculty and students. The College presents itself with accuracy and integrity to outside accreditation agencies and has board policies to ensure that information and policies are reviewed, relevant, and accurate.

Findings and Evidence:

The College has established processes for the periodic review of the College mission, student learning outcomes (SLOs), educational programs, and student support services that ensure that published information is accurate, clear, and maintains integrity. Further, as revisions to the mission, outcomes, programs, and services are proposed, the review process is participative. The College's accreditation status is publicly available, as is information regarding programs with specialized or programmatic accreditation (I.C.1).

The College catalog is available in print and online versions for all stakeholders and the public. It contains all information required in Eligibility Requirement 20 and processes are in place to ensure that information included in each year's edition is precise, accurate, and current (I.C.2).

GCC offers internal and external constituencies copious amounts of information on the results of its assessment and evaluation of student learning and achievement. This transparency and accessibility of information regarding the institution provides the public with an accurate understanding of the College's academic quality and effectiveness (I.C.3).

The catalog and website describe the design and purpose of each certificate or degree, the content of each certificate or degree, the required courses which courses constitute each certificate or degree, and the knowledge and skills program completers will attain (I.C.4).

The College assures the integrity of all of its representations of its mission, programs, and services through systematic review of its policies and procedures on a five-year cycle and the centralized housing of the most recently approved version of these documents. The opportunity for review on an as-needed basis is also provided. The integrity of information within College publications is also maintained (I.C.5).

Accurate and detailed information regarding the total cost of education at the College is available in the catalog, class schedule, and on the website. The catalog and class schedule also discuss materials costs associated with receiving instruction. Textbook options and their costs are shown at the bookstore webpage as well as in the student online enrollment portal (I.C.6).

The Board of Trustees has adopted a policy on academic freedom and responsibility. The policy is published on the website and in the catalog. The policy is exercised throughout the college by students, faculty, and administrators (I.C.7).

The College has codified policies and procedures that promote honesty, responsibility, and academic integrity. Policies and procedures are published on the College webpage and when applicable to students, are additionally published in the catalog and class schedule (I.C.8).

The College has in place a policy to ensure that faculty distinguish between personal conviction and professionally accepted views in a discipline. The position of the faculty is expressed in their collective bargaining agreement and in the Academic Senate statement (I.C.9).

Although the College does not endeavor to impart specific beliefs or worldviews, it does publish codes of conduct on its webpage (I.C.10).

Courses offered through the Baja Field Studies and Study Abroad programs are subject to the same policies, procedures, academic standards, student learning outcomes, assessment, and evaluation as those completed within the U.S. (I.C.11).

The peer review team confirmed by evidence review that the College demonstrates it has met all timelines and requirements set forth by the Commission. It has submitted all reports by the specified timelines and has implemented improvements as recommended by peer review teams and as directed by the Commission. All requirements for public disclosure are met and ensure transparency (I.C.12).

Through evidence review the peer team confirmed the College ensures honesty and integrity in its relationships with external entities and conscientiously conforms to regulations and statutes, meets reporting requirements, and makes its status known to the college community and public (I.C.13).

The peer review team confirmed that ensuring academic quality for student learning and achievement are the primary focus of the College. As a public educational institution, the work of the College is mission-driven (I.C.14).

Conclusions:

The College meets the Standards.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The College offers instructional programs aligned with its mission and conducted at levels of quality and rigor appropriate for higher education. The College assesses its educational quality through methods accepted in higher education and makes the results of its assessments available to the public, while using the results to improve educational quality and institutional effectiveness. All degree programs are defined and include a substantial component of general education is designed to ensure breadth of knowledge and the promotion of intellectual inquiry.

Findings and Evidence:

The peer review team confirmed the College has substantial offerings in instructional programs which provide fields of study consistent with the institution's mission. These programs are also consistent with standards of appropriateness established for the California community colleges. Programs of study culminate in the attainment of defined learning outcomes and provide effective and efficient pathways toward associate degrees, university transfer-level coursework completion, certificates, and employment (II.A.1).

Faculty members are central to the core elements of course development, program review, and directly related services. Faculty, instructional divisions, and the Curriculum and Instruction (C&I) Committee engage in the systematic review of curriculum to ensure the content and methods of instruction meet accepted academic and professional standards and expectations. Systematic evaluation of programs and related services occurs within the program review process and assures currency, improvement of teaching and learning strategies, and promotion of student success. Discussions regarding methods of instruction and pedagogy are held regularly by the faculty development subgroup of the Professional Development Committee, the Committee on Distance Education, and by individual departments (II.A.2).

The College has identified learning outcomes for courses and programs, including certificates and degrees, and assesses them according to established procedures. Course outlines include course level student learning outcomes and students in every class section receive a syllabus that includes the learning outcomes from the institution's officially approved course outline. The Learning Outcomes & Assessment (LO&A) committee has defined an assessment cycle within which every course and program is assessed at least every three years. After course and program learning outcomes assessments are conducted, the data are recorded in eLumen. The

reflection section within the SLO assessment report documents faculty dialogue about their assessment findings and changes they've planned or implemented to improve student learning (II.A.3).

Review of the evidence demonstrated the College's noncredit, not-for-credit, and credit English as a Second Language pre-collegiate curriculum furthers the explicit goals of the College's mission to serve the developmental academic needs of students and directly support the advancement of those students to college level courses. This support accommodates a broad range of student goals and needs through innovative methods and proven techniques (II.A.4).

In accordance with established processes, the C&I Committee evaluates program length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Programs meet local approval requirements set forth in the curriculum handbook and the requirements of the California Community College Chancellor's Office. Degrees are consistent with the levels of quality and rigor appropriate to higher education. Academic programs are reviewed every six years and Career Education (CE) programs are reviewed every two years to ensure that they are current and relevant (II.A.5).

Courses are scheduled so that it is possible for students to complete degrees within two years and certificates in an appropriate time period based on unit requirements. Using the tools and methods developed and acquired by the College, the institution schedules courses in a manner that facilitates student progress and completion consistent with the expectations of higher education, specifically the California Community College system (II.A.6).

The peer review team confirmed the College has developed significant and diverse resources that support a wide range of delivery modes, teaching methodologies, and learning support services that support equity in the attainment of academic success for the institution's diverse student population. These modes, methodologies, and support services address the needs of students enrolled in the classes by creating more effective and engaging learning experiences for students and by creating a broad range of approaches to serve their diverse and changing needs. The examples of distance education courses provided outstanding examples of regular and substantive interaction indicating a robust student experience. The College uses data to inform decisions regarding how best to address students' needs and evaluates outcomes data to advance equity. Faculty Professional development provides opportunity for educators to increase their effectiveness in serving diverse students resulting in equity of outcomes (II.A.7).

Divisions with department wide course and/or program examinations have made consistent, disciplined, and data-driven revisions of their processes in establishing valid testing at both placement and exit levels. Review of the evidence confirmed the College is shifting towards widespread use of authentic assessment to reduce bias and increase reliability (II.A.8).

