
Glendale Community College

Follow-Up Report

Submitted by:

Glendale Community College
1500 North Verdugo Road
Glendale, California 91208

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 15, 2014

Follow-Up Report - Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

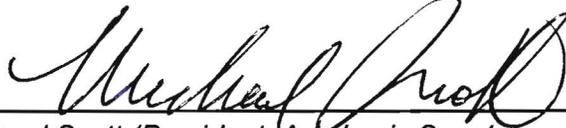
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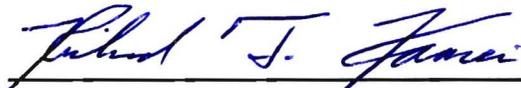
David Viar, Superintendent/President (Chief Executive Officer)



Ann H. Ransford (President, Board of Trustees)



Michael Scott (President, Academic Senate)



Richard Kamei (President, Faculty Guild)



Saodat Aziskhanova (President, CSEA)



Davit Avagyan (President, Associated Students)

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Report Preparation

This Follow-Up Report, like the 2013 Midterm Report and the previous Follow-Up Reports, was developed through the coordination of the Institutional Planning Coordination Committee (IPCC), a governance committee responsible for coordinating the College's planning efforts. The committee assigned the responsibility of writing first drafts responding to the three recommendations to seven of its members. The drafts were reviewed and revised between September 2013 and January 2014.

The list below shows the individuals who were involved in preparing and reviewing the Midterm Report.

Michael Scott (Senate President), Isabelle Saber (Faculty Planning, Program Review, and Accreditation Coordinator), Yvette Ybarra (Faculty SLO Coordinator), David Yamamoto (Faculty SLO Database Coordinator), Peggy Renner (acting Curriculum Co-Chair, Fall 2013), Stacy Jazan (acting Curriculum Co-Chair, Fall 2013), Richard Kamei (Faculty Guild President), Deborah Robiglio (Noncredit ESL Faculty Member), Lucine Garibian (Associated Students), Hailey Carlson (Associated Students), Kathy Bakhit (Associate Dean of Curriculum Management), Saodat Aziskhanova (CSEA), Hoover Zariani (CSEA President), Ron Nakasone (Executive Vice President of Administrative Services), Ricardo Perez (Vice President of Student Services), Mary Mirch (Vice President of Instructional Services), Donna Voogt (Administrative Dean of Human Resources), Michael Ritterbrown (Dean of Instruction), Edward Karpp (Dean of Research, Planning, and Grants), Marc Drescher (Associate Vice President of Information Technology Services), Alfred Ramirez (Administrative Dean of Workforce Development, Continuing and Community Education), Deborah Kinley (Associate Dean of Continuing and Community Education, Student Services & Operations), Jill Lewis (Program Manager, Accreditation and Program Review)

The Follow-Up Report was provided to the College in early February for review and comment prior to final action by the Campus Executive Committee (the College's primary governance committee chaired by the Superintendent/President and composed of the Vice Presidents and the constituency group leaders) and the governing board.

Response to the Commission Action Letter

The Commission action letter dated July 3, 2013 indicated that this Follow-Up Report must demonstrate complete and sustained resolution of three of the 2010 recommendations, with special focus on issues related to the assessment of student learning outcomes.

Recommendation 1

2010 ACCJC Report Recommendation 1. *Building on a recommendation made by the 2004 evaluation team, the team recommends that the college strengthen the linkages among the program review, planning and resource allocation processes in order to:*

- a. *Establish and publish a clear timeline and specific outcomes for the integration of the planning processes;*
- b. *Establish and implement formal and systematic processes for assessing the effectiveness of the planning, program review, and resource allocation processes that include clear measures of effectiveness and direct evidence;*
- c. *Ensure that the implementation of integrated planning and resource allocation is not solely dependent upon the receipt of new revenue, but rather focuses on continuous improvement even if this requires reallocating or reprioritizing the use of existing resources;*
- d. *Assign administrative responsibility and accountability for the implementation of plans;*
- e. *Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures;*
- f. *Clarify, document and review the multiple paths for requesting resources;*
- g. *Ensure an integrated process for continuous improvement of the planning process; and*
- h. *Facilitate increased campuswide awareness and understanding of the College's integrated planning and decision-making processes (Standards IB.2, IB.3, IB.4, IB.6, IB.7, IIIA.6, IIID.1.a, IIID.1.b, IIID.3)*

ACCJC Response to Midterm Report

The July 3, 2013 action letter added "With regard to Recommendation 1, the College has revised its program review process to an annual process and is in the third annual cycle. The process includes the assessment of SLOs and the linkage of program reviews and resource requests to plans and learning outcomes; however, assessment of Program Student Learning Outcomes is not at an acceptable level, and there is a question whether the institution has sustained its efforts to satisfy this recommendation."

