



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

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July 3, 2013

Dr. David Viar
Superintendent/President
Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208

Dear President Viar:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 5-7, 2013, reviewed the Midterm Report submitted by Glendale Community College. The purpose of this review was to assure that the recommendations made by the evaluation team had been addressed by the institution and that the College had also provided an update on the self-identified planning agendas which were included in the Institutional Self Evaluation Report. The Commission took action to require Glendale Community College to submit a **Follow-Up Report by March 15, 2014**. The Report should demonstrate complete and sustained resolution of the recommendations noted below.

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:

- Establish and publish a clear timeline and specific outcomes for the integration of the planning processes;
- 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;
- 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;
- Assign administrative responsibility and accountability for the implementation of plans;
- 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;
- Clarify, document and review the multiple paths for requesting resources;
- Ensure an integrated process for continuous improvement of the planning process; and
- Facilitate increased campus-wide 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)

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Glendale Community College
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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.

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)

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.

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)

Regarding Recommendation 4, the College reported that the average completion rate for all permanent employee evaluations is 96% and the College adheres to its schedule for evaluations. Employee training needs have been identified, and appropriate workshops have been implemented. However, 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.

Work accomplished to address the remaining recommendations appears to have been sustained. The College publishes identified policies in its catalog, class schedule, and on the website; uses federally recognized Equal Employment Opportunity Commission (EEOC) ethnic categories in its reports, publications, plans, and data; and includes long-range planning for information and technology services in budget allocations.

Maintenance and custodial staffing levels have been improved; the computer server room has been remodeled and the cooling system improved; and revisions have been made to budgeting processes to set aside funds to address Governmental Accounting Standards Board accounting standard 45 regarding post-employment benefit costs (GASB 45 liabilities).

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Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. In accordance with U.S. Department of Education regulations, institutions are expected to have fully resolved all deficiencies within two years of when they were first identified to the college, and to have addressed all recommendations. At the time of the next regularly scheduled visit, the evaluation team will examine evidence to confirm that the College's described changes and steps taken to achieve full compliance with Standards have been sustained.

The Midterm Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the Report and this letter appropriate dissemination to your College staff and to those who were signatories of your College Report. This group should include the campus leadership and the Board of Trustees.

The Commission also requires that the Midterm Report and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.*

Please note that the next comprehensive evaluation of Glendale Community College will occur in **spring 2016**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Ms. Jill Lewis, Accreditation Liaison Officer
President, Board of Trustees, Glendale Community College District

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review Guidelines for the Preparation of Reports to the Commission. The Guidelines contain the background, requirements, and format for each type of report and presents sample cover pages and certification pages. The Guidelines are available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).