The peer review team confirmed through evidence review that units of credit awarded are consistent with institutional policies and generally accepted norms or equivalencies in higher

education. The College has implemented processes to ensure that credit is awarded once the student has met the requirements of a particular course and achieved a passing mastery of learning outcomes, as specified in both the course outline and the syllabus. All courses reflect the units of credit that are generally accepted by other institutions of higher education for similar courses or programs in order to provide a level of education consistent with accepted norms and to facilitate transfer credit and articulation agreements. The College does not offer clock hour programs (II.A. 9).

Transfer between institutions is essential in facilitating timely completion for students, and transfer to four-year institutions is a primary part of the College's mission. Transfer of credit policies are made available to students in the catalog, and processes for granting this credit are clearly delineated in order to facilitate student mobility. The College's policy for accepting transfer credits from other institutions ensures that the expected learning outcomes of transferred courses are equivalent to courses at the College by requiring that discipline experts evaluate course content and learning outcomes. Processes and personnel are in place to develop and maintain articulation agreements where patterns of transfer have been or are identified (II.A.10).

The College has adopted student learning outcomes, including institution learning outcomes (ILOs) in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Using the split mapping model, the College's ILOs have been regularly assessed according to the established cycle (II.A.11).

The College requires a complete and well-rounded component of general education for all degree programs and has articulated the philosophical foundation for this component and the specific requirements in the catalog. The philosophy is supported by Title 5 regulation and local policy, as well as governance in the form of the Academic Senate and its Curriculum and Instruction (C&I) committee. Faculty members are granted purview regarding curriculum as a whole and general education in particular relies upon faculty expertise. Faculty from instructional divisions and on the C&I Committee ensure the applicability of courses' learning outcomes to local general education area. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences (II.A.12).

Associate degrees are granted upon successful completion of 60 semester units, of which at least 18 are in a major and represent a comprehensive mastery of subject matter appropriate to the associate degree in the view of subject experts. Program Learning Outcomes address mastery of essential knowledge and skills that reflect key theories and practices within each field of study (II.A.13).

The peer review team confirmed the College standards established for instruction and program development ensure that graduates of career education programs have the technical and professional competencies to succeed in the workforce and are prepared for external licensure and certification. Graduates in career education programs demonstrate learning outcomes/exit standards as defined in the program and successfully enter into employment with more than 50 percent job placement. The College has established strong community partnerships and is in ongoing communication with local employers to ensure that program standards and qualifications are consistent with the needs of the industry (II.A.14).

GCC has not had the need to eliminate a program in recent history. However, the peer review team confirmed that BP 4021 Program Discontinuance delineates process for ensuring students can complete their education in a timely manner with a minimum of disruption. The College has an Enhancement/Sunset Program Policy developed and approved by the Academic Senate that ensures careful consideration of program elimination and a timeline that allows ample time to plan for the accommodation of students in the program (II.A.15).

The College provided evidence of a regular process of evaluation for the continuous improvement of instructional courses and programs via program review. Programs and services at the College undergo a program review process every three years and area dialogue about student and department performance, as shown in the program review dashboard data, is required annually of instructional departments. Course completion data can be examined for the department overall and it can be disaggregated by student subpopulations to reveal potential equity gaps. Recognizing how systemic privilege pervades institutional practices and marginalizes student populations that have historically been underserved and minoritized, the College's faculty have been diligent in their efforts to reshape instructional practices to be student-centered and culturally responsive (II.A.16).

Conclusions:

The College meets the Standards.

II.B. Library and Learning Support Services

General Observations:

Glendale Community College provides library, and learning support services to students and to personnel responsible for student learning and support. The College provides library resources to students in person and remotely, regardless of location or means of delivery, to assist students in attaining student learning outcomes. The library provides credit instruction, workshops for noncredit offerings, and contextualized research instruction sessions upon request by faculty. The resources are sufficient in breadth and depth to support students'

learning needs at both the Verdugo and Garfield campuses and reflects the degree of usage and need for such library resources.

Findings and Evidence:

Glendale Community College supports student learning and achievement by providing a range of learning support services including libraries, tutoring, workshops, computer labs, supplemental instruction, learning technology, laptops, Chromebooks, Wi-Fi hotspots, iPads, and graphing calculators. The College offers ongoing user instruction to students and to personnel responsible for student learning and support (II.B.1).

GCC demonstrated a collaborative process between disciplinary faculty, librarians, coordinators, and service professionals to select and maintain library resources, educational equipment, technology and materials. The College evaluation process includes program review and dialogue between faculty and learning support personnel to develop appropriate learning support services, equipment, technology, and learning spaces, thereby supporting the achievement of the college mission (II.B.2).

Glendale Community College's program review process includes library and other learning support services to assure their adequacy in meeting identified student needs. The College illustrated the how Library Services has been able to adapt to meet student needs before, during, and after the COVID-19 pandemic. The College maintains a process for annual and regular assessments and evaluations of their instructional services and library programs ensuring student learning outcomes and using the results for continuous improvement (II.B.3).

The College maintains formal agreements with external entities for resources and services and regularly evaluates them to ensure they are adequate, accessible, and utilized. Librarians review usage statistics annually and provide recommendations on continuing subscriptions or cancelling them in favor of materials that better align with student needs. Collaboration with other institutions and sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements (II.B.4).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Glendale Community College has an extensive offering of student support services. The College provides appropriate student services programs consistent with its student demographics and mission. The Student Services division works in cooperation with instruction and other campus departments to ensure students are adequately prepared to commence classes. Moreover, the

division continues to remove barriers to enrollment and provide expansive support for enrolled students. The College conducts many student surveys and uses those results to continuously improve in meeting the goals of the departments and the division. There is also a robust three-year program review cycle with an option for an annual review.

Student Services areas have identified Student Services Learning Outcomes (SSLOs) and the results of those outcomes are used to assess and identify opportunities and challenges. The outcomes are also incorporated into their program review. The results of their program reviews connect with resources requests and facility needs. Many of the Student Services departments rely on student surveys to collect student feedback, such as student engagement, and these results have led to campus initiatives designed to increase student engagement activities. There is a genuine effort to make the SSLOs and program review process meaningful and to use those outcomes in the existing planning procedures and evaluation structure. This has resulted in appropriate programs and services being offered at all campus locations and web based services.

Findings and Evidence:

Glendale Community College is committed to meeting the needs of its service area and the team found a resolute determination to encourage access and equity within its diverse learner population. Evidence indicates that all essential services are available to students either in person or through online support functions. There is evidence that the College is meeting its mission. The College employs technology to deliver quality student support services where appropriate (II.C.1).

Support needs of students are determined through various means that include student surveys, analyzing departmental data and participating in self-reflective dialogue. Glendale Community College evaluates student support services through their systematic and annual program review process. The College has a program review cycle that is connected to its mission and informed by data to make decisions to improve programs. Documentation suggests the process includes campus dialogue, and additional evidence demonstrates that the annual plans are created with input from various stakeholders (II.C.2).

Glendale Community College assures equitable access by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The Office of Research and Planning conducts annual surveys to assess student satisfaction. A full survey is conducted every three years to understand the need of student support services. The Student Equity Plan 2019-2022 establishes programs and services coordinated through an equity lens to ensure resources are strategically allocated to meet the needs of the diverse student population in alignment with the College's Institutional Strategic Plan which incorporates goals for achieving equity and reducing gaps in learning and completion among student groups (II.C.3).