College Demonstration of Complete and Sustained Resolution

Program Learning Outcomes Assessment and Integrated Planning

Assessment of Program Learning Outcomes (PLOs) has improved dramatically since the Midterm Report of March 2013. Currently, 93.6% of degree PLOs, 93.0% of certificate PLOs, and 97.6% of other college program PLOs have been assessed and are following a regular assessment cycle. [Ref. 1-1]

PLO assessment is an integral part of the annual program review process. All instructional, student services, and administrative programs are required to complete program review every year. Questions about assessing PLOs and using assessment results for improvement are included in all program review documents [Ref. 1-2]. The 2013-2014 program review document included the following items related to learning outcomes assessment:

- “Using the results from your division/department's recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments in the past year.”
- “Please summarize any changes that have been made as a result of recent program, certificate, or degree level assessments.”
- “What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?”

Documented evidence shows that PLO assessments are being used for program improvement. Every year, a summary of assessments leading to improvement, including concrete examples, is collected and presented to the Master Planning Committee. In 2013-2014, the summary was presented at the Master Planning Committee meeting on October 18, 2013 [Ref. 1-3] to help close the loop between assessment and master planning. Examples of assessments that have resulted in focused attention intended to improve outcomes from 2012-2013 include the following (see Ref. 1-3 for more examples).

- The English program plans to conduct a retreat to more closely connect support activities such as tutoring, workshops, and Directed Learning Activities to student need, as indicated by program and course assessments.
- The Noncredit ESL program plans to redesign how it presents its certificate program pathway to students based on program assessments.
- The Math division has increased its incorporation of technology in order to support the Institutional Learning Outcome (ILO) of application of knowledge, including computer and technical skills.
- The Real Estate program is introducing two new skill awards based on their program assessments.

Sustained Efforts

The College has sustained and strengthened its efforts to satisfy Recommendation 1 through its integrated system of planning, program review, and resource allocation. The annual system has been in place since fall 2010. As of March 2014, the College is in the middle of its fourth annual cycle. The College budgets of 2011-2012, 2012-2013, and 2013-2014 have reflected the integrated process; the prioritization of resources for the 2014-2015 budget will begin in spring 2014, based on plans, assessments, and resource requests from program reviews completed in fall 2013.

The following points are evidence that the College has sustained and strengthened its efforts to satisfy the eight components of Recommendation 1.

- a. *Establish and publish a clear timeline and specific outcomes for the integration of the planning processes.*** The timeline and intended outcomes have been published in the Planning Handbooks, which are documents that have been published annually since 2010-2011 [Refs. 1-4, 1-5, 1-6, 1-7]. The timeline (page 30 of the 2013-2014 Planning Handbook) has been followed; the integrated system is followed annually. The intended outcomes are that processes will be more transparent, processes will be more fair, processes will be well understood, and processes will lead to the integration of planning, program review, and resource allocation. Employee survey results indicate that employees understand these processes: 79% of faculty and staff in 2013-2014 agreed that “I am aware of the new process (begun in 2010-2011) that integrates planning, program review, and resource allocation” [Ref. 1-16].
- b. *Establish and implement formal and systematic processes for assessing the effectiveness of the planning, program review, and resource allocation processes that include clear measures of effectiveness and direct evidence.*** Processes for assessing the effectiveness of integrated planning were developed in 2010 and have been undertaken annually. The processes include effectiveness measures and direct evidence. The effectiveness of the different components of the integrated planning system has been assessed annually since the end of the first cycle in 2010-2011 [Refs. 1-8, 1-9, 1-10].
- c. *Ensure that the implementation of integrated planning and resource allocation is not solely dependent upon the receipt of new revenue, but rather focuses on continuous improvement even if this requires reallocating or reprioritizing the use of existing resources.*** The efforts to move away from allocating resources based only on new revenue have continued since 2010. In its evaluation report [Ref. 1-11], the Follow-Up Report visiting team of 2011 found that the College used four methods for shifting resource allocation away from new revenues: analysis of student learning outcomes in program review, the implementation of the Budget Reallocation Subcommittee, moving away from automatically replacing employees, and managing enrollment by incorporating the relationship between courses and the College mission.

All four of these processes have continued. Student learning outcomes assessment at the course and program level is the key focus of the annual program review process [Ref. 1-2]; the Budget Reallocation Subcommittee is now a permanent subcommittee charged with identifying low-priority budget items that can be reallocated to higher-priority areas [Ref. 1-12]; employee replacement and new employee hiring continue to be prioritized by hiring allocation committees as part of the resource allocation process using data from program review [Ref. 1-13]; and enrollment management prioritizes courses based on relationship to the College mission and student needs [Ref. 1-14]. Resource allocation continues to include existing as well as new resources.

