



# Program Review 2015-2016

## Administrative Services Fiscal Services

Full Review

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### A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

#### GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

#### GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

#### Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

#### Mission Statement Components

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Transfer preparation | <input type="checkbox"/> Technical training                           | <input type="checkbox"/> Enhance and sustain cultural vitality of community     |
| <input type="checkbox"/> Certificates         | <input type="checkbox"/> Continuing education                         | <input type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input type="checkbox"/> Associate degrees    | <input type="checkbox"/> Basic skills instruction                     | <input type="checkbox"/> Enhance and sustain economic vitality of community     |
| <input type="checkbox"/> Career development   | <input type="checkbox"/> Rigorous and innovative learning experiences |   |

### Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

### Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

### Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services

- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

### Question A.2. Define the mission of your program and how it relates to the college mission and vision.

The Fiscal Services department is responsible for all financial transactions and facilitates and processes involving vendor payments, student payments, payments received, and ongoing analysis and reconciliation of financial statements. The department communicates with the campus regarding employee payroll, benefits and informs students of their financial responsibilities and deadlines.

## B. Trend Analysis

### Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	2012-2013	2013-2014	2014-2015	Change	Trend
FTES					
FTEF					
WSCH Per FTEF					
FT Percent					
Credit Fill Rate					
Noncredit Fill Rate					
Success Rate: All Classes					
Success Rate: Online Classes					
Success Rate: Hybrid Classes					
Success Rate: Face-to-Face Classes					
Degrees & Certificates					

### Section B.2. Trend Data for Non-Instructional Programs

## Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts	Other
Accounts Payable: Make Payment owed by the college to suppliers and other creditors.	2011-2012:	34,338 Checks
	2012-2013:	41,944 Checks
	2013-2014:	49,346 Checks
	2014-2015:	
Accounts Receivable: Receive payments which are owed to the college.	2011-2012:	3,568 Entries
	2012-2013:	3,414 Entries
	2013-2014:	3,660 Entries
	2014-2015:	
General Ledger: Financial account analysis, Month/Year-end closing, Bank reconciliation, Financial statement, Journal entries, Revenue and expense reconciliations, Etc.	2011-2012:	N/A
	2012-2013:	N/A
	2013-2014:	N/A
	2014-2015:	
Grants: Establish budget, Revenue and expense reconciliations, Financial statements, invoicing, Financial account analysis, Etc.	2011-2012:	19 Grants
	2012-2013:	16 Grants
	2013-2014:	21 Grants
	2014-2015:	
Payroll: Process paychecks and ensure accuracy and compliance with State and Federal tax laws, Analyze time sheets, Wage garnishments and levies, Leave accounting, Etc.	2011-2012:	1,800 Employ.
	2012-2013:	1,800 Employ.
	2013-2014:	1,800 Employ.
	2014-2015:	
Tuition: Assist students with all their fee related inquiries, Accept deposits from satellite offices, Distribute College Work-Study checks, Distribute Financial Aid checks, Process student refunds, Process student billing, Accept various payments from students, Etc.	2011-2012:	34,763 Students
	2012-2013:	35,853 Students
	2013-2014:	39,694 Students
	2014-2015:	

**Question B.1.** Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

**Question B.1 applies to all programs and services.**

There are no declining trends.

## C. Student Learning and Curriculum

### Section C.1. Course Assessments for Programs with Courses

**Section C.1 applies only to instructional programs.**

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

Assessed Courses:

Total Courses:

Assessment Rate:

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

**Please limit your response to 250 words.**

**Question C.1 applies only to instructional programs.**

Not at this time. A summary will be provided in next year's program review document.

### Section C.2. Program/Service Assessments

**Section C.2 applies to all programs and services.**

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

Fiscal Services will survey campus community regarding issues important to them.	
Assessment of SLOs	Current SLOAC Status: Ongoing
	Last Assessed: Fall 2013
	When will this program be assessed next? Spring 2015
	Describe the program's assessment cycle: Every two years
	When will the program undergo curriculum review next?
Describe changes made due to assessments:	Last year's survey relied on input from employees who came to the offices. This method did not provide any valuable information. This year
<b>Relation of Program to ILOs:</b>	
Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to	

GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery
- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

Assessed Programs: 0

Total Programs: 1

Assessment Rate: 0.0%

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

Please limit your response to 250 words.

### Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

Please limit your response to 250 words.

## D. Program Evaluation and Needs

Section D applies to all programs and services.

### Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

Not applicable to this department.

### Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

The department is currently in the process of updating its Oracle financial system.

### Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

### Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Staffing is not adequate.

There are no unnecessary vacant positions

Skill level of staff is satisfactory

There are always updates in this field. Ongoing training opportunities are used as needed.

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

### Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

Not applicable.

### E. Program Plan

**Section E applies to all programs and services.**

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item	1
<b>Program Goal:</b>	Successful transition of Tuition Office in the Lab/College Services Building
Action item:	Modification of the use of the current space.
	All student services will be centralized in one (new) building

Anticipated changes/improvements:	
How will improvements be measured?	Most likely by the annual student survey
Timeline for completion:	Estimated for Spring 2016
Link to Mission Statement:	In Progress
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	
Link to Annual Goals:	
Link to Institutional Learning Outcomes:	Information Competency
If this program plan item was included in a previous year's program review, describe current progress on the item:	
Could not find a link to the GCC Plan or Annual Goals...	

#### F. Report on 2014-2015 Funded Resource Requests

##### Section F applies to all programs and services.

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

Resource request funded in 2014-2015:	Hire two Payroll Technicians
Impact of item on program:	These positions were replacement of retirees
How will the impact continue to be measured?	NA - there is no impact once the positions were replaced.
Resource request funded in 2014-2015:	Student Fees Assistant Technician
Impact of item on program:	This position was replaced as a result of a promotion
How will the impact continue to be measured?	NA - there is no impact once the position was replaced.

#### G. Program Resource Requests (All Programs)

##### Section G applies to all programs and services.

CHAC	Senior Account Clerk	Note: Carried over from 2014-2015.
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#### Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.