The College offers several co-curricular programs through an active Associated Students of Glendale Community College (ASGCC) organization. The 26- member ASGCC Legislature and its six standing committees conduct their operations according to board policy, administrative regulations, and the organization's constitution and by-laws. ASGCC has many active clubs and programs whose focus is on basic needs of students. The Athletic Department offers 16 intercollegiate sports that match the requests of the students enrolled and supports over 300 student athletes. The Center for Academic Success of Student Athletes (CASA) has a dedicated student services technician and two counselors to provide eligibility information and academic guidance and support. All co-curricular and athletic programs are locally controlled, connect to the institutions' mission, and contribute to the social and cultural experience of enrolled students (II.C.4).

Services available to students include: career counseling, academic planning, navigating the college environment, transfer information and referrals to other support services that may benefit a student. The First Year Experience (FYE) program is designed to assist first generation college students. The FYE program offers a variety of additional support to welcome students to the College as well as guide them while enrolled. The Counseling Department relies on technology to develop short- and long-term educational plans designed to guide students to reaching their academic goals. Orientation services are available in person or online; the Verdugo and Garfield campuses have recently redesigned their student orientation process. The College has leveraged Student Equity mandate by the State of California to provide comprehensive and timely information to various groups of students to assist informed decision making (II.C.5).

Glendale Community College is an open access institution to anyone who is either a high school student or who is over 18 years old. The College conveys that admission policy through board policy, catalog information and on application material. Once a student is admitted, the college provides guidance on course pathways for degrees and certificates. Service for new students include orientation, course planning and selection, and financial aid advice (II.C.6).

The College no longer uses placement instruments. Students are eligible to enter directly into transfer level English and math which is stated in multiple locations and on the website. The College does use a self-placement instrument that was locally developed for English as a Second Language (ESL) sequenced courses which is regularly evaluated to minimize bias (II.C.7).

The District's Student Information System, People Soft, maintains student academic and registration records for all prospective, current and previous students. Access to student databases are password protected and have varying levels of viewer access depending on job responsibility. The student database is periodically backed up by the Information Technology Services department. Glendale Community College maintains paper records for Admission and Records forms and transcripts. This paperwork is retained in a locked and secure fireproof vault with limited access only to certain approved employees. All paper copies of registration forms and transcripts are scanned and imported into their electronic database. The institution publishes and follows established policies for the release of student record. (II.C.8).

Conclusions:

The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Glendale Community College effectively uses its human resources to achieve its mission and to improve academic quality. The District maintains policies and procedures that guide hiring, including screening processes, evaluation criteria and responsibilities, and professional development. Regular review of policies, procedures, and processes for equity, effectiveness, and compliance is undertaken to support institutional effectiveness.

Findings and Evidence:

Glendale Community College has established policies, procedures, and processes to assure that qualified faculty, staff, and administrators are employed to provide the necessary expertise and support in the delivery of programs and services. The hiring department, human resources, and respective constituency groups work together to verify that the job descriptions, job announcements, qualifications, duties, and selection process align with federal and state regulations and the College's mission and goals. Board Policies (BPs) and administrative regulations (ARs) are clearly and publicly stated and provide a general overview of the hiring process as well as the criteria, qualifications, and procedures for selection of personnel (III.A.1).

Full-time faculty qualifications at Glendale Community College include knowledge of the subject matter and requisite skills for the position. Job announcements include the responsibility of development and review of curriculum and the assessment of learning (III.A.2).

Glendale Community College verifies that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Minimum qualifications for administrator positions are delineated in job descriptions and job descriptions for classified professionals include required knowledge, required abilities, and essential duties (III.A.3).

The College requires degrees from recognized accrediting agencies, and processes are in place to evaluate degrees from non-U.S. institutions. The Office of Human Resources validates that applicants possess required degrees for the position to which they have applied (III.A.4).

Through board policies, administrative regulations, and collective bargaining agreements, the processes for systematic evaluation at stated intervals have been established for all categories

of employees. These include written criteria that tie to a person's duties, expectations, and areas for improvement. Evaluations are reviewed and updated as needed to ensure effectiveness and to encourage improvement (III.A.5).

Glendale Community College has a sufficient number of qualified part-time and full-time faculty members hired to assure that the quality of the institution's educational programs and services is fulfilled to achieve the College's mission and purposes. The College's program review process enables instructional programs to evaluate their operations, engage in departmental strategic planning for improvement, and request resources to facilitate the College's ability to achieve its institutional mission and goals (III.A.7).

Glendale Community College maintains policies and practices that provide for the orientation, oversight, evaluation, and professional development of its part-time faculty. Many opportunities exist for adjunct faculty members to integrate and participate fully in the life of the institution including the requirement that part-time faculty participate in continuous professional development (III.A.8.)

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the college. The College provided data comparisons with other institutions that illustrates how current staffing levels are appropriate to serve the number of students enrolled (III.A.9).

GCC has more than a sufficient number of administrators to serve its population of enrolled students as compared to the other single-college districts in the sample provided. The College's policies match state regulations on minimum qualifications for administrators (III.A.10).

Glendale Community College publishes and adheres to the adopted personnel policies. Written policies, regulations, and procedures are delineated within the College's bargaining agreements. Board Policies and Administrative Regulations are published on the college's webpage. The Office of Human Resources serves to ensure personnel policies and procedures are fair and equitably and consistently administered (III.A.11).

Through evidence reviews, the team confirmed that Glendale Community College has an established commitment to diversity. The College demonstrated its policies, practices, and programs that support their commitment to maintaining programs and services that support its diverse personnel consistent with the institutional mission (III.A.12).

Glendale Community College has established policies and procedures to ensure that all employees uphold the written code of professional ethics. These policies outline the College's expectations regarding ethical behavior and consequences for violation (III.A.13).

Glendale Community College offers a variety of programs and workshops for faculty, classified, and administrator employees. The College has an establish process for faculty to request flex credit that ensures its alignment to its mission and strategic plan. The College maintains an

annual distance education re-certification process, which requires set hours that DE faculty are required to complete. The College uses surveys to solicit feedback and ideas on new and existing professional development activities and uses the results for improvement (III.A.14).

The team found that Glendale Community College meets the standard by maintaining the confidentiality and security of personnel records. All employees have access to their personnel files in accordance with District policies and procedures, Collective Bargaining Agreements (CBA), and the law (III.A.15).

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The College demonstrates its commitment to its students through its mission, which articulates its educational opportunities available based on identified student and community needs. Through an extensive program review, planning and resource allocation cycle, the College aligns its programs, services, and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the Board of Trustees, and communicated widely. The total cost of ownership is addressed with the Five-year construction plan.

Findings and Evidence:

Glendale Community College assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. The Facilities Plan includes benchmarking and analysis and reviews of space inventories. All new construction and renovation are designed to meet seismic, structural, fire/life/safety, and access requirements under California Code and are subject to approval of the Division of the State Architect. A number of committees oversee the safety and sufficiency of the college's physical resources and the College uses the Facilities Master Plan to address space needs, prioritize and implement facility projects. The College has an Injury and Illness Prevention Plan (IIPP) that includes monthly safety audits and a work order system. Regular inspections of environmental systems are performed. Employees have access to report unsafe physical facilities and other health and safety issues via the work order system. The Safety committee addresses and remediates campus safety issues. The campus police department releases an annual security report that includes policies, procedures and crime statistics.