- d. Assign administrative responsibility and accountability for the implementation of plans.** Administrative responsibility for the implementation of plans was assigned when the integrated planning process was developed in 2010-2011. The administrators and committees responsible for the implementation of specific plans are published in the Planning Handbook (see page 19 of the 2013-2014 Planning Handbook, Ref. 1-7).
- e. Align the program review cycle and the annual planning and budget cycles to ensure that planning and resource allocation are data-driven and based upon annual outcome measures.** The integrated planning, program review, and resource allocation system is an annual system that has been followed and annually assessed since 2010-2011. Planning, program review, and resource allocation are aligned every year. Program review begins in the fall semester. Programs respond to student achievement data every year. Program plans and resource requests must be tied to assessment data and/or college plans. If resource requests are not sufficiently tied to assessment data or college plans, as determined through the Program Review Committee's validation process, then those resource requests are not considered for funding. Program plans and resource requests also include measurable outcomes [Ref. 1-15]. The College is in the middle of its fourth annual cycle of integrated planning, program review, and resource allocation based on student data and outcome measures.
- f. Clarify, document and review the multiple paths for requesting resources.** Resources are requested through the integrated planning, program review, and resource allocation system. The number of paths for requesting resources was decreased substantially when the integrated system was implemented. Program review is the primary means for requesting resources [Ref. 1-2]. Requests are validated according to their relationship to learning outcomes assessment and college plans, and only validated requests are prioritized through the College's governance system.

Though resource requests are initiated through program review, prioritized requests are funded through multiple sources (e.g., the College's operating budget, the Glendale College Foundation, and the College's three Federal Title V grants).

New funds available in 2013 came with criteria from the state or other entities for utilization. Instructional equipment funds had to meet the criteria from the state of

California; Title V and Basic Skills funds had to comply with the plans submitted to the funding agency; and finally, Foundation funds had to be approved by the Glendale College Foundation Board. Requests for funding were validated by the Program Review Committee and then prioritized by the governance committees (e.g., Academic Affairs, Administrative Affairs, Campuswide Computer Coordinating Committee and Student Affairs), following the integrated planning model established in 2010. Using the requirements specified by the grants, state of California and the Foundation Board of Directors, funding was distributed to those requests that had been validated and prioritized.

In the 2011-2012 budget, \$388,700 was included to fund resource requests that originated in the fall 2011 program review. In the 2012-2013 budget, this amount was \$63,000. In the 2013-2014 budget, this amount was \$279,134, plus \$114,493 from the College Foundation and \$152,750 from other sources such as categorical funding and grants, for a total of \$546,377 funded program review requests.

- g. *Ensure an integrated process for continuous improvement of the planning process.*** The integrated process has been evaluated and improved each year. Changes have been made every year to improve efficiency and effectiveness based on evaluations. The results of the evaluations of the integrated process, including recommendations for improvement, are published in annual reports [Ref. 1-8, 1-9, 1-10].
- h. *Facilitate increased campuswide awareness and understanding of the College's integrated planning and decision-making processes.*** When the integrated system was first implemented in 2010-2011, there was a concentrated effort to publicize the new system. After three full cycles have been completed, the system is well established in the College's operations. Programs are aware that program review is the primary mechanism for resource requests, and that program review is tied to resource allocation through the prioritization processes that are part of the College's governance system. Campus awareness about the process continues to remain strong; as indicated above, 79% of faculty and staff in the 2013-2014 faculty/staff survey agreed that "I am aware of the new process (begun in 2010-2011) that integrates planning, program review, and resource allocation" [Ref. 1-16].

In conclusion, the integrated system has been strengthened since its initial implementation in fall 2010. The College has invested resources to sustain and improve the integrated system, including the creation of a faculty released time position for developing a user-friendly assessment reporting database as well as computer hardware and software for hosting online systems for outcomes assessment and program review. The following points are evidence that the College has not only sustained but strengthened its integrated planning system since the initial implementation.

- Assessment reporting has been improved substantially by the development of an online assessment database. Before 2011-2012, assessment reports were submitted through

email and assessment activities were tracked by a spreadsheet. The online database was implemented in 2011-2012 and made reporting much easier for faculty members. As a result, participation increased significantly. Course assessments increased from 26% in 2011 to 94% in 2014, and program assessments increased from 3% in 2011 to 94% in 2014.

- In addition to the online assessment reporting system, an online program review system was developed and first implemented in 2013-2014. Online program review makes reporting results easier, and it makes the program review and resource allocation system more transparent, as employees are able to access program review reports, links between assessments and program plans, reports on assessments leading to improvements, and the status of resource requests at any time.
- Planning processes have been improved through the use of SmartSheet, an online tool allowing multiple users to update the status of college plans.

Dialogue about assessments and improvements has increased, changing focus from defining learning outcomes to using assessment results for improvement. The Student Learning Outcomes and Assessment Committee has been active for many years, discussing and recommending policies for course, program, and institutional assessment [Ref. 1-17]. The Academic Senate adopted a policy on expectations about learning outcomes assessments on October 17, 2013 [Ref. 1-18]. Assessment has been a regular discussion item at the Academic Affairs Committee [Ref. 1-19].

Recommendation 2

2010 ACCJC Report Recommendation 2. *The team recommends that the institution accelerate its efforts to develop and implement Student Learning Outcomes (SLO) assessment measures at the course, program and institutional levels to ensure ongoing, systematic, data driven improvement of student learning in order to meet the proficiency level of the Institutional Effectiveness Rubric for Student Learning Outcomes by 2012. (Standards IIA.1.a, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e).*

ACCJC Response to Midterm Report

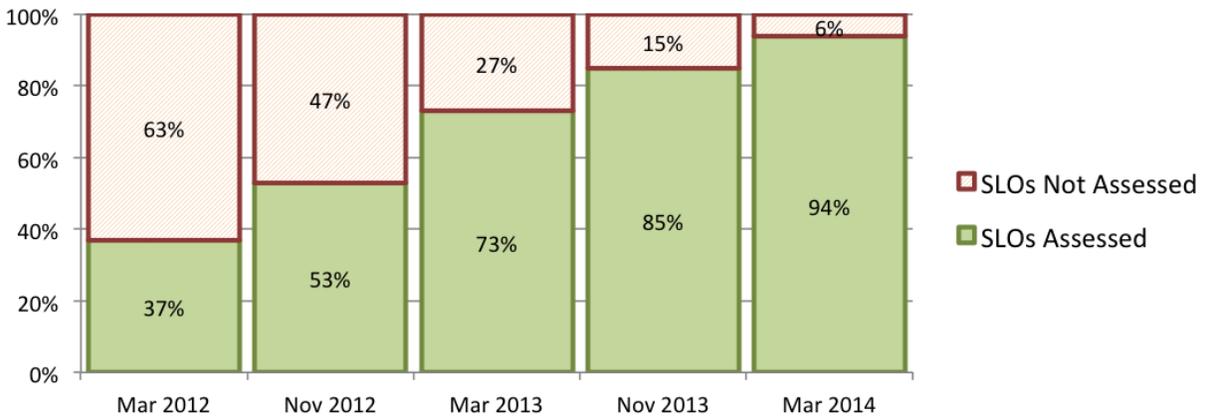
The July 3, 2013 action letter added “With regard to Recommendation 2, the College has defined SLOs for most of its courses, programs, and degrees; however, it has not sufficiently assessed SLOs, with only 73% of courses, 19% of programs, 5% of certificates, and 20% of degrees noted as having completed assessments. Although outcomes assessment has been integrated into the program review process, low levels of program assessment demonstrate that the College has not sustained its efforts to satisfy Recommendation 2.”

College Demonstration of Complete and Sustained Resolution

Assessment of Learning Outcomes

The College’s assessments have increased dramatically since the 2013 Midterm Report. Currently, 854 out of 905 (94.4%) of courses, 179 out of 190 (94.2%) programs, 66 out of 71 (93.0%) of certificates, and 73 out of 78 (93.6%) of degrees have completed assessments and are on regular assessment cycles. The graphs below show the results of the College’s strengthened and sustainable efforts to provide support necessary to implement assessment of learning at the course and program levels.

Course-Level SLO Assessment



Program-Level PLO Assessment



There are two main reasons for the increase. First, the College undertook a concerted institutional effort to inform faculty and staff as to the importance and value of assessments, supported by an Academic Senate resolution passed on October 17, 2013 [Ref. 2-9]. Second, the College developed a new, improved system to enable faculty to report clearly and easily the assessment work they were performing through an online Learning Outcomes Database (LOD).

Prior to fall 2012, the College implemented the eLumen software system to collect assessment data. However, eLumen proved to be inadequate for the College. The decision was made in spring 2012 to develop our own database in order to collect and integrate assessment data. The new LOD was developed in fall 2012, when selected faculty and staff utilized the database to document outcome assessments. Beginning in spring 2013, all faculty were given access to enter assessment reports into the database. Through this process, the database was improved and modified to ensure accuracy and ease of use. The LOD documents completed assessment cycles and integrates the course outcomes to program and institutional outcomes [Ref. 2-10].