The team applauds the College for the efforts made to keep three programs going on campus during the pandemic that would have otherwise had to cancel. Nursing, EMT, and welding

implemented additional precautions of ionization systems, air filters, robust signage, face mask and hand sanitizer stations, and a building disinfection program to enable students to continue their education programs (III.B.1).

The College plans for the needs of programs and services necessary to achieve its mission. The Facilities Plan aligns with the institutional commitment to the mission in the planning of physical resources including those funded by Measure GC. Program Review is used to evaluate the effectiveness in addressing equipment and facility and safety needs. Other shared governance committees provide campus constituents opportunities to share concerns regarding equipment and facilities. Minutes validate that discussion and recommendations regarding new buildings and upgrades come from the shared governance committees. The College has adopted a Facilities Management Five-Year Construction Plan and associated Work Order Scheduled Maintenance List to address the most immediate space needs and required swing-space coordination. Governance committees include constituency representatives who assess requests and collectively prioritize and coordinate the acquisition and installation of needed furniture, media equipment, technology equipment, and software (III.B.2).

GCC evaluates the effectiveness of physical resources in supporting institutional programs and services through planning using relevant data. The Facilities Plan prioritizes the expansion and improvement of instructional space in alignment with the Institutional Strategic Plan. Program review and external audits aid in assuring the physical resources support institutional programs and services. A full program review is done every three years for Facilities. The program review documents the effectiveness in meeting college wide facilities and equipment needs. The status and safety of equipment is monitored through safety audits (III.B.3).

The College uses the priorities from the Strategic Plan to drive long-term, mid-term and short-term capital plans. The Five-Year Construction Plan addresses the total cost of ownership with long-range capital plans. A program is used to show the 10-year need capital needs for buildings, grounds, utility infrastructure and deferred assets. The District conducted an assessment of the condition of its facilities in 2022 which informed the ten year projection of infrastructure need including HVAC, plumbing, electrical, grounds, and other systems (III.B.4).

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

The technology resources at Glendale College are appropriate and adequate to support the institution's programs. The College demonstrates efficient and effective use of technology staff

to support the IT infrastructure. Professional technology support and training is available for students, staff, faculty, and administrators.

Findings and Evidence:

The team confirmed the College regularly evaluates the effectiveness of its technology and ensures that it meets the needs of its students, staff, faculty, and administrators. The College provides the necessary technological infrastructure to maintain and sustain distance education. An annual satisfaction survey is administered, and the College regularly evaluates the effectiveness of its technology and ensures it meets the needs of campus stakeholders. The College's disaster recovery plan also ensures the continuity of the College's operations in the event of an emergency (III.C.1).

Glendale Community College meets its objectives by implementing a comprehensive planning process, periodically reviewing needs, and updating technology projects. The College ensures the planning and assessment of technology is updated and/or replaced as needed. The College continually plans for, upgrades, and replaces aging technology systems to ensure that current and future infrastructure supports the mission, operations, programs, and services. It has created the necessary infrastructure, and capacity to support operations (III.C.2).

The College assures adequate technology resources at all locations are implemented and maintained to assure reliable access, safety, and security. The College ensures users have access to updated hardware, and through the Computer Refresh Plan, equipment is maintained up to date and has proven to be reliable. Reliable access to software and hardware are available and actively maintained. The College is prepared to address network disruptions and sufficient financial support is provided (III.C.3).

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College has made significant advancements in providing a comprehensive suite of support services and resources aimed at the effective use of technology. The College's Distance Education team has played an increasingly important role in technology support across the institution. The College is also committed to supporting students with disabilities and ensuring that they are given equal educational opportunities (III.C.4).

The College has established policies and procedures governing the appropriate use of technology in the teaching and learning process. These policies are codified in policies and procedures that are publicly accessible and regularly reviewed by relevant committees in the governance structure (III.C.5).

Conclusions:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Glendale Community College provided a comprehensive report of this Standard and sufficient evidence was provided to support the evaluation. The Adopted Budget, Board Policies and Administrative Regulations guide the budget process to ensure it is transparent and appropriately supports programs and services. During the period of this peer evaluation the College was under enhanced monitoring by ACCJC for the following reasons:

- Low average fund balance reserve (3.75%) over the three-year reporting period
- Average net operating revenue ratio was negative (-4.4%) for the three-year reporting period
- Deficits averaged -\$4.5M over the three-year reporting period
- Full-time equivalent students (FTES) declined 16% over the three-year reporting period
- Serious audit findings, including a finding on financial condition of the district.

A response to the fiscal monitoring notification by ACCJC was provided by the CEO including planned actions and completed activities to address fiscal factors that led to the at-risk determination. The college declared a commitment to working through the fiscal challenges in partnership with labor organizations and governance constituencies.

The College has done significant work to address the deficiencies listed in the enhanced fiscal monitoring from ACCJC. Through a collaborative and transparent process, the College moved from deficit spending to a surplus, increased the fund balance reserve to 7%, and resolved the audit findings.

Glendale Community College's student learning programs, student services, and institutional effectiveness are supported by the unrestricted general fund budget and restricted funds designated for categorical programs received through state allocation and grants. The College has a general obligation bond that provides resources for capital improvement projects and new construction.

General Observations – Enhanced Fiscal Monitoring

Through college-wide efforts, the College was able to address all the fiscal areas of concern highlighted by the commission. The College was able to turn the financial position from a deficit to a surplus and meet board policy guidelines on the ending fund balance. Budget training opportunities are provided to employees, students and the Board of Trustees through the Community College League of California (CCLC), the Interim VP of Administration, the Fiscal Crisis and Management Team (FCMAT) and the Association of Chief Business Officers (ACBO). Budget updates are provided to the campus on a regular basis with transparency. Through a tremendous and campus-wide effort, the College eliminated the budget deficit, developed an enrollment management plan, and improved efficiencies.

Findings and Evidence:

Planning

Glendale Community College has Board Policies and Administrative Regulations in place to ensure financial resources are sufficient to support the institutional operations. The policies and regulations delineate reserve and contingency minimums, establish a budget development process, and guide resource allocation. The College demonstrated the link between institutional planning and resource allocation with evidence from the Strategic Planning Committee, Institutional goals, and achievement and success data. The College has a budget committee that includes constituency representation, to provide guidance to the Controller on budget development. Reserve funds are only accessible for budget purposes through a formal resolution of the governing board. The 2022-23 Budget reflects a surplus and a reserve above the required threshold (III.D.1).

Glendale Community College follows a budget development process that includes the annual allocation of financial and human resources to implement the educational and master plans. The budget is developed through a collaborative process involving district governance groups. The Strategic Plan serves as the guide for annual goals for resource requests and they must align with the College mission. Policies and procedures are established to ensure sound financial practices and accurate and reliable fiscal information. The College disseminates financial information through regular governance meetings and to the board of trustees. Glendale Community College ensures the mission and goals are at the foundation of financial planning, which is integrated with institutional planning, through Board Policy and Administrative Regulation. The College budget is publicly available and widely distributed across the campus community (III.D.2).