Sustained Efforts

The College has moved to the sustainable continuous quality improvement level in assessing learning outcomes at the course, program, and institutional levels in accordance with the Accreditation Commission rubric which defines sustainable continuous quality improvement as:

- a. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- b. Dialogue about student learning is ongoing, pervasive and robust.
- c. Evaluation of student learning outcomes processes.
- d. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- e. Student learning improvement is a visible priority in all practices and structures across the college.
- f. Learning outcomes are specifically linked to program reviews.

The College meets each of the requirements for the sustained continuous quality improvement level of implementation for student learning outcomes, as defined by the six components of the ACCJC rubric for evaluating institutional effectiveness.

- a. ***Student learning outcomes and assessments are ongoing, systematic, and used for continuous quality improvement (ACCJC Rubric).*** Student learning outcomes (SLOs) and ongoing assessments are in place for courses, programs (including degrees and certificates), and support services. Course SLOs are defined in the course outline and assessed on regular cycles. SLOs are listed on the course syllabus, thereby informing students of the expected outcomes [Ref. 2-20]. Program learning outcomes (PLOs) are listed in the catalog [Ref. 2-11] and are assessed via capstone courses, aggregated data from course assessment reports, and other methods. The quantitative data on assessment cycles presented above supports the College's level of sustainability.

Outcome assessment cycles are a part of the professional responsibilities of faculty. In the faculty collective bargaining agreement, Article III: Guild Rights; Section 3: Responsibilities of Faculty Members; C states "Assessing student learning outcomes (SLO's) and reporting the result are part of the obligations of all instructors, including adjunct instructors. Adjunct faculty shall not be required to attend meetings to write, discuss or edit SLO's" [Ref. 2-1]. Additionally, faculty evaluations contain a section entitled, "Evidence of Student Learning." These items were ratified by the Guild and approved by the Board of Trustees on Monday, December 16, 2013 [Ref. 2-2].

The development of the LOD has improved the ability of faculty and staff to document outcome assessments and the ability of the College to monitor the progress of outcomes. The database records completed assessment cycles and integrates the course outcomes with the program and institutional outcomes. Student, Program and

Institutional Learning Outcomes (ILOs) are entered into to the database and tied to a particular course/program. Faculty enter their assessment data into the database for use by divisions, the SLOAC committee, the Curriculum Committee and individuals completing program review documents.

To ensure sustainability, SLOs are incorporated into the approval process for new courses, programs, and curriculum revisions [Ref. 2-3]. The curriculum process requires that SLOs and PLOs be approved by the academic division, the SLO Committee, the Curriculum and Instruction Committee, and the Academic Affairs Committee. These processes ensure quality improvement at the course and program levels. Divisions have established timelines for ongoing completion of course and program assessments [Ref. 2-12]. Input from the SLOAC Committee and the Curriculum and Instruction Committee (C & I) contributes to the division decisions regarding guidelines and timeframes for outcome cycles.

College funding process are influenced by outcome data and planning via the program review process. Personnel requests are included in program review documents [Ref. 2-7] and reviewed by hiring allocation committees [Ref. 2-13]. In addition, each program review requires outcome data and planning goals which are used by the Program Review Committee to validate requests for new resources. After validation, resource requests are moved forward to and then prioritized by governance committees (e.g., Academic Affairs, Administrative Affairs, Campuswide Computer Coordinating Committee and Student Affairs). Resource requests that are not validated by the program review process do not move forward in the process. Resource requests validated by program review and moved forward by the governance committees are recommended for funding by the Budget Committee [Ref. 2-14], as funds become available. Sources of funding include general funds, restricted accounts, grants and the Foundation.

Grant proposals also include learning outcome measures to evaluate effectiveness of the proposal. Grant programs are required to evaluate and report the impact and effectiveness of grant funded activities on student success, thereby closing the assessment cycle.

- b. *Dialogue about student learning is ongoing, pervasive, and robust (ACCJC Rubric).*** There is widespread dialogue about assessment results and identification of gaps. Divisions conduct discussions of outcomes at scheduled meetings, frequently in a retreat format. Expectations with regard to SLOs campuswide are incorporated into faculty meetings, division chair meetings, SLOAC Committee meetings, Curriculum and Instruction Committee meetings (C & I), Academic Affairs Committee meetings, and other governance committee meetings. The Associated Students and student leaders of clubs and organizations discuss learning outcomes with campus SLO leaders.

Dialogue about assessment results is incorporated in the planning process through an

annual presentation to the Master Planning Committee that includes assessment results and the resulting program improvements [Ref. 2-15]. The Educational Master Plan has been restructured recently to better incorporate program review. SLO and PLO results are integral to program reviews, which contribute to elements of the EMP via the Instructional and the Student Services Plans [Ref. 2-16, 2-17].

- c. *Evaluation of student learning outcome processes (ACCJC Rubric).*** The SLOAC Committee, a subcommittee of the Academic Senate, is responsible for recommending timelines, policies, and procedures for establishing, assessing, and reviewing assessment cycles. The committee is made up of representatives from each academic division and committee members serve as SLOAC resource for their respective divisions [Ref. 2-5].

Assessment results inform the revision of SLOs and PLOs. Assessments are regularly discussed by departments/divisions. Revisions are put forward by divisions and reviewed by the SLOAC Committee. The SLOAC Committee is responsible for the mechanisms by which revised SLOs and PLOs are documented and distributed to the campus community.

Learning outcome assessment processes and approval processes were recently examined and revised by the SLOAC Committee and the Academic Senate. Dialogue at the October 2, 2013 Academic Affairs Committee meeting [Ref. 2-8] resulted in recommendations brought to the SLOAC Committee and the Academic Senate about assessment and reporting expectations.

- d. *Evaluation and fine tuning of organizational structures to support student learning is ongoing (ACCJC Rubric).*** After the Accreditation visit of 2010, the College made changes to the administrative structure to integrate institutional planning, program review and accreditation. This was the first step in the process of ensuring institutional commitment to the ongoing evaluation of student learning.

The Institutional Planning Coordination Committee (IPCC) was created in 2009 [Ref. 2-4] to streamline the planning process. Its mission statement is as follows:

The IPCC models and monitors continuous quality improvement to ensure institutional effectiveness. The committee oversees college planning and program review; assesses the effectiveness of planning; makes recommendations for sustained continuous quality improvement; develops strategies to promote college-wide dialogue, discussion, and participation in the integrated planning process; and identifies trends and common needs that reveal institutional and student needs. These objectives are achieved by the strategic use of institutional data (including program review), accreditation standards, federal and state regulations, and community input as guiding principles for assessing institutional effectiveness.

In response to the 2010 self study recommendations and internal discussions, faculty release time positions have been modified to include a 40% release time SLOAC Coordinator; a 40% SLOAC Database Coordinator; and an 80% Accreditation, Planning and Program Review Coordinator. While faculty release time positions have existed for years, the functioning of these three roles has been refined and modified.

The Faculty SLOAC coordinator position was reviewed and revised in 2011. The objective/description of the position was as follows:

To devise strategies for GCC to attain persistence in student learning outcomes and assessment cycles (SLOACS). The SLO Coordinator works with the Academic Senate and eLumen/Database Coordinator to envision and enact strategies campus-wide to develop a culture that utilizes systematic evaluation of student learning for decision making at the course, program, and institutional levels.

In May 2012, the current SLOAC Faculty Coordinator was hired. The position continues to evolve and over the past year focused on implementing a sustainable system of continuous quality improvement. As chair of the SLOAC committee, the SLOAC coordinator guides the institutional processes of policy development. This committee reports to the Academic Senate and consists of members from each division and resource personnel. One purpose of this committee is to define and delineate policies and procedures associated with the continued use of outcomes in the quality improvement process.

The SLOAC Database coordinator position (originally named eLumen/Database Coordinator) was reviewed and revised in 2011. The description of the position originally stated:

To implement GCC specific applications of eLumen (or other database) to provide the campus with a means to monitor course, program, and institutional SLOACs. The eLumen/Database Coordinator works with the Academic Senate and SLO Coordinator to implement eLumen (or other database) software into our student learning and assessment cycles (SLOACs).

The SLOAC Database coordinator was hired in May 2012. At that time, the decision was made to abandon eLumen and create a user-friendly, integrated database. The development of the LOD has improved the ability of faculty and staff to document outcome assessments and the ability of the College to monitor progress of assessment cycles. The database records completed assessments cycles and integrates the course outcomes to the program and institutional outcomes.

In order to mirror the integration of accreditation, planning and program review to the campus community, the college combined several faculty release time positions into one.

In May 2013 the Coordinator of Planning, Program Review, and Accreditation was advertised and a faculty coordinator hired [Ref. 2-18]. This is still under review and will be evaluated in May 2014. According to the job description, the Coordinator is responsible for:

Co-ordination of planning, program review, and accreditation activities with the instructional administration. Working with the instructional administration, classified staff, Academic Senate, and Guild to promote faculty leadership and participation in planning, program review and accreditation, including:

- co-coordinating the program review process,
- organizing the process of developing accreditation reports,
- providing current information related to accreditation to the Academic Senate, Board of Trustees and campus community, and
- co-coordinating educational master planning activities and timelines.