The College follows clearly defined guidelines and processes for financial planning and budget development. Administrative Regulation 6200 defines the budget development process and a budget calendar that reflects the timeline of institutional planning coordination with the budget process. The planning cycle has opportunities for constituent involvement in the budget process through the Budget Committee, Strategic Planning Committee, and the Institutional Planning Coordination Committee which are responsible for college wide planning and budget recommendations. The Board of Trustees approves the tentative budget and the adopted budget. The ending fund balance for the 2022-23 fiscal year and projected through 2028-29 is in compliance with the board policy of 5%. The District is striving to meet industry guidelines of two months of operating expenditures in reserve.

The College hired PPL, an educational consulting firm, to review the systems used for budgeting and make recommendations for improvements in the budgeting process, tools for projections, fund tracking and manager accountability, system efficiency, 50 Percent Law compliance, and payroll processes. The work is expected to be completed by late Fall 2023.

The College improved its accountability for expenditures and the budget process. Improvements in the budgeting process stemmed from adding a non-management co-chair to the Budget Advisory Committee. Line item budget reviews are conducted twice a month and regular cash flow statements are shared with constituent groups (III.D.3).

Fund Balance Reserve – Enhanced Fiscal Monitoring

The Commission, in its October 17, 2022 Action Letter, cited low average fund balance reserve (3.75%) over the three-year reporting period as a deficiency that it required to be addressed. The 2022-23 311Q, reported to the Chancellor’s Office, shows an ending fund balance of 7%. Fiscal Projections and Budget documents show a fund balance of greater than 5% in the current year and projected out to 2028-29. Sufficient evidence has been provided showing an adequate fund balance reserve.

The evidence provided was sufficient to show that the College has tighter controls over fiscal transactions. The college shifted its hiring practices to review all new and replacement positions for institutional needs and budgetary constraints. Contracted services were moved in-house where possible, resulting in significant long-term savings. The fiscal reports to the Chancellor’s Office indicate that the deficit has been eliminated and turned around to a surplus. It also depicts an ending fund balance that meets the District Board Policy Guidelines.

Net Operating Revenue Ratio – Enhanced Fiscal Monitoring

The Commission, in its October 17, 2022 Action Letter, cited average net operating revenue ratio was negative (-4.4%) for the three-year reporting period. The College has reported a surplus in 2022-23 and projects a surplus in subsequent years.

Surplus/Deficits - Enhanced Fiscal Monitoring

The Commission, in its October 17, 2022 Action Letter, cited deficits averaged -\$4.5M over the three-year reporting period. Evidence provided in the 311Q shows a net surplus in 2020-21, 2021-22 and 2022-23. The 2023-24 Budget shows a net surplus through 2028-29. The College used a conservative approach to project a surplus in future years. A significant amount of work was done by the Glendale Community College team to find savings and increase FTES. Steps taken by the College included:

- Eliminated the use of outside contractors for (HVAC) and hired employees to do the work
- Used categorical funds to increase marketing to attract more students
- Changed the policy of allowing students to register if they had a prior year balance owed on their account.
- Reviewed vacancies with the Campus Executive Committee and HR to determine the need to refill or reduce
- No salary increases were made with faculty and classified.

FTES / Enrollment – Enhanced Fiscal Monitoring

The Commission, in its October 17, 2022 Action Letter, cited full-time equivalent students (FTES) declined 16% over the three-year reporting period. As shown in the 320 Report, the credit FTES has grown by 12%. The Non-credit FTES has also shown a dramatic increase year over year in 2022-23 of 33.2%. Conservative estimates of 2% growth were used for future year projection. The college has experienced an increase in Credit efficiencies as follows:

Credit Efficiency (WSCH per FTEF)

Fall 2021: 394.0 WSCH per FTEF

Fall 2022: 388.4 WSCH per FTEF

Fall 2023: 411.7 WSCH per FTEF

Credit FTES per FTEF

Fall 2021: 12.4 FTES per FTEF

Fall 2022: 12.2 FTES per FTEF

Fall 2023: 12.9 FTES per FTEF

Credit Fill Rates

Fall 2021: 77.4%

Fall 2022: 76.9%

Fall 2023: 81.7%

Fiscal Responsibility and Stability

During each budget cycle, three- to five-year financial projections and operational cash flow needs are prepared and analyzed. Institutional planning incorporates a realistic understanding of expenses as demonstrated in the Technology Strategic Plan. The College plans establish goals for expenditure requirements by reviewing past financial results. The College also assesses history of facility usage and costs. Institutional planning was negatively impacted by recent over statement of accounts receivable and projected state apportionment. Evidence was provided in September 2023 showing a positive cash flow in the current year and projected out five years (III.D.4).

The College has internal control systems in place to ensure that transactions have proper approval, security of records, separation of duties and reconciliation. The College received audit findings in 2018/19 and 2020/21 that indicated a lack of control on over-spending the budget, year-end closing entries, and posting revenues to the proper period in accordance with the Budget and Accounting Manual (BAM). The internal control structure has recently been revised to increase effectiveness in response to audit findings in the 2021/22 Audit Report. System controls have been put in place to avoid over-spending and secondary review processes were started to ensure proper accounting of revenues. Expenditures require appropriate authorization and budget controls are in place to avoid overdraft. Financial records are secured by Oracle which requires a user ID and password to access information. The Controller's Office organizational chart provides for separation of duties preventing fraudulent activities and checking for potential errors. The College reconciles accounts, labor distribution, student fees,

and more to ensure the accuracy of financial records. The positive audit in 2021-22 contained no findings and the previous findings were cleared, reflecting the claim that rules in the BAM were followed and the internal controls were adequate (III.D.5).

The audit findings in 2018/19 and 2020/21 related to internal controls over budgeting and reporting were subsequently corrected. Secondary review of fiscal information and controls over spending have been implemented to address the deficiencies. To ensure a high degree of credibility and accuracy, the College should seek to receive unmodified opinions without findings on the financials. The College revised its financial statements to present a balanced budget with a 6% reserve. The annual 311 report for 2022/23 should reflect these projections. The Glendale Community College budget is respected by the campus community as an accurate reflection of an appropriate allocation and use of financial resources to support learning programs and services (III.D.6).

Overall, recent audit findings have necessitated actions to formalize expenditure procedures with the ultimate goal of strengthening the fiscal health of the College. Any findings have been addressed and corrected each year resulting in no recurring findings. All findings are reported to College employees and the public in an open session meeting of the Board of Trustees. The College's response to recent external audit findings was comprehensive, timely, and communicated appropriately to the accreditor and public (III.D.7).

Glendale Community College relies on the auditor's review to evaluate internal controls. Material matters that would affect the representation of financial information are identified in the audit, then corrective actions are implemented by District employees. In some cases, immediate corrective actions have been implemented to correct overstatements of apportionment. The College evaluates financial control systems via program review and uses the assessment results for improvement. The 2020/21 District audit uncovered errors in financial reporting and internal control weaknesses. Improper booking of year-end adjustments resulted in an overstatement of revenues. Secondary review processes were implemented to address the finding. It was also noted that requisitions were processed without manager approval. Oracle, a system with approval controls in place, is now used to process requisitions. Evaluation of the effectiveness of internal control is addressed in Program Review. The college can strengthen its practice by reviewing its internal control system on a regular basis. (III.D.8).

The College revised Board Policy 6305 to include a cash reserve of 5% with a goal of a reserve equal to two month's operating expenditures. The College prepares a monthly cash flow that is included with a five-year financial projection. Despite the policies and procedures in place, the College incurred four audit findings in 2020/21 related to financial reporting and closing procedures, financial condition, revenue recognition and activities and allowable costs. All four findings were addressed by increasing oversight and review of accounting transactions, working with the Department of Education and the auditor to move expenses to the proper category, and expense mitigation to create a balanced budget and bring reserves back to an adequate level. The 2020/21 audit findings were cleared by the auditors in the 2021/22 audit. In addition to the audit findings, in October 2022, the College was put on a third year of enhanced

monitoring by ACCJC. The College responded to the ACCJC with a plan to address three core areas of improvement: Budget Development and Policy, Ongoing Budget Monitoring and Fiscal Accountability, and Transparency. The College took immediate action to improve its financial condition and was able to present an updated 2022/23 balanced budget with a 6% reserve. The College achieved this by working with its governance and collective bargaining partners to make changes in the budgeting process to project expenditures based on known expenses and contractually agreed upon increases, and to include only unrestricted general fund revenues to cover ongoing costs. The College addressed the low reserves by reducing costs in contracted services, technology, and facility contracts. The College also put a hold on accounts to prevent expenses exceeding the budget and tighter controls over accounts by holding budget managers accountable for cost overruns. The College has a comprehensive insurance plan for property, liability, and worker's compensation through a JPA. Through membership in the JPA, the College manages risk to exposure of claims and damages by participating in workshops, trainings, and regular inspections. The College has made a significant effort to increase cash flow and reserves to maintain stability. The College is encouraged to work with constituency groups to reduce budget expenditures and increase revenues to achieve a reserve of two months of operating expenses (III.D.9).

Glendale Community College has established Board Policy and Administrative Regulation that delineate effective oversight of finances. Board Policy 6300 Fiscal Management and 6301 Fiscal management of major projects provide for effective fiscal management and oversight of resources. The controller, vice president of administrative services, and director of business services have responsibilities for oversight of fiscal transactions, the budget, and contractual relationships. Financial aid is distributed in accordance with Federal Title IV and state regulations. The Measure GC bond, the student financial aid cluster of programs and the Glendale Community College Foundation undergo an annual, comprehensive compliance exam as part of the external audit. Any findings are corrected in a timely manner and used as a basis for improvement (III.D.10).

Audit Report Findings – Enhanced Fiscal Monitoring

The Commission, in its October 17, 2022 Action Letter, cited serious audit findings, including a finding on financial condition of the district. The positive audit in 2021-22 contained no findings and the previous findings were cleared, reflecting the claim that the BAM was followed and the internal controls were adequate. In addition, the auditors signed off on the list of allowable expenditures to be used with HEERF funds that was submitted to the Federal Government.

Liabilities

The College reserves went below the board policy requirement of 5% causing the audit firm to issue a qualified opinion and findings regarding the fiscal condition. To mitigate expenses, the college issued a SERP in 2020, reviewed current health benefits and joined a JPA. Other financial instruments, both short and long-term liabilities, have been paid off. The College updated Board Policy 6305 by shifting the requirement from 5% general reserve to 5% cash reserve with a goal for a two-month of general fund expenditures. (III.D.11).

Glendale Community College complies with Governmental Accounting Standards Board (GASB) requirements to have an actuarial study done on post-employment healthcare benefit obligations. The College has set funds aside into a CalPERS trust fund. Employee benefits are capped to minimize the College liability. The College has a funding plan that sets aside resources for retiree health benefit costs to reduce the pay as you go burden on the annual budget. The College incorporates actuarially developed plans for OPEB obligations into its financial plans. An early retirement incentive was approved and the final payment from the general fund will be made in 2025 (III.D.12).

The College invokes Tax Revenue Anticipation Notes (TRANS) through the Los Angeles County Pooled Financing Program to cover deferred state apportionment as needed. The recent TRANS was repaid in 2021. General obligation bond liabilities are paid by local taxpayers. All bond issues are in good standing. The College takes advantage of bond refunding when it will benefit the taxpayers and the College (III.D. 13).

Internal controls over funding sources and expenditures of restricted funds are reviewed by funding agencies and through audits. The general obligation bond funds are reviewed by the citizen's oversight committee and expenditures are consistent with regulatory and legal restrictions. Financial operations of all auxiliary activities are appropriately monitored. The financial resources, including debt instruments, auxiliary activities, fund-raising effort, and grants of the College are used with integrity in a manner consistent with the intended purpose of the funding source. The College's restricted and unrestricted funds are audited on a regular basis (III.D.14).

The College's Financial Aid department monitors and manages the student loan three-year default rate to ensure it is within federal guidelines. The most current default rate (2017) is 1.9%, well below the maximum allowable of 30%. Revenue streams and assets are monitored to ensure compliance with federal requirements, including Title IV of the Higher Education Act (III.D.15).

Contractual Agreements

Contractual agreements are governed by Board Policy and Administrative Regulations to maintain integrity of the College and safeguard against potential liabilities. All contracts go through the Business Services Department for compliance review of regulatory codes. Processes are reviewed by external auditors for compliance. The College negotiates contractual agreements with external entities to ensure consistency with the College's mission and goals. Agreements and contracts are governed by institutional policies and contain appropriate provisions to maintain the integrity of the District including the quality of its programs, services, and operations (III.D.16).

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Governance roles are defined in policy and facilitate decision-making processes that support student learning programs and services and improve institutional effectiveness. Glendale Community College has a Blue List which not only shows the membership and meeting days and times of each committee, but also the reporting structure. Regular reports from all committees are available on the Governance website. An annual survey is sent to all employees regarding their opinions about governance and leadership with results transparent and available on the College website. The governance structure is designed to ensure that decision-making is aligned with expertise and responsibility by ensuring those on the committees are the ones responsible for those areas which include ensuring faculty and academic administrators are responsible for curriculum and student learning programs and services.

Findings and Evidence:

The team found AR 2511 delineates the committee structure at Glendale College with BP 2510 and that students, classified professionals, faculty, and administration must participate in local decision making. Glendale Community College's Blue List shows the membership and meeting days and times of each committee and the reporting structure. There are regular reports from all committees available on the college website. The team found many examples where GCC fosters innovation by welcoming members of constituent groups in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have significant institution wide implications, systematic participative processes are used to assure effective planning and implementation (IV.A.1).

The committee structure and roles of students, classified staff, faculty, and administration are codified in AR 2511 which establishes the decision-making process and authority at Glendale Community College. Students are represented on most governance committees and several student-led changes at GCC were highlighted in the institutional report and evidence (IV.A.2).

Stakeholders on governance committees have a substantial voice in institutional policies, planning, and the budget as it relates to their areas of responsibility and expertise as set forth in AR 2511. The roles of students, classified professionals, faculty and administrators in participation of local decision-making processes is defined in BP 2510 and AR 6200 ensures the budget is developed in a collaborative manner through the district's governance process involving faculty, staff, students, and administrators (IV.A.3).

The Curriculum and Instruction Committee, a subcommittee of the Academic Senate, includes representatives from all academic divisions and is co-chaired by the vice president of instruction and a faculty coordinator appointed by the Academic Senate. The charge of this committee is to recommend actions upon all curricular matters as well as ensure the integrity of all educational programs. The team found that faculty chair or co-chair committees regarding distance education; student learning outcomes and assessment; and diversity, equity and inclusion. Instructional deans are responsible for the Glendale College's various instructional programs and the vice president of instruction provides executive leadership over all instructional programs and personnel (IV.A.4).

The governance at Glendale Community College relies on the participation of students, classified professionals, faculty, and administrators. Generally, the governance system is designed to ensure that decision making is aligned with the expertise and responsibility by ensuring those on the committees are the ones responsible for those areas. Through established timelines and regular meeting schedules, timely action occurs for institutional plans, policies, curricular changes, and other matters (IV.A.5).

Decision-making processes at Glendale Community College are codified in BP 2510, AR 2511, and AR 4000. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. The Governance webpage provides the governance structure which explains the processes for decision-making, regular committee reports which include anything approved, and an annual report which is a summary of all decisions made by the Governance Review Committee (IV.A.6).

The Office of Research & Planning administers an annual survey to all employees regarding their opinions about governance and leadership with results going back several years available on the College Views webpage. The data is disaggregated by campus location and employee classification. The results of this evaluation serve as the basis for improvement (IV.A.7).

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

Even amidst a recent turnover (July 2022), the institutional chief executive officer (CEO) provides effective leadership for the college via personal oversight and delegation of duties. This oversight includes all planning, budgeting, organization, personnel hiring and development, accreditation compliance, and institutional effectiveness assessment activities. The superintendent/president provides regular reports to all constituent groups, including board of

trustees, faculty, classified professionals, students, and the community. The resilience of GCC to CEO turnover is due to an excellent governance structure that allows the college leadership to align with accreditation standards, direct implementation of regulations and policies, and ensure excellence in student instruction as envisioned in the College mission statement.

Findings and Evidence:

Various board policies at Glendale Community College identify the superintendent/president's responsibilities regarding the quality of the College. The results of annual assessments indicate the superintendent/president frequently or consistently exceeds expectations and confirm effective leadership in the areas of planning, organizing, budgeting, selecting and developing personnel, and evaluating institutional effectiveness (IV.B.1).

Specific policies and administrative regulations at GCC establish the role of the superintendent/president who directs the institution in all areas. Evaluation results from the regular assessment of the superintendent/president confirm that the superintendent/president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. As established by the organizational and administrative structure for reporting relationships, the superintendent/president delegates authority to administrators and others consistent with their responsibilities (IV.B.2).

The president directs the institution in all areas through the established shared governance structure. A primary means of governance is via the College Executive Committee, of which the president is chair. In this forum, the president is appraised and advised of planning, budgeting, organization, hiring, institutional effectiveness, and accreditation compliance issues. As an example of this structure, resource requests included in program reviews are reviewed by the Budget Review committee and ranked as part of a resource allocation prioritization list. The items on this list are subsequently reviewed for approval by the CEO. Similarly, based on requests and recommendations from the Hiring Allocation Committee, the superintendent/president conducts final hiring interviews and determinations (IV.B.3).

The CEO assumes the primary leadership role for all aspects of accreditation and appropriate responsibilities have been assumed by faculty, classified professionals, and administrators to assure compliance (IV.B.4).

Since arriving in July 2022, the CEO has focused on a response to financial instability challenges the institution faces as documented in a 2021/2022 Audit Report. Overarching financial planning, regulations, and processes have been implemented to control expenditures and achieve increased fiscal reserves. To ensure ongoing effective control of budget and expenditures it is critical that the plans be fulfilled. At Glendale Community College, the superintendent/president assures implementation of statutes, regulations, and policies, using the authority granted by the Board of Trustees. The superintendent/president works closely with the College leadership team and constituency leaders to fulfill this responsibility and

oversees institutional practices that are consistent with the mission and codified policies which include control of budget and expenditures (IV.B.5).

By representing Glendale Community College through meetings, events, and service to the community, the superintendent/president engages in considerable collaboration and communication with community leaders and organizations (IV.B.6).

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Governing Board is empowered with the authority over and responsibility for policies to safeguard the quality and effectiveness of the College. The Board acts as a unified entity in support of the decision made and follows established policy in the selection of the CEO. The Board sets forth policies that align with the College mission. The Board creates bylaws and policies and acts in a manner to uphold them. These bylaws and practices are reviewed on a regular basis. New and existing Board members engage in training related to their duties. The Board is evaluated routinely, and the results are made public and guide continuous improvement. The Board is supportive of the CEO.

Findings and Evidence:

The College is governed by an elected five-member Board of Trustees pursuant to the California Education Code. The Board is granted its authority as defined in the California Education Code and Title 5 of the California Code of Regulations. Board Policy 2200 Board Duties and Responsibilities identifies 12 primary responsibilities to which the Board adheres. The Governing Board possesses appropriate authority and responsibility to assure the quality, integrity, and effectiveness of student programs and services, as well as the College's overall functioning (IV.C.1).

The Board acts collectively and adheres to the authority granted under California Education Code including adhering to the Brown Act. The Board has a strong pattern of unanimous voting on issues for Board action. There is no evidence the Board does not work as a cohesive whole once decisions are made. The Board completes an annual self-assessment survey and results demonstrate that the Board recognizes the importance of supporting decisions collectively made. An annual survey is administered that includes questions about the performance of the Board. Findings from the Governing Board self-assessment are consistent with results from the annual survey of employee groups in concluding that the members of the Board of Trustees act in concert once a decision has been made (IV.C.2).

Defined policies for selection and evaluation of the Superintendent/President were followed during each of the College's Superintendent/President searches in accordance with BP 2431. Additionally, BP 2435 is in place and is consistently followed for the annual evaluation of the superintendent/president (IV.C.3).

The Board of Trustees consists of five members elected by voters of the District. They are elected by area and the Board has focused its role on policy, meeting the educational needs of the region, and the public interest. There is no evidence that the college has been faced with outside pressure or inappropriate influence (IV.C.4).

The Board of Trustees formulates, reviews, and adopts policies to ensure the effectiveness of the institution and its learning programs. The Board devotes time and attention related to the quality, integrity, and improvement of student learning. In 2021, the Board committed to focus on policy that ensures quality, integrity, improvement of student learning programs and services, and providing the necessary resources to support such policies. The Board completes an annual self-evaluation assessment survey, and the results demonstrate that the Board recognizes its responsibility for ensuring educational quality policies. In fulfilling their responsibility for financial integrity and stability, the Board is encouraged to be diligent in support of the CEO in adopting or revising policy, fiscal monitoring, budget planning, and addressing audit findings (IV.C.5).

Board Policies are published and available on the College website to the public including those that specify its size, duties, responsibilities, structure, and procedures for operation (IV.C.6).

The Board has a system for regularly reviewing, evaluating, and updating its policies on a 5-year review cycle. This review is codified in BP 2410 Board Policies and Administrative Regulations. The Board acts in a manner consistent with its policies and engages in active assessment, and revision of policies, as necessary. It does so to be consistent with the College mission, improving student learning, and the maintenance of effectiveness and efficiency (IV.C.7).

The Board holds regularly monthly board meetings in addition to special meeting retreats. Key indicators for student learning and success are regularly reviewed by the Board. The Board receives reports on the results of college plans, activities, and services (IV.C.8).

The five-member Board attends state and national conferences. Informal training also takes place at monthly pre-Board meetings with the Superintendent/President. BP 2740 Board Education addresses ongoing professional development and new member orientation for all Board members. Board members also participate in state, regional, and national trustee association events (IV.C.9).

A comprehensive Board evaluation process is in place. The results are reviewed by the Board, publicly discussed, and used to improve performance as defined in Board Policy 2745 Board of Trustees Evaluation (IV.C.10).

Conflict of Interest and Ethical Responsibility policies are in place and followed by the Board. There is policy to address behavior that violates these policies. The Board upholds, and individual members adhere to, BP 2715 Ethical Responsibilities of the Board. BP 2717 Personal Use of Public Resources and BP 2710 Conflict of Interest are also in place to support ethical conduct of Trustees. Board members annually complete the California Fair Political Practices Commission Form 700 (IV.C.11).

The policies of the Board delegate administrative responsibility, and authority, to the superintendent/president. Board Policy 2430 Delegation of Authority to the Superintendent/President delegates the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (IV.C.12).

The Board receives regular updates regarding accreditation matters and is aware of associated Standards, policies, and requirements of ACCJC. The Governing Board supports the College's work in continuous improvement and engages in self-evaluation of their role and function in the accreditation process. Board Policy 3200 Accreditation requires the superintendent/president to keep the Board informed about the regional accrediting commissions eligibility requirements, accreditation standards, and the college's accredited status to assist the Board in evaluating the Governing Board roles and functions in the accreditation process. Special trainings are conducted for the Board (IV.C.13).

Conclusions:

The College meets the Standard.

Quality Focus Essay

The College, through the Guided Pathways Steering Committee, Institutional Planning Coordination Committee (IPCC), and Academic Senate, identified retention as an area of focus and improvement. The College adopted three actions, 1. Professional Development, 2. Communities of Practice, and Action Research, all of which support implementing and enhancing equity pedagogical practices that create a student sense of belonging. The College provided evidence that it is completing actions, advancing all three projects by their set timelines. Furthermore, the college incorporated student programs that support the equitable classroom practices that lead to improving retention.

The College developed and is following plans to create equitable classroom practices to increase the students' sense of belonging. The focus of professional development for this academic year is equitable classroom practices. The College developed an outstanding "Guide For Creating Equitable Curriculum." The visiting team heard numerous examples of Communities of Practice being implemented across campus. The College provided details regarding the development and success of a First Year Experience which has grown exponentially since its inception, the PromisePlus+ program, and a new Second Year Experience. The visiting team received feedback from numerous students on how GCC has enhanced their sense of belonging through these and numerous other specialty programs.

Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Glendale Community College
1500 N. Verdugo Rd., Glendale, CA 91208

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 23, 2023.

Jill Stearns, Ph.D.
Team Chair

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Glendale Community College

Peer Review Team Roster

Team ISER Review

March 23, 2023

Dr. Jill Stearns, Team Chair Cuesta College Superintendent/President	Dr. Star Rivera-Lacey, Vice Chair Palomar College Superintendent/President
ACADEMIC MEMBERS	
Mr. Francisco Banuelos College of the Sequoias Dean of Natural Sciences, Mathematics, and Engineering	Mr. David Beymer Hartnell College Instructor-Athletic Trainer
Dr. Jamal Cooks Chabot College President	Dr. Timothy Ellsworth West Hills College Coalinga Faculty
Dr. Tammi Marshall Cuyamaca College Acting Dean, Mathematics	
ADMINISTRATIVE MEMBERS	
Dr. Kay Nguyen Golden West College Dean, Research, Planning, & Institutional Effectiveness	Dr. Kevin O’Rorke Shasta College Assistant Superintendent/Vice President of Student Services
Ms. Meredith Plummer Copper Mountain College Chief Business Officer	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian, Vice President	

Summary of Team ISER Review

INSTITUTION: Glendale Community College

DATE OF TEAM ISER REVIEW: March 23, 2023

TEAM CHAIR: Jill Stearns, Ph.D.

A ten-member accreditation peer review team conducted Team ISER Review of Glendale Community College on March 23, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022 and held a pre-review meeting with the college CEO on January 12, 2023. The entire peer review team received team training provided by staff from ACCJC on February 8, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in September 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: GCC has established a plan to address the fiscal concerns delineated in the letter from ACCJC and audit findings; however, sections of the plan lack clarity of actions, measurable outcomes, and intended next steps for ensuring long term fiscal stability.</p>
<p>Standards or Policies: Standards III.D.1, III.D.4, III.D.5, III.D.6, III.D.8, III.D.9, III.D.10, IV.B.5, and IV.C.5</p>
<p>Description:</p> <ol style="list-style-type: none">The team reviewed audit reports, fiscal monitoring letters and responses, enrollment data, budgets, Board retreat budget presentation slides, the ISER, and linked evidence.The team seeks to further understand the Five-Year Projection to achieve fiscal stability including: enrollment management, sufficient reserves, reduced dependency on one-time funding, budget development, expenditure constraints, effective internal controls, and fiscal oversight.
<p>Topics of discussion during interviews:</p> <ol style="list-style-type: none">The impact of the Five-Year Projection on scheduling and staffingThe impact of the Five-Year Projection on operations including support servicesThe operationalization of the Five-Year Projection including strategiesStrategies to address challenges to aligning practice with policy including reserves
<p>Request for Additional Information/Evidence:</p> <ol style="list-style-type: none">Detailed enrollment management planStaffing plan and/or decision-making rubric for personnel requests2023/24 Adopted Final BudgetP-2 for 2022/23Detail supporting strategies outlined in the Five-Year ProjectionsUpdated policy and procedure, if any, related to fiscal managementProgress toward achieving two month's operating expenses in reserveCurrent cash flow projectionsCurrent financial statements

Request for Observations/Interviews:

- a. Chief Business Officer
- b. Budget Advisory Committee

- c. Superintendent/President
- d. VP Academic Affairs

- e. Members of the Board of Trustees

Core Inquiry 2: The ISER and Open Forum brought forth a number of impressive examples of interdisciplinary collaboration focused on student experience leading to student success and reducing achievement gaps. The team seeks to understand the environment and structures that support innovation.

Standards or Policies: Standard IV.A.1

Description:

- a. The team reviewed the ISER, governance webpages, and held an Open Forum in which collaborative initiatives were shared.
- b. The team seeks to understand the structures, leadership, governance, and engagement that bring forth innovation to reduce gaps in student achievement.

Request for Additional Information/Evidence:

- a. Example of the cycle from idea to implementation of innovative practices.
- b. Evaluation and assessment of an implemented and sustained program effective in reducing gaps in student achievement.

Request for Observations/Interviews:

- a. Academic Senate President
- b. Faculty, classified professionals, and students involved in interdisciplinary programs
- c. Those currently engaged in launching an innovative program