This coordinator is responsible for communicating the integrated nature of planning, program review and accreditation to the campus community.

The College has made a substantial commitment to ensuring the sustainability of assessment outcomes, program review and data based decision making. Changes in administrative responsibilities, faculty release time positions, committee assignments, and the creation of a new governance committee provide evidence of the institutional commitment of Glendale Community College to continuous quality improvement.

- e. *Student learning improvement is a visible priority in all practices and structures across the college (ACCJC Rubric).*** The College has defined student outcomes measures based on institutionally established standards and the state student success scorecard. These outcomes are designed to be progressive in nature over time. As student success outcomes are assessed, plans will be devised to ensure continuous quality improvement. As the College meets an outcome goal for student success, new student success outcome goals will be defined.

Timelines have been developed for course level and program level outcomes [Ref. 2-19]. The timelines have been implemented and are currently tracked through the Learning Outcomes Database. Most divisions are following either a 3 year or 2 year cycling period. Each division has an SLO representative who helps track the cycling periods for courses in their area and is a member of the SLOAC Committee.

Course SLOs, assessment methods, and results are linked to PLOs and ILOs. Each SLO is coded in relation to whether a student has been introduced to, is developing, or has attained mastery of the outcome. The LOD structure has prompted revisions to learning outcomes for courses and programs as stakeholders recognize gaps and missed connections. Reports from the LOD are available on the SLOAC web site [Ref.

2-5]. This allows faculty, staff and campus constituents the opportunity to view the status of the College in relation to student learning outcome/program learning outcomes and institutional outcomes.

Divisionwide reporting of assessment outcomes has been incorporated into the program review process since fall 2010. Reports summarizing improvements based on assessment cycles are presented annually to the Master Planning Committee by the program review co-chairs [Ref. 2-15]. In 2013, program review asked for information related to changes made based on outcome data.

Students demonstrate awareness of goals and purposes of courses in which they are enrolled. Course student learning outcomes are required to be included on course syllabi [Ref. 2-22]. Course SLOs are also included on all course outlines of record. Program Learning Outcomes (PLOs) are included in the print and electronic versions of the GCC catalog for degrees and certificates. Faculty discuss learning outcomes with students through the process of reviewing and discussing syllabi and course goals and discussing applicable assessment results.

The College has collected evidence that students are aware of the learning goals of courses, programs, and the institution. According to the spring 2013 student survey, 84 percent of credit students and 95 percent of noncredit students agree that they know what learning outcomes their instructors expect of them. Eighty-four percent of credit students and 95 percent of noncredit students agree that GCC focuses on student learning [Ref. 2-6].

Additionally, the 2013 student survey asked students about improvement on each of the College's ILOs. Students were asked how much GCC improved their skills in each area. Among students who indicated they were completing their educational goal at GCC, the percentage of students saying that GCC improved their skills in the ILO areas ranged from 80 percent to 93 percent [Ref. 2-6].

f. Learning outcomes are specifically linked to program reviews (ACCJC Rubric).

Glendale Community College has a multi-tier system of utilizing data to inform decision making. Divisionwide reporting of assessment outcomes has been incorporated into the program review process since fall 2010. Reports summarizing improvements based on assessment cycles are presented annually to the Master Planning Committee by the program review co-chairs [Ref. 2-15]. In 2012 and 2013, the program review document asked for information related to changes made based on outcome data [Ref. 2-7].

The assessment outcomes data on student learning needs at the course and program levels are documented and reported via the revised program review process. Qualitative and quantitative data on student learning are systematically reported by divisions and support programs on an annual basis. Divisions and support programs must substantiate resource requests with data provided by assessment cycles and/or specific links to

college plans and goals. Data from program review are used to validate requests for resources and personnel. Resource requests that are not validated by program review are not moved forward.

Dialogue about assessment results is incorporated in the planning process through an annual presentation to the Master Planning Committee that includes assessment results and the resulting program improvements. The Educational Master Plan has been restructured recently to better incorporate program review; SLO and PLO results are integral to program reviews, which are the building blocks of the Instructional Plan and the Student Services Master Plan.

All college constituencies work together to ensure a sustainable integrated system of quality improvement using the tools defined through program review, student learning outcomes assessment cycles, student success data and other parameters defined by the College.

Recommendation 4

2010 ACCJC Report Recommendation 4. *As recommended by the 2004 evaluation team, the team recommends that the college complete all overdue employee evaluations, as required by Board policy and employee collective bargaining agreements, including fully implementing professional development plans to ensure that all staff obtain the necessary skills to satisfactorily perform their jobs (Standards IIIA.1.b, IIIA.5). The team also recommends that the evaluation processes of faculty and others responsible for learning clearly identify how the effectiveness of producing outcomes is addressed as a component of their evaluation (Standard IIIA.1.c).*

ACCJC Response to Midterm Report

The July 3, 2013 action letter added that “language has still not been ratified by the bargaining unit that would ensure effectiveness in producing stated student learning outcomes as a component of faculty (and others’) evaluations. Therefore, the College has not sustained efforts to meet Recommendation 4.”

College Demonstration of Complete and Sustained Resolution

Evaluation forms for instructional faculty were revised during spring 2013 and changes negotiated with the Glendale College Guild Local 2276 of the American Federation of Teachers. Ratification of the new forms was however postponed until fall 2013 in order for a similar revision for evaluation processes of counselors and librarians to take place and the package to be brought forward in its entirety. Evaluation forms for all instructional faculty, counselors, and librarians were revised and ratified by the Guild membership and the Board of Trustees during fall 2013 [Ref. 4-1]; the new forms underline evidence of student learning as a component of faculty evaluation and performance. This evaluation component is being used for faculty evaluations in spring 2014. Article III: Guild Rights; Section 3: Responsibilities of Faculty Members; C states “Assessing student learning outcomes (SLO’s) and reporting the result are part of the obligations of all instructors, including adjunct instructors. Adjunct faculty shall not be required to attend meetings to write, discuss or edit SLO’s” [Ref. 4-2].

Appendix: Evidence

Links to evidence documents are also at <http://www.glendale.edu/index.aspx?page=6287>.

Recommendation 1

- 1-1. [PLO Assessment Report](#)
- 1-2. [2013-2014 Program Review Document](#)
- 1-3. [Summary of Assessments Presented at October 18, 2013 Master Planning Committee Meeting](#)
- 1-4. [Planning Handbook 2010-2011](#)
- 1-5. [Planning Handbook 2011-2012](#)
- 1-6. [Planning Handbook 2012-2013](#)
- 1-7. [Planning Handbook 2013-2014](#)
- 1-8. [Annual Report on Integrated Planning 2010-2011](#)
- 1-9. [Annual Report on Integrated Planning 2011-2012](#)
- 1-10. [Annual Report on Integrated Planning 2012-2013](#)
- 1-11. [Evaluation Report of Accreditation Follow-Up Team, Spring 2011](#)
- 1-12. [Budget Reallocation Subcommittee](#)
- 1-13. [Hiring Allocation Committees](#)
- 1-14. [Enrollment Management Plan](#)
- 1-15. [2013-2014 Resource Request Form](#)
- 1-16. [Campus Views 2013](#)
- 1-17. [SLOAC Committee Minutes](#)
- 1-18. [Academic Senate Minutes, October 17, 2013](#)
- 1-19. [Academic Affairs Committee Minutes](#)

Recommendation 2

- 2-1. [Collective Bargaining Agreement between Glendale Community College District and Glendale College Guild Local 2276 of the American Federation of Teachers](#)
- 2-2. [Glendale Community College Board of Trustees minutes, December 16, 2013](#)
- 2-3. [Curriculum Handbook](#)
- 2-4. [Link to IPCC web page with meeting agendas and minutes](#)
- 2-5. [Link to SLOAC Committee website](#)
- 2-6. [Student Views 2013 \(student survey results\)](#)
- 2-7. [2013-2014 Program Review Document](#)
- 2-8. [Academic Affairs Committee minutes, October 2, 2013](#)
- 2-9. [Academic Senate Minutes, October 17, 2013](#)
- 2-10. [Link to online Learning Outcomes Database](#)
- 2-11. [Glendale Community College Catalog](#)
- 2-12. [Sample timelines for PLO assessment](#)

- 2-13. [Hiring Allocation Committees](#)
- 2-14. [Budget Committee minutes from 11/13/2014 \(final funding recommendation for 2013-2014\)](#)
- 2-15. [Summary of Assessments Presented at October 18, 2013 Master Planning Committee Meeting](#)
- 2-16. [Glendale Community College Instructional Plan](#)
- 2-17. [Glendale Community College Student Services Master Plan](#)
- 2-18. [Coordinator of Planning, Program Review, and Accreditation position description](#)
- 2-19. [Sample SLO and PLO timelines defined by instructional divisions](#)
- 2-20. [Academic Senate list of required elements on class overview/syllabus](#)

Recommendation 4

- 4-1. [Glendale Community College Board of Trustees meeting minutes, December 16, 2013](#)
- 4-2. [Collective Bargaining Agreement between Glendale Community College District and Glendale College Guild Local 2276 of the American Federation of Teachers